

# Council to Confront Senate Nine Seats... Open Meetings

At the November 16 students' council meeting, the motion was passed to approach the November 24 Senate meeting with a formal demand for nine student Senators. Council debated one and a half hours, opinion divided between keeping with the October 13 results of the general student referendum or rejecting the referendum on grounds that presently it is a futile proposal. The students had voted for nine seats with or without a restructuring of Senate.

Since September a student committee has been negotiating with a Senate sub-committee to prepare the final proposal to the Senate as a whole.

According to Mary Clancy, a non-voting student representative on Senate, "We are not going to get nine seats under old structure." She said, "According to Senators Dr. Wainwright and Mr. Martin new structure would be an actual thing in two or three years."

In the Report of Students' Committee on Senate Representation, presented to Council, it was stated, "The Senate members suggested to the students that 3 students be elected to Senate for the remainder of the year 69/70 and next September a re-evaluation of the number and effectiveness of the students be undertaken by the students' council. It was also suggested that nine (9) students on the Senate would be the aim of both the students elected

to the body as it stands and the present members of Senate. . . May it be stated that approving the three senators and tabling the idea of nine and/or parity will facilitate the election of student Senators and perhaps the reform of Senate."

However, it was argued that, if nine seats were not possible at present, it would be far more democratic, in view of the referendum, to refuse any offer of less than nine seats. If nine seats are rejected, then an alternative request of open Senate meetings, granting three students observer seats with full speaking privileges, would be preferable, it was felt.

In refuting this, opinion, Mary Clancy said, "How can three observers without votes be better than three Senators? Why settle for speaking privileges only when we can have three students with speaking and voting privileges?"

In a paper presented to council by some of the members, it was stated, "Students will lose interest in a Students' Council which makes no effort to honor its commitments." The paper also said, "The difference between no votes and three votes is negligible. In terms of making sure student voice and opinion is heard on Senate, observers with speaking privileges will admirably carry out this task without votes."

Mary Martin said that the best solution to the present mess would be to hold another referendum. When she made this an amendment to the proposal, the point was brought up that you can't bring a new referendum to the students without first requesting that students should have nine seats.

Mary Clancy also said, concerning a request for nine seats to the Senate as a whole, "The Senate Committees are appointed by the Senate to clean up the dead wood. The opinions of these Senate Committees would necessarily be the general sentiment of the whole Senate." Therefore, if the committee felt a proposal of nine seats would be rejected, it would be senseless to go to Senate with this proposal.

Liz MacKinnon said, "It would be one hell of a waste of time to go to the students with a referendum." It was felt that the sooner a positive move was made, the sooner the wishes of the student body would become a reality.

It was finally passed that the Council committee would go to Senate with the previous request for nine seats. Seven council members voted in favour of this and seven were against. Geri Gaskin Council President, broke the tie vote. The senate question will be brought up at the next meeting, November 24.



## AUCC Ends With "Nothing to Say"

to 150 people by the final day of the four-day affair, which began November 3.

The conference basically provides a get-together for administrators from all Canadian universities, and is supposed to provide a forum for administrators' ideas and problems concerning higher education.

The first two days of the conference were closed to the public, as various administrative groups — planners, information directors, financial experts — compared experiences, exchanged thoughts on policy and made short statements to the press at short, carefully managed conferences.

Altogether, the administrators conducted three hours of open deliberations at simultaneous commission meetings on financing, curriculum, university government, planning and employment practices. Few recommendations or statements were forthcoming:

- one commission suggested the AUCC consider

OTTAWA (CUP) — After two days of closed meetings, a banquet, six speeches and seven commission meetings, the 1969 national conference of the Association of Universities and Colleges of Canada ended here Thursday (November 6) with a cancelled press conference and "nothing to say."

Reporters who showed up Thursday afternoon for a wind-up press conference at Ottawa's posh Skyline Hotel met a bare conference room: the AUCC board of governors, which met in secrecy for the two previous hours, decided they had nothing further to tell the press.

"That's about par for the course," said a reporter for one large Toronto daily. "I just want to finish this story and get out of here."

"I've complained about it before, but it's really hitting home to me now that it's impossible to describe some situations."

The 600 registered delegates to the conference — including approximately 45 students — had dwindled

"close working relationships with the national association of community colleges if and when it is formed";

- another suggested that committees responsible for reforming undergraduate curriculum should have representation "from all elements of the university community;"

- a committee on library resources "deplored the discontinuance of Canada Council grants for supporting research collections in libraries and urge their renewal";

- a commission on university government reported nothing at all: just a "full and frank discussion". All commission recommendations were accepted at a single, 45-minute plenary Thursday (November 6). No votes were taken: all recommendations were forwarded to the board.

The only untoward incident of the conference occurred at an official banquet Wednesday night, when four French-speaking students, delegates to the conference, interrupted guest speaker Senator Maurice Lamontagne.

Before Lamontagne began his speech, one of the students took the microphone to question Lamontagne's credentials as a "representative of Quebec."

The student, wearing a sign proclaiming himself "a Cuban agitator in Quebec," told the audience Lamontagne was "a damogogue — not part of the people's struggle."

"He is a representative of Quebec's universities — and Quebec universities are state universities," the protestor said.

The student returned the microphone to Lamontagne as diners chanted "Speaker, speaker."

Theme of the conference was "The Contemporary University: Its Ideology and Commitments."

## Pres. Optimistic about AFSC

The enthusiasm and hard work of fieldworkers, Cathy Walker and Skip Hamlin continues as they aid in stirring up committees on all the member campuses. Speaking with Geri Gaskin, president of the AFSC, she said, "The work is ceaseless, and the fieldworkers are doing a remarkable job. However we are hoping to hire a secretary to lighten the work of the executive, and Cathy Selby of MSVU has generously donated her time."

Plans have been set up for the executive meeting in Halifax next month to discuss the problems thus far and the work that will be necessary for the referendum.

Geri said Dalhousie University has finally joined the federation and this increased the budget by about one thousand dollars. "We are very happy about their admittance," she said.

Geri also said that Dal did not submit in the October conference because of the necessary agreements with their students' council.

She went on to say that with the help of Skip Hamlin and Paul LeBlanc, the French schools are very active and meetings are being arranged to discuss and arrange in any situations possible.

The AFSC also rendered help to St. Mary's University and to St. Francis Xavier University in regards to the problem of open residences. Geri explained that the only feasible help they could offer to the two universities was the guidance of a field worker. The AFSC sent telegrams assuring these universities that they supported the efforts of the students and will be available for any

help.

Concerning the case of the residence question at SMU, Geri said, the AFSC accuses Father LaBelle of "moral blackmail" because of the alternatives he presented to the students.

"Along with the endless work and the demands from other campuses I'm very optimistic that with very hard work, the union will be able to formulate and be a great success," Geri concluded.

### 2 & 3 Editorials

### 5 Small Wood

### 6 & 7 Course Unions

### 9 Drama

### 11 Sports

**INSIDE** →

# Whistle Me That Again!?

by Mary Clancy

This weeks effort is dedicated to our great and beautiful Students council. What's that, I hear you cry, well The Students Council of Mount Saint Vincent University is the duly elected body of governors; elected by the students and for the students, once (or twice or three times etc.) a year. It has an executive, faculty reps., boarder and day-hop reps. But what do they do, I hear you ask. That my friends is a very good question. Once upon a time councils did a lot of work, even if it was bad at least it showed that they were breathing. Unfortunately that is not the case today. No, our illustrious representatives are quite dead politically. Witness the overwhelming number of meetings the council has had recently. Somewhere, I heard that Council was supposed to meet once a week. However in the past month there has been one actual meeting; and that was cut short because the vice-president had to

leave for a convention in Ottawa.

Now I realize that Miss MacKinnon is one of the few members whose working ability is recognizable, but is she really so indispensable?

Perhaps, there is no work to be done; or maybe everything is so rosy that the Council can afford to rest on its laurels (?). Now and again, one does here ripples. For example the remark made by Miss Cathy Selby, president of the Arts Faculty in which she stated that with only two meetings the Senate committee couldn't possibly have explored all the avenues to the correct number of student Senators. Working along this line, one could read a possible insult to the Senate committee. After all the Council seems to be able to run the school with no meetings.

Just a little aside here. The New Students rep. came into the office and asked if Liz MacKinnon

was the V.P. It makes one wonder how adequate the lines of communication are between members.

I do understand that the president is not well. I am so sorry but perhaps one could expect the other members to be able to go on, at least for a bit, without their spiritual leader. They were certainly quick enough to censure her when her behavior was a bit much.

Perhaps the students of this institution might not care to have a Council that is constantly active. After all when one is apathetic oneself it's comforting to know that ones leaders are cut from the same mould.

Then again there's always the MUM method of disbanding the whole council. Then the president could recuperate in peace and quiet and the other members could go around being apathetic on their own time and not on that of the entire student body.

## ... And Again

by Mary Clancy

Well, The Happy Gang is at it again. I have just returned from a council meeting (yes, they do have them) and the venom is just dripping off my shoulders. I was late and apparently missed the first act of this bloody confrontation. Luckily I was there for the little debate on senate. It was quite a night. First of all it seems that many of our illustrious reps. are

unable to realize that voting privileges are superior to mere speaking privileges. I fail to comprehend this logic but after all ours is not to reason why, so instead I shall make reply. Well the idea of speakers vs. voters was hashed around. Tempers rose and a lot of general nonsense was foisted upon the observers. I say the observers because by the lack of reaction on the part of the councillors one would suppose that they are used to nonsense.

After much weeping and gnashing of teeth, this idiocy was finally concluded and the long suffering members of the Students Council Committee on Senate Representation thought that we could now get down to business and possibly tell the senate that three seats would be a good start. Not so fast people.

Another councillor suggested a new referendum. Do I hear screams of frustration? Well, there were a few at the meeting. One member justifiably blew her cool, and backed by another member stated her decision to absent herself from all things pertaining to a new referendum. This was of course immediately interpreted by certain reactionary elements on the council as a refusal to perform duty as a councillor. May I say. . . . Horsefeathers! I'd like to see the average student's reaction to another referendum . . . . .

Well the fat was fairly in the fire at this point. Remarks were committed to the minutes and then stricken. Then the president got tough. At least I think that was the emotion she was trying to convey. She was speaking very slowly and deliberately and

a few people looked scared. The rest just looked bored and everybody looked tired.

Eventually it was decided that the senate should be presented with the entire referendum, including the parts that the committee had been assured would in all likelihood be turned down. I guess that all committees are for is to waste time. It takes entire councils to make fools of entire student unions.

Then we had a little brawl. The president, using language that I am not permitted to reproduce in this column, suggested that the senate was paralyzed with fright when they heard that the referendum asked for nine student senators. When none too gently reminded by this writer that the school was not run on the principles of totalitarianism, she stated that the President Sister Catherine Wallace was the only reasonable member of senate. When a general uproar ensued she qualified this statement by saying that the president of the university was one of the few reasonable members of Senate. She declined to elaborate. Strong stuff that!

Anyway the motion was passed for the committee to take the referendum to senate, see the section on number of senators rejected and bring up the whole ludicrous situation next time. That is if there is a next time. My fear is that we will all be watching our grand children graduate before we get reps on Senate. Never mind at least we're seeing the feminine brain in action. And with reference to most of the types on council a sorry sight it is too.

## Open Residences

by Tess Power

First the struggle starts off with the manial protests for better cafeteria food and more residence facilities, then to open house on certain days of the week and finally for full control of residence living.

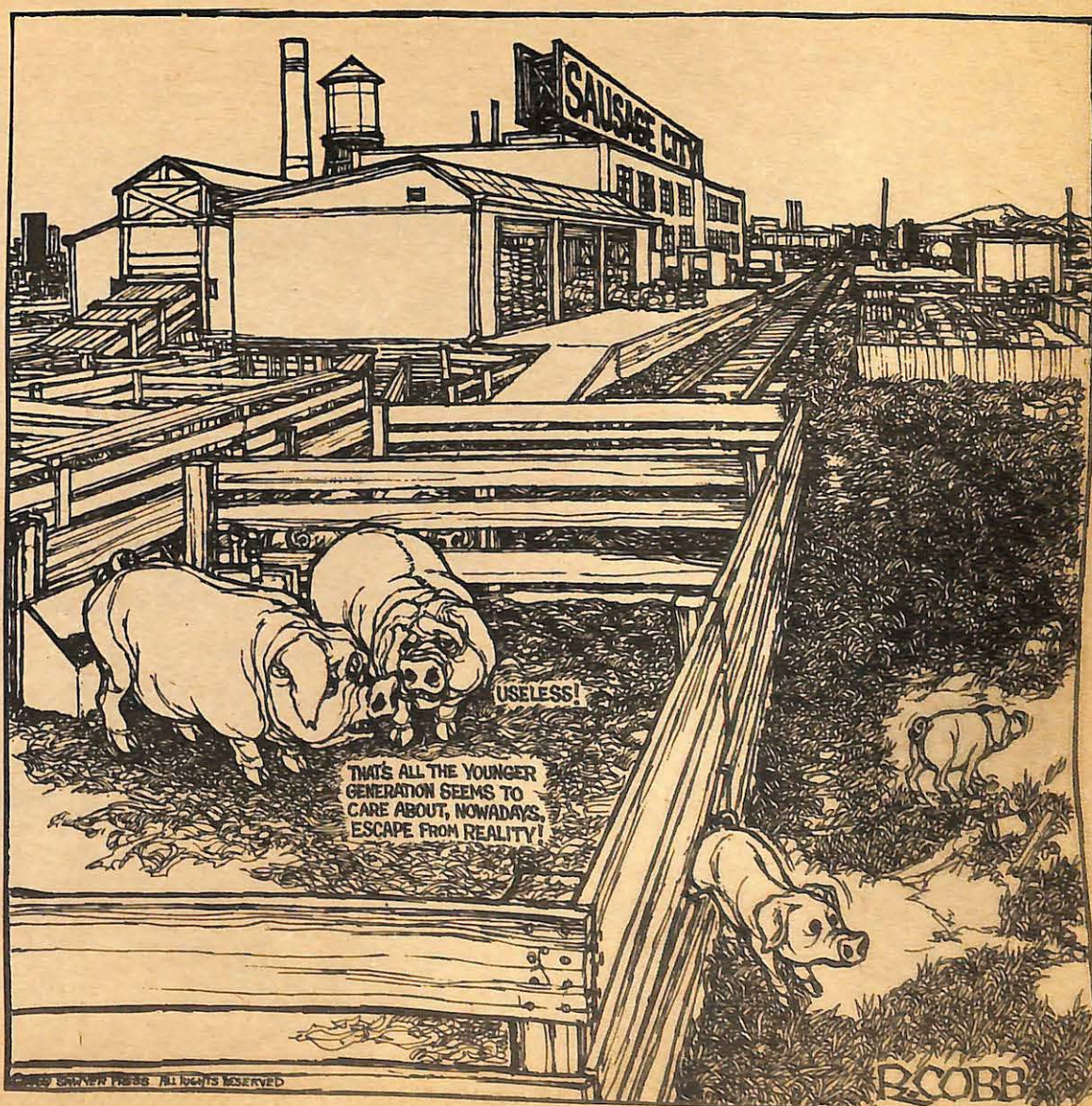
Just what do all these protests mean to those with mixed emotions about the double standard and the individual right to control his life. How many times have we heard our elders or parents admit that it is they who have the obscene images about our actions and beliefs? If students want the right to control the way they live, then let them. In general, when individuals are given the right to hold positions of responsibility, and this would be the case of everybody in a co-ed residence, then the restrictions they impose on themselves are more stringent than those imposed by the administration. Take for example, the case of disciplinary boards. Here at the Mount and certainly at SMU it has been proven repeatedly that it would be safer to be tried before ten administrators than before three students.

The repression of people in this society often manifests itself in the university and this is certainly true of the co-ed residence question. How can students ever develop a critical approach to life if universities are proving themselves to be another cog in the corporate capitalistic machine? Apparently, from the statements of Father LaBelle of Saint Mary's University, this is manifesting itself. Blackmail is certainly not a mature and ethical approach to the requests of students who ARE the university. In fact that such repression in the university exemplifies the age-old myth that students are merely "consumers" and that the university DOES belong to the administrators.

Gone are the days of the liberal university, so we are told. In the yearly speeches of some of the greatest administrators of Canada, the point is always brought out that only through a critical approach to society, to the university and to ourselves, will the situation evolve where compromise and rapport ever develop between the divergent interests in the university community. Why then can't we make a start with co-ed residences? It's certainly our money going into the upkeep of these buildings. A fact often overlooked by parents and administrators, is that the government does not subsidize residences.

It's sad but true. The majority of students who have never stopped to analyze the purpose of rules and regulations are actually believing in the clinches of tolerance and respect for the right of other individuals which administrators have been pontificating. Do they not realize that the theories, the ideals, the ends which the supposedly "radical" students demand are actually supporting this, but merely see different means of achieving this situation.

Too bad pre-exam tension is causing the majority to reconsider the demands of the "radicals". But then for the sake of perpetuating the established order, wouldn't it be better to get a few A's at Xmas rather than ask for our share of humanity.



## OPINION

# SENATE-Much Ado About Nothing?

by Pat Lewis

What has developed as a result of the Senate referendum held Oct. 3? After a hard-pressure campaign which included some entertaining antics from the student council and eventual censorship of Pres. Geri Gaskin, the issue seems to have slipped into oblivion. However, although the students have been kept in the dark, in all reality, Council has been up to its usual tricks.

At a meeting on Oct. 21 Council defeated a motion of the Senate Committee which proposed three student voting seats on Senate.

Joanna Marini, a student-at-large representative of the Committee, said that it is impossible to solicit nine seats in a new structure since the new structure does not exist. They had succeeded, however, in securing an unofficial O.K. from Mr. Martin and Dr. Wainwright, Senate representatives on the Committee, to go ahead and try for three seats. "In this way," she said, "the students can work from within."

Councillors who voted against the motion said it was because the Committee had only met twice over a period of two weeks and this did not allow sufficient time for pressing negotiations.

Cathy Selby (Arts II) said the Committee had "not tried hard enough to get nine seats." Mary Martin (Arts III) was more adamant. "We brought a referendum to the students and they voted for nine seats. The Committee should have worked for the nine seats. Three seats is just tokenistic."

"Abstentions on the ballot were critical to its defeat," said Vice Pres. Liz MacKinnon, Chairman of the Senate Committee Brenda Landry and Committee member Gail MacDonnell felt that their involvement in the Committee denied them the right to vote, and so they abstained.

Brenda felt one reason for the defeat of the motion was the decision of the Chairman to use Robert's Rules of Order during the discussion of the proposal.

"It was unfair," she said. "We haven't used parliamentary procedure all year except in this one instance. Even the rest of the meeting was conducted informally. Being on the Speaker's List only twice made it impossible to answer all their questions."

Brenda also said it was "ridiculous to try for nine seats. Those who are crying 'tokenism' are looking to the other campuses and trying to apply what is happening there to the Mount. . . As it is, the Senate WANTS student opinion. As observers we have been asked our views on almost every issue."

"It is only reasonable," she continued, "to accept the three seats. Nine seats would give us parity with the faculty under the old structure and this is not what the students voted for."

Thus, what the students voted for seems to be the basis of the present problem. That the referendum was long and complicated cannot be denied. However, 54.4% of the students did support representation on Senate. This was the essence of the referendum

and should not be forgotten or pushed aside in the battle over how many senators.

Those who voted against the motion have advocated the presence of three speaking representatives with no voting power. This would rescue the students from any tokenism on the part of the Senate.

However, this all or nothing approach seems a bit too dramatic and not at all in keeping with the students' support of representation. After all, it is the vote that counts.

Louise Comeau (Arts III) ably summed it up, "It will take two or three years before Senate could be restructured and thus two or three years before we could get nine senators. We should accept the three seats now and work from there."

The motion is to go to Council again before this paper returns from the press. Despite the fact that the last two meetings have been cancelled due to the lack of a quorum, it appears something will be accomplished this week.

"The council is causing unnecessary problems," Brenda Landry said, "Senate is just waiting for us. That the original three student senators will work towards an eventual nine seats in inherent in the motion. The important thing now is to get student representation and to get it right away."

## OPINION

# SENATE-No Ado About Something!!!

by Ceci Mac Donald

What has developed as a result of the Senate referendum held October 3?

After an exhausting campaign which included a lot of hard work on the part of a lot of committee people who believe in TAKING THINGS TO THE STUDENTS because democracy starts at the bottom, not at the top, the issue seems to have slipped into oblivion. However the students' council is up to new tricks. For never before to my knowledge has this council deliberately turned their minds away from what they knew the Union wanted. They have been nothing but honest and full of the ideals of responsible, representative government.

Yet at a meeting October 21, the council tied four in favour and four against and four abstentions in a motion to reject their mandate from the Union to work for nine voting seats on Senate. The president was obliged to break the tie in the only way it could be broken — AGAINST ignoring the explicitly stated student wishes.

Geri Gaskin, student president said that it is possible to get their nine seats, and that the structure

can come later. She also said that the council committee doesn't need an official, unofficial, semi-official or any official pat on the head to work for their mandate — they already have it — from the students.

According to the debate in Students' council those who voted against it did so because:

- Three seats was not the mandate, and we must maintain some sort of integrity as a council
- Three observers seats with full speaking privileges would be as effective
- The topic open senate meetings was not even considered in the report, yet this was supposed more vital even than seats.
- Two meetings of one hour each do not constitute negotiation but compromise.

Anyone who thinks Roberts Rules of Order is unfair, should read the constitution. The Chairman does not habitually use the formal style of debate. Semihabitually there isn't much debate. A major subject, however, with obvious personal stakes involved, requires proper conduct.

And proper council conduct is the question. What the students voted for seems to be the basis of the problem. They voted one way and their erstwhile representatives are making an apparently successful attempt to reverse that vote. The essence of the referendum should not be forgotten or pushed aside: OPEN SENATE MEETINGS WITH 33% STUDENT SENATORS.

Those who voted against the motion have advocated the presence of those representatives with full speaking privileges, but with no voting power. This would allow student opinion to be heard on the current issues before Senate while the details of voting representation were worked out.

It is not an all-or-nothing approach. It is the difference between negotiation and compromise. And it is not the vote that counts unless it is the students' vote — 33%.

## What do you think of open residences?



Diane Anderson, Jr. Ed.,  
"Sure, on certain days during certain hours, but not all the time. I think that would be impractical."

CAMPUS



Mary Martin, Arts 3:  
"I believe in open residences because I feel one's private life is an expression of the individual and I don't think it should be restricted at a university level."

Cathy Shediak, Arts 4:  
"I think it's inconvenient. It's not as though you were living in a private home. You must consider the privacy of others."



Valerie Aylward, Arts 4:  
"If the majority agrees, then I agree. However, I would still consider it an invasion on my privacy."

COMMENT

Mary Lou St. Onge, Home Ec. 4:  
"I don't believe in entirely open residences. I do think the limited are a good idea. Open residences should be restricted to certain days most convenient for all students."



# Letters to the Editor

## "Women's Liberation" - A Catchy Phrase

As a visitor to Halifax and the Mount these past few days, I would like to comment on a few things.

Firstly, I wish to compliment your fine university on its ideal location and atmosphere, and I must admit that it was a real surprise to find such an unheralded place with the facilities you have.

What a joy to be able to go to school near a city and breathe the fresh air at the same time. It stimulates the legs as well as the mind, judging from the horde of zany female joggers darting in and out at all hours.

However, when I was waiting one evening, I happened upon a copy of THE PICARO and the article "To Be Or Not To Be", roused my raging interest. "Women's Liberation - a catchy phrase."

You better believe it is!

It seems that this article is urging all available female hands to try to break the socialization habit. Boys do this, and girls do that. Boys are tougher and creative, girls are passive and gentle.

This is the way they grow up, and as a result men get more breaks than women, financially and otherwise. They urge you to change all this - be somebody; reject this idea of second-class citizenship.

This is fine and if scientists and sociologists at MSV can come up with a newly-developed pattern of life then an eager world awaits the discovery and this could be very well your claim to fame.

However, I doubt it, because although there are many extremely capable and strong-willed women in the world, I'll show you a thousand who aren't to every one that is. For example, having driven motorcycles and cars for a few years, I strongly support the theory that women drivers are a hazard on the road. Not the only hazard, mind you, but a big one. It's because they are basically indecisive and often create situations that cause accidents in traffic and other things as well.

I do not advocate that women be considered on a different plane or cast than men. But I do think that they, as people in our society have a definite role to play.

It is a known fact that men function better in business and that women function very well as mothers and housewives. In fact I'd say as far as mothers go, women are ideal specimens for the task.

If a woman shows signs of being a genius, or even adequate at a certain task or field, then by all means let her proceed on an equal basis with men.

But don't ever think that a society with women performing "manly duties would ever work. Women can do some men's work. It depends on the individual. But they have their own special work, that only they can perform and it's every bit as important as other kinds of work. It is part and parcel of what makes the world go 'round.

A woman's place in the world is for her to decide - to do what is best. There is no definite place, no set path to follow.

I would like at this point to say hello to my friends and exfriends at the Mount.

Mike Prescesky,  
B. Mus. II  
McGill University.

## Socialization Vs Liberation

Dear Editor:

I am writing in response to your editorial, TO BE OR NOT TO BE, in the issue of October 8. I have recently read THE DEVELOPMENT OF POLITICAL ATTITUDES IN CHILDREN by R. Hess and J. Torney. It is about the political socialization of children in public elementary schools.

Political socialization is the orientation to the political values, beliefs, and facts of our society. The way in which boys and girls are socialized politically determines their interest and participation in the political process later in life. That is, of course, of crucial importance in a democracy, where it is expected that each citizen can understand and participate in his government.

The public schools are the most important and effective instrument in the political socialization process. Between grades 2 and 8, children are most susceptible to it.

The explanation of the political process given to children in the early grades by their teachers makes a lasting impression and should be a useful and valid one. If it is inaccurate and distorted and the children are taught only unquestioning patriotism, obedience to rules and to conform to society without also learning how to influence government (in political parties and pressure groups) and what the truth is about political activities (even if unpleasant), they will remain politically immature. Children badly socialized in politics leave school with a distorted view of how the political system works and are disillusioned when they see how things really are and

tend to reject the system entirely.

In regard, especially to the political socialization of girls in schools, most teachers subscribe to the cultural stereotypes, eg. political activity is more appropriate for males. Teachers present different norms and expectations in the political process to boy and girl students. This, of course, reinforces the political passivity and non-participation that is so typical in our North American society. Girls personalize politics more than boys do, they are less actively concerned, and they see lack of disagreement and conflict as the greatest good. These are all unrealistic and immature political attitudes. Is it surprising, then, that so few women are active in politics and government in Canada?

It is made very evident in Hess and Torney's book that the political attitudes of both boys and girls primarily result from what they learn in the public educational system. To correct these faults is the only way we can encourage women to be active and interested in politics. Schools should teach the fundamentals of politics and government and not discourage students from being interested in political parties and controversial issues. "To be or not to be" is a question that must be raised about our public education system and how it politically socializes children, especially in grades 2 to 8.

Sincerely yours,  
Dorothy Fitzgerald.

## About "Shame On Reps"

Dear Editor:

Regarding the letter printed in your last edition of the Picaro called "Shame on Reps", I would like to say that I am glad that those Reps succeeded in doing one thing - waking the students up.

When we first arrived at the Mount everyone was running around like mad trying to get the freshmen involved in such things as; the student council, the newspaper, women's liberation etc., etc. At this time no one wished to get involved. The main goal of most of the students at that time was getting the right courses, fixing up their rooms, and getting dates for Saturday night. Some of us however didn't mind getting involved on such things as newspaper, the student council, women's liberation etc. When the time came for people to be selected to attend conferences they were not found among those who did not want to get involved but among those who did. Speaking as one of the students selected to attend the U.P.E.I. conference, I would like to state that we were told by many of the delegates from other universities that we have the best delegation at the conference.

If the students who signed the letter are worried about the reputation they're getting, I ask them to start worrying about the reputation they have. This reputation labels Mount girls as being little snobs who are only coming to the University because their fathers have fat wallets or because no other university would accept them with their 55 to 59.9 averages. Students from other universities must begin to realize that some of the Mount girls know what they are talking about when they do talk. They must also be made aware that although like most other universities the majority of the students are apathetic, there are some M.S.V.U. students who know what is going on or at least trying to find out.

In conclusion I would like to say that I hope the Editor of the PICARO will find room to reprint the retraction printed by the CADRE regarding "Men termed Perverted (sic) Perverts," since the space was found to print the article itself.

Jocelyne Marchand

## Retraction from Ed. of CADRE

The article was not meant to be serious. It was intended (as were parts of "All the News That's Print to Fit") as a parody of a desperate search for news on our part, (see editorial, same issue). Not all the remarks quoted were made by the girls (one indeed was randomly lifted from another conversation at another table). Most of the remarks they did make were printed wildly out of context. They knew it wasn't serious, and I didn't think anyone would take it seriously. To anyone who has, I apologize for the confusion.

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## "Don't get involved"??

We are passing through a period of in which the guideline most adhered to is "Don't get involved". No matter what the need or the ability to meet it, many work harder trying to steer clear of the challenge than they would if they accepted it. We would like, therefore, to pay a tribute to the following members of our Alumnae who are concerned to take on the responsibilities of leadership.

Jacqueline Lynch, B.A. '61, B.Ed. '62 a teacher at Saint Pat's High School, volunteered to organize this year's Miles for Millions. The money raised went to such organizations as Oxfam, YMCA World Service, Crossroads to Africa etc.

Sister Zelma Leblanc and Sister Gabriella Villala are totally involved in the overwhelming fight against poverty in Peru.

Thanks to Rose McGinn, Secretary to J. Douglas Kline, General Manager, Public Service Commission, the 1969 Conference of the Northeast District of the National Secretaries was a success because she was willing to take on the responsibility, the details, the set-backs and the months of work involved in organizing the conference.

Pat Egan, Mrs. Donald Bonang, is Vice-President of the Ladies Auxiliary of the Paraplegic Association, formed four years ago to assist the parent body, The Paraplegic Association, in its work with paraplegics. The group includes mothers with young families, working girls, and women whose families have grown enabling them to devote more time to volunteer work. All have a common purpose, to make life more bearable for another who has to spend life in a wheelchair. The program consists in visiting the patients, entertainment, tours, painting classes, and would you believe a bowling league? Every second Wednesday afternoon there is bowling league with members of the Auxiliary pushing the chairs. As Jean Doig, the President, and Pat Bonang, the Vice-President, say this is no namby-pamby organization. It takes fortitude to stay with a fellow human being who has just learned he will never walk again and to try to convince him that life is worth living. It takes constancy to be on hand regularly and to adjust one's routine to theirs.

In the foregoing we have outlined briefly the activities of four women: a teacher, a missionary, a secretary, and a housewife and mother, who in reaching beyond the ordinary sphere of their lives to touch and improve the conditions of others, are saying "This is what it means to be a woman."



"Promises, promises!"

## The Saint John's Ambulance Course "Child Care in the Home"

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# Poverty, Politics and Profits in Smallwood's Squid Jigging Ground

by Paul MacRae Canadian University Press

ST. JOHN'S, Nfld. (CUP) — Newfoundland presents an almost classic case of how not to modernize an underdeveloped region, only more so. The more so is Premier Joseph Smallwood.

It's been 20 years since Newfoundland staggered into Confederation. That it did so at all is a tribute to Smallwood's ability and hard work.

Now, the province has an unemployment rate of 10 percent, and the lowest per capita income and the highest per capita debt in the country. A report prepared for the Smallwood government (and subsequently ignored) indicated that the situation will get worse.

The province's debt will rise from about \$800 million last year to \$1.2 billion in 1972, the report said. It added that only the out-migration (as it is called here) of thousands of Newfoundlanders has kept the unemployment rate from topping 30 per cent.

St. John's reportedly has more millionaires per capita than any other city in Canada. And Newfoundland's potential wealth in fish, minerals and timber is enormous.

The Grand Banks, as a former Smallwood cabinet minister told 3,000 Memorial University students at a rally, October 31, is the greatest fishing ground in the world. Labrador is mineral-rich and the province's forests are worth millions in pulp, paper and timber.

"Newfoundland's 500,000 people are probably sitting on more wealth in natural resources than any other 500,000 people anywhere in the world," he said.

What's wrong? The student council at Memorial University, the province's only university, called the rally to coincide with the Liberal party's first-ever leadership and policy convention. The rally discussed what's wrong, and where Newfoundland is going.

The students' immediate reaction is to blame Joey, and they are not alone. The leadership battle revolved almost entirely around Joey's personality and the issues were buried in a landslide of mud. The convention was a leadership convention in name only, and Smallwood must have known that when he started his minor Cultural Revolution.

Joey had too many friends in Newfoundland, and could do too much damage to his enemies, to worry much about losing. But he was obviously worried about the failure of his efforts to bring Newfoundland into the 20th century, and no doubt looked to the convention as a way of demonstrating his "grass roots" support.

Looking at the record, it's easy to blame Joey. The record, as told to me anyway, indicated he has sold the province down the river for a mess of promises. In the process the province has spent millions in outright grants, and millions more in tax and other subsidies to incoming industries. The return in jobs and personal income has remained meagre. Some examples:

The Electric Reduction Company phosphorous plant on Placentia Bay was Joey's baby. And ERCO was happy to come. The company's pollution record and standards have made it an undesirable tenant in the other provinces.

ERCO, if you recall, was in the thick of a flouride poisoning uproar at Dunnville, Ont., two years ago, a controversy which has yet to die down. Keenly felt here is another ERCO pollution triumph -- the virtual destruction of Placentia Bay as a source of fish through the dumping of phosphorous waste.

Although ERCO denies it, a pollution expert who spoke to the student rally estimated it would take 15 years for the bay to become fishable again. And meanwhile, as one of the Liberal leadership candidates remarked bitterly, Newfoundland fish

must be marked as not from Placentia Bay to be acceptable as exports.

ERCO was supposed to bring a measure of prosperity to the region, providing jobs and income. In fact the company probably costs the government more each year than it brings in.

A speaker at the rally noted that the government had to spend millions setting up a special electricity generating plant to meet ERCO's needs. And ERCO gets a special deal on its electricity -- only 2.5 mills per kilowatt hour.

A speaker at the rally noted By agreement, however, the government is committed to paying not less than 5 mills per kilowatt hour. The speaker estimated ERCO's subsidy at about

thousand dollars to "worthy" projects. The company can afford it -- as part of the package, it pays no taxes.

These are all Joey's deals, and all are regarded with some anger by the Newfoundlanders I talked to. A student told me there are two widely-held opinions about Joey's efforts. The charitable view is that he doesn't know how to manage money and has been duped.

The other view is probably libelous.

This feeling has colored Liberal leadership hopefuls John Crosbie's and Alex Hickman's approach to the leadership -- "Give us the Premiership and we'll do a lot better."

But it is doubtful that the solutions are as simple as that. New-

foundland's problem seems more like that of the Third World countries than of any other model, and if the experience of these countries is an indication, bringing in more outside capital will only create more problems than it solves.

At the basis is the nature of capitalism itself. There are already fears here that industry will turn the province into a gigantic slagheap if the province makes it too easy for companies to get in. More important is the capitalist attitude toward people as sources of profit, labor as a commodity like any other commodity, and the distortion of priorities that the capitalist's search for profit brings into an economy.

In their fight to survive as

unique economic units, many of the Third World countries have turned logically to socialism as an alternative to American and European ownership of their economies. The countries that have followed the capitalist road find themselves still under-

developed, and falling behind. Newfoundland also resembles many countries of the Third World in the intense nationalism of its people. "We're Newfoundlanders first and Canadians second," explains one resident.

And their experience with the capitalists of Canada's mainland is not likely to tighten the bond. Meanwhile the Newfoundlander pays millions to bring in private industries, money which could be used to create publicly-owned industry. There are two advan-

must be made more palatable for the "middle classes."

Only "nuisance" candidate Randy Joyce, a fifth-year student at Memorial, cut through the personality fog to the issues. Reading in part from a weekly column he does for the student newspaper, The Muse, Joyce told the 1,700 convention delegates:

"...I am convinced it would be a disaster to develop Labrador as Mr. Smallwood has tried to develop Newfoundland. The number of jobs actually given to Newfoundlanders is small, and the royalties the Newfoundland government receives from the operations are ridiculously small.

"Most of the profits Newfoundland never sees -- they go right out of the province. On top of this, Smallwood has wasted untold millions in promoting private industry of a dubious nature..."

"There appears to be two alternatives to this system of exploitation," Joyce continued. "One is letting private industry operate on a lease basis. The lease would be long enough to enable the company to make a profit; on its expiry the operations would then be run by the government and the profits could be applied to our province's urgent needs, such as education and health.

"The other alternative is complete socialization; that is, existing industries could be taken over by the government..."

The Smallwood delegates sat stoney -- faced through Joyce's speech. The Crosbie and Hickman supporters applauded and cheered his attacks on Joey, were more subdued when it came to his concrete proposals.

And Smallwood's speech? Well, for a while, we wondered if he was even going to make one. Half his 30-minute allotment was taken up by a demonstration of support.

First, a Navy cadet band marched into the auditorium-cum-hockey rink, followed by an all-girl high school band, followed by a giggle of pre-pubescent cheerleaders, followed by, so help me, another cadet band. And then, of course, Smallwood's delegates flooded the floor.

The speech was pure Joey. No content, no discussion of the issues that had created the huge rift in the Liberal party, just a flamboyant call for unity. "We are one family!" he cried, raising his arms; "The Liberal family!"

No -- one was surprised when he won in the voting Saturday. Joey controls Newfoundland. Buck Joey and the construction contracts may dry up. Vote Tory and you may lose your liquor license.

Joey's popularity is based largely on his history, and his power. But he cannot cope with the modern problems, nor will his successors. Following the pattern of Quebec, the province will pass over into the ownership of foreign corporations (and "foreign" to a Newfoundlander includes mainland Canada, just as "foreign" means "English" to a Quebecker.)

But Newfoundland may be the only province in Canada where the people will make a break from the private enterprise ideology of their leaders.

Still lacking large industry, and thus without the powerful vested interests that cripple government action for the people in other parts of Canada, and in a situation where most of the people have nothing to lose, Newfoundland's political spectrum may shift left.

And following the pattern of Quebec and the underdeveloped Third World countries, Newfoundlanders may begin talking separatism or revolution to pull themselves out of the mess their leaders have created for them.



"ON WITH THE MESS WITH J.R.S."

\$2,500,000 a year for electricity alone.

I was told that 12 or 13 companies own most of the province's mineral-producing areas. A few mines are operating, but in most cases the land lies untouched until it is more profitable for exploitation. The mines now worked are worth hundreds of millions of dollars, of which Joey's government gets about \$2,000,000 a year.

The Liberal government offered an attractive deal to one pulp and paper firm. The province put up about \$30 million against \$5,000,000 by the company to set up a plant. No losses guaranteed, largely publically-financed, and entirely privately-owned.

Every year, I was told, this firm gives away a few hundred

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In their fight to survive as

tages in following the second course: The profits will belong to the people, and the profits will cease to flow out of the province as they do now.

It would also mean that the needs of the Newfoundland people, and not international capital, came first in priorities.

There is no evidence that the three major leadership candidates are willing to tackle the problem from this angle, and no wonder. Both Crosbie and Hickman own businesses themselves, and Crosbie is one of St. John's millionaires.

Their platforms would simply sell the province at terms slightly more favorable than those Joey is getting. A fourth candidate, Thomas Spencer, said in his campaign speech that Newfoundland

# Course Unions



## What Course Unions Are

A union should be a body with functional bargaining power. How this can be achieved in reality is a difficult question. However we must first define what the various implications of the words "course union" are.

A course union may be defined quickly as an organization of the majors of a given discipline (s), with a possible provision for membership of those minoring in the given discipline (s).

The purposes of a course union are:

- To insure the principle of student participation in the educational process that they undergo (questions of courses offered, course content, and general academic environment);
- To promote a degree of interaction and discussion among students of a given discipline;
- To endeavor to achieve a rapport between the faculty and students of a said discipline in order that the educational process become bilateral as opposed to unilateral;
- To work toward the establishment in each department the structure which suits best the needs and wishes of the students and faculty concerned.

## Kinds of Course Unions

1. Parallel Course Unions
  2. Student Representation within a given structure
    - a. Parity Course Unions
    - b. Ratio Course Unions
- The parallel system is simple, and can be operationalized as follows:

- a. form a department or cross-department student union with membership open to all those students (if any), majors, and those who indicate at registration their intention to major in that department (s); according to the wishes of the departments involved, minors could also be included in the membership.
- b. Pass a constitution declaring the regularly called Departmental Student Union meetings as the STUDENT PLENUM and elect what officers are necessary (chairman, convener,

and recording secretary) to transact its business.

- c. Select two students for each (if any) of the committees paralleling those created by faculty. Normally, they would have access to the same information as their faculty counterparts. They will, within the plenary guidelines established by the student plenum, develop particular proposals in separate meetings. They will also meet regularly in joint sessions with their faculty counterparts. Usually, the joint committees should be able to work out a mutually acceptable compromise between student and faculty positions and present identical recommendations to their respective plenum.

PARTY course unions are essentially developed on the constituent assembly approach, 5 with joint student/faculty decision-making at both the committee and departmental meeting level. A course union is created with membership the same as described for parallel structures, with the difference being that the plenum in addition to officers necessary to conduct business, elects representatives to sit on a Departmental Legislative Body (of whatever name). The legislative body has an equal number of students and faculty.

RATIO course unions again have full membership of students in the course union, but they elect members to sit on a Departmental Legislative body (and departmental committees) at less than parity, generally 1/3 representation, sometimes even lower.

This, in brief, are the structures of different kinds of course unions. There are a lot of papers on the structure of course unions, but herewith BE WARNED.

It is my opinion that the ONLY way course unions can be successfully established and upheld is through classroom organizing. Until every student has some gut-level kind of reaction against having their heads all messed up in the classroom, course unions aren't really going to be anything more than a training ground for future administrators and top-echelon Council people. We have to bring down EVERYTHING to the student level, which is the obvious failing of almost every student council. Instead of getting off our fat elitist asses we sit around saying that although X and Y are good ideas: a) apa-

thetic; b) don't know anything about anything; c) wouldn't like it because it's too radical. We've tried just about everything from mass media to pamphlets to mass meetings without the masses -- and, O.K., maybe they haven't worked. But that DOESN'T mean students don't care, it means that our tactics don't fit our strategy. So let's try it again -- this time right in the classroom, where the conditions of: oppressions; of the negation of individual creativity and development; of the socialization to dependence, and to the acceptance of capitalistic corporate structures, and acceptance of American imperialism as a "necessity" for Canadian development -- are all so completely blatant that they can be SHOWN to the students. Course unions can have SOME usefulness, but only if they are the result of classroom organizing. The functions of the course unions can only come from the members if they are to be effective. So it is a development form classroom organizing -- to a demand for a change or changes -- to a demand for a course union -- to people in the union deciding the functions of that union in relation to their specific needs -- to a realization that these needs relate to the needs of students as a whole -- to a view of the things outside the university and the place of that university and what's happening inside it to the society the university serves. Course unions CAN be the vehicle of consciousness, but they haven't been in many cases to this time.

## Strategy: Locals

The best way, I suggest, is to develop locals at a series of levels. For instance, in the History department there MAY be one person interested in the development of a critical kind of thinking. (If not, the departmental Local will set as one of its priorities the need to talk to people in the department and FIND one person at least in every class). These people meet in a history department Local to study, discuss alternatives, develop tactics, discuss mistakes and success, and plan an overall strategy for the department. The people in this Local must remember that their whole purpose of being is to reach and every person in each and every class, and to expose the contradictions

in the classroom in order to increase those committed to a critical viewpoint. The classroom will eventually be the major level of the Locals. The Departmental Locals will be the nucleus of the Course Union when the students in the department demand a course union. Once each department has a union, the Faculty and Central Locals will automatically dissolve themselves, for they will have outlived their usefulness.

Each Departmental Local sends a representative to a Faculty Local (Arts, Science, etc), the purpose of which is to actually, physically, get together the people from the different disciplines in order to exchange information, profit from each others mistakes and successes, and so on. This level is not put in just to add to the bureaucracy, but from the experience that unless there is a structure to demand the presence of so many bodies at X time, in all likelihood they will never quite coordinate themselves successfully enough to get together. The Departmental Locals will meet at least once a week, and the Faculty Locals at least once a month.

The Faculty Locals will elect or appoint (not necessarily from within their own numbers -- they could call for applications for instance) people to compose the CENTRAL COMMITTEE. The Central Committee is a bureaucratic body, in order to free those working at organizing from the hassle of getting money and keeping it straight, letters, lobbying, and general shit-work. They will arrange for papers done by locals to be printed and distributed, they will do co-ordinating work requested by the Locals, posters, etc. In effect they are the support staff of the locals. They will act as a lobby for students' council money, they will be the body to whom the funds are given. As a dispensing body they will allocate on the advice of the Faculty Locals and their own discretion. They will provide typists, paper and man-power for all the needs of the Classroom, Departmental and Faculty Locals.

These, then, are the basic ideas of the paper. First must come classroom organizing, then as a result of the DEMANDS OF THE STUDENTS a course union. The next parts of the paper are designed for people who have not done organizing in the class-

room, have not got some facts at hand that could be useful in initial discussion groups -- in other words it simply brings together in one place an awful lot of previously written stuff, and will serve as a starting point for people to start talking in the classrooms. The appendix provides facts, studies, etc, which may be useful when examining the structure of the university, and the destructive effect it has on people.

## The University Defined and Rejected

The university is part of society, and serves society in two ways:

1. it is a preserver of present knowledge, an organizer of that knowledge, and its disseminator;
2. it expands the present state of knowledge in ways which serve the felt needs of the society in which it exists.

Therefore, the university is essentially a conservator, an obvious upholder of the present state of affairs, or the STATUS QUO. As such, the university is created and operates as an institution which will serve these definitions of itself. The institutions of necessity condition and order the senses (of students, faculty and administrators alike) to respond in certain predictable ways in the name of: obedience (students); preservation of "academic" freedom (faculty); and the preservation of order and decorum (the administration). Thus the institution becomes and object in itself for the sake of the institution itself, without a continual and conscious re-evaluation of what it is that the institution is standing for. Thus one must force oneself out of this cataton-



ic state in which one is obedient principally to preserve the institution just as it is, and therefore, implicitly, as it will be forever.

In the institution as we know it the student is being forced to play the role of "apprentice" in order to absorb a given amount of knowledge to prepare him or her to either assume a profession upon graduation, or to comply with standards required to attain a profession (graduate school or training in a corporate structure). This attitude has certain inherent assumptions:

- it assumes that there is a certain limited body of knowledge, probably defined as the amount of knowledge presently disseminated in the graduate schools of the particular discipline;
- that the person teaching has all

from

# A Strategy for MSVU

by Geri Gaskin

that body of knowledge; presupposes that the undergraduate level of university is not a creative but an absorptive process.

We are therefore assuming that the purpose of the university is to train the student with a given set of technical skills, it also assumes a trade which is functional to the PRESENT economy. Essentially, in talking about apprenticeship we are talking about the kind of education which assumes that the present society is good, and therefore to change it is bad, in which case to train students to reinforce this concept of the present society is the ideal of the universities. Under these conditions the claim of the university to be free from the stresses of society and to provide an atmosphere of creative and critical development is false - - for it serves society as it exists, and therefore cannot question it in any fundamental way.

The colleges, as I see it, have their own way of putting it. They ask "how can we maintain quality?" - - few ask the naturally following question "what quality?" for they believe they are being critical just in the first question. Nor do they suggest that the problem is to come closer to the realization of their aims. It may be valid to suggest that one of the reasons the universities of North America are in their present state of tension and crisis is simply because their stated aims are: (1) not explicit, only implicit; and (2) are not being fulfilled, and are subconsciously being recognized as such. It is bound to screw one's head if the moral principles one has always believed in are recognized as not really existing. Because it is impossible to consciously accept the fact that you have lived a lie all your life, it is better to call in the cops and beat kids over

done by Jacob in 1956, (recognized as one of the best done) he assembled much evidence that proved that colleges rarely succeed in bringing about important changes in attitudes or values, and that the main effect of four years of college is not to make students independently critical and examining, but TO MAKE STUDENTS more like one another.

Another study revealed as an interesting side-story the conditions of the upper-class women of a small town. Almost all of the women had attended the "best" colleges, and all complained of the drastic lack of cultural influence and activities. As a result of boredom they all spent most of their days drinking or their evenings partying and indulging in whatever exciting activities they could think of (see Updike's COUPLES.) Yet in their own town there existed between their downtown drinking haunts and the upperclass area a slum of terrific proportions through which they traversed every day. The infant mortality rate was one of the highest in the country, the living standard one of the lowest. Yet these women were bored, and had nothing to do - - merely an example, an excruciating example of the inability of universities to create a social consciousness in their students. We therefore must draw some conclusions to continue:

1. the universities serve society as it exists;
2. the universities do not produce as a rule independent people striving for the betterment of their community.

As students, we must ask if we believe this is the correct state of affairs, and if it is not, then what do we propose to replace it with?

## Place to Start

The obvious place to start is that we DO believe in democracy, and that we DO want it to exist in our society and our universities. But it does not now exist in either place. The reason usually given that democracy does not exist in the university is to have ORDER, and academic freedom for PROFESSORS, (are students not entitled to some academic freedom as well?) and for these to serve the training of students to take their place in a DEMOCRATIC society with the tools of knowledge to serve that society, we must have AUTHORITARIAN structures. Unfortunately, I tend to agree. In order to preserve the institutions as they exist, we must not have democracy within the university. However, DO WE WANT THE UNIVERSITY TO CONTINUE AS IT IS? I think if we, as students, demand of the universities to finally admit that they have not as yet as an institution been able to provide the answers, then we will have a beginning. The "answers" it seems to me, are not answers at all, not the victory of one extreme over another, or especially a compromise between the two, but a way of seeing which can countenance the whole without identifying exclusively any part of it, feeling threatened by any part of it, or refusing to recognize the difference existing among the parts. This is not a PROPER perspective, merely an acutely sensitive and open one that accepts CHANGE AS A WAY OF LIFE, not because it desires change for its own sake, but simply because THINGS HAVE A WAY OF CHANGING. And it is a perspective aware of itself, aware for one thing that everytime it turns around it misses something, and for another, that completion is a temporary affair. If once we accept this theory of change, we can begin to examine together the alternatives available and attempt to develop some workable ways of allowing people the choice of these alter-

natives. What we are asking for then, is a critical university.

Logically, therefore, we must ask how criticism within the university now exists. Since the universities must prepare people to advance beyond the limitations of accepted knowledge, they must in fact go beyond the first function we have already described them of doing: the passing down of accepted community wisdom, or the perpetuation of this wisdom and order. Therefore, the second or critical function is in many ways the antithesis of the first function. The critical function can be seen as a humanistic one - - an attempt to improve present conditions. However, the critical function does have limitations which are extensive:

1. the academic criticism is often criticism that is purely academic - - what has been called the pursuit of excellence and the pursuit of irrelevance. The ivory tower ethic also encourages a purely idealistic and abstract approach, removed from any real material problem. It is therefore easy for a professor to examine and criticize poverty in his class, but considerably more difficult to find a professor who goes out and works on rent control programs, and tenants unions, etc. i.e. in our academic communities criticism is separated from action. Yet action and thought are only true when united.

The question of whether human thought can pretend to objective truth is not a theoretical one, but a practical one; it is in practice that man must prove that his thought is true. (Marx)

2. because of the fragmentation of disciplines, criticism itself is often fragmented as it deals with only one aspect of the whole process, i.e. rent control is only one manifestation of the whole economic exploitation of the working class.

3. and finally, much critical thinking in itself is made impossible because students are socialized for passivity by the public school system, the media, and the informal hierarchy relations in the "liberal" university.

However, all is not bleak. The critical function does exist to some extent in several ways:

1. we have discussed the ivory tower, or "the free play of the mind over intellectual questions";
2. critical actions of individual professors can encourage critical analysis in their students;
3. liberal reform movements also encourage criticism by attempting to alleviate some (or even all) of the factors in the classroom blocking creativity. Liberal reform can occur in several ways:
  - a. semblance democracy, i.e. democratic control of non-central aspects of education, e.g. democratic control of residence life, but not of housing policy; or control of exams and papers, but not of grading or hiring;
  - b. or there can be a deeper reform of educational method, leaving the nature of content unaffected;
  - c. or reform that brings about formal democracy in the school, but which is still completely removed from the society outside.

None of these reform movements should be criticized or blocked, but questioned, as we advocate of everything - - including our own ideas - - about their LIMITATIONS. Continual examination of all ideas will produce what we want: an ongoing and open critical function within the universities, which cannot help but lead to a critical function outside the universities.

Our goals are then defined: we wish to have a university

which accepts as its central philosophy the philosophy of continual change, and therefore continual critical examination of the ongoing processes and content of all things within the university. We want these things in order to attain fully the potential we have as citizens in a democratic society: that potential being independent people committed to achieving a country which is truly democratic. We must demand with all students an education that will allow us to become individuals who:

1. are aware of our social responsibilities and are able to co-operate effectively with others of our community;
2. are able to take self-initiated action, and be self-disciplined and responsible for that action;
3. are critical learners able to evaluate the contributions of others and make intelligent choices, free of social and intelligent choices, free of social and intellectual coercion;
4. have acquired knowledge relevant to the solution of personal and social problems and can use that knowledge effectively.

These, then, are the objectively realizable conditions of our universities in this society, and in general, the focus we must take to change these conditions. But first, we must examine in what relationship do STUDENTS stand to the university and therefore to society.

## The Student in the University and Society

Prime Minister Trudeau stated Friday, September 26, 1969 to a group of high school students that it is not only distinctly possible but probable that people of 18 YEARS of age and over will be voting in the next federal election. In Quebec this is already the case. If indeed this does happen then the situation that students now find themselves in the university is ridiculous. If students have the right to decide about how their country is to be run, to decide on issues of international importance, then why can they not have the wisdom or maturity to decide what happens to their lives in their immediate environment? Students must decide what their relationship to society is.

It would seem that if students are indeed to receive a vote,

then their citizenship is recognized. Society already recognizes the necessity of subsidizing their young through the grants of taxpayers money given to the educational institutions; and through student loans. So in effect students attend school on a salary paid by the people of our country. It would then seem logical to conclude that a student is an INTELLECTUAL WORKER. The axiom being that there is NO SUCH THING AS A STUDENT PROBLEM, but only STUDENT ASPECTS of socio-national problems.

As a young adult, the student has a responsibility toward other young people. He must work to assure a constant renewal of his ideas and to prepare better conditions for those following him. Tomorrow he will take over in society; today he must prepare himself for that responsibility.

As an intellectual, the student must participate fully, with sincerity and honesty, in the intellectual life of his university community. He has the obligation to search for truth and to make known the results of his findings.

... the student has the obligation to enlarge his horizons within his own discipline. He must integrate his studies

with the future needs of society. Study must be his principle activity, but he must not study solely for his personal profit. The entire social community must benefit from his work.

As a member of the university community, the student must be prepared to respect the autonomy of the university and its academic freedom. He is responsible for the good administration of the university. As an integral part of this community, he has the obligation to participate in its evolution and progress. (Philosophy of Union General des Etudiants)

We have a long way to go to achieve this attitude as a prevalent one among ourselves. When we consider what must be done within the university and we criticize faculty and administration for what we see as mistakes, while not in one whit excusing these mistakes, we must be conscious of our own failings, and that to criticize others implies a criticism and on-going reevaluation of ourselves. (A striving for excellence, NOT irrelevance.)

This criticism of ourselves carries within it a recognition for the need of a heightened political and social consciousness in order to carry out our duty to society. For those of us who seek to stimulate this within the community, we should embark FIRST upon a general educational campaign designed to raise the level of knowledge and awareness in the general student body, this cannot be emphasized enough - - and from this awareness usually flows a heightened social consciousness. It is obvious I think that (should this ever be possible) action with the support of the majority of students is the best base for making demands of such a fundamental nature as a change in focus within the university as it now exists.

And so, the place we must start is in the classroom. Course unions, and organizations such as the newly formed Atlantic Federation of Students' Councils, and individual Students' Councils, can be used to provide general research into curriculum, general moral support, and other functions such as financing. But without the students in the actual classroom situations becoming conscious of what is being done to their minds, their independence, then we will never be successful. Therefore, those interested in starting course unions are again advised to develop cadres of interested people from different courses in a discipline, hold study groups and tactics/strategy meetings, and organize within the classrooms before actually attempting to set-up formal course union structures. The slow petering out of course unions in the Halifax area, the lack of attendance of "mass" meetings, - - resulting in the creation of just one more elite structure (executive of course union and those who sit on the Faculty Council) - - are the reasons for starting consciousness BEFORE a structure is actualized. In order to start organizing at the classroom level we ourselves must be conscious of what is happening there, and just as important have alternatives to posit to start discussion.



the head - - otherwise you have to recognize the waste of a whole life-time. I know few people who are strong enough to admit to wasting a life, and I sympathize with them. But do we wish to waste our lives?

A statement of enormous proportions has been made, is it true? DO the colleges in FACT reinforce people to what exists, instead of providing them with an education in the truer sense (i.e. instead of training students, they provide the atmosphere to lead forth, or draw out). One statement we could make is that if universities did NOT train people, but educated them, the people who left college would be: socially conscious; individuals. They are not. Just one proof of this is an objective study of the impact of college

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**DALHOUSIE UNIVERSITY**

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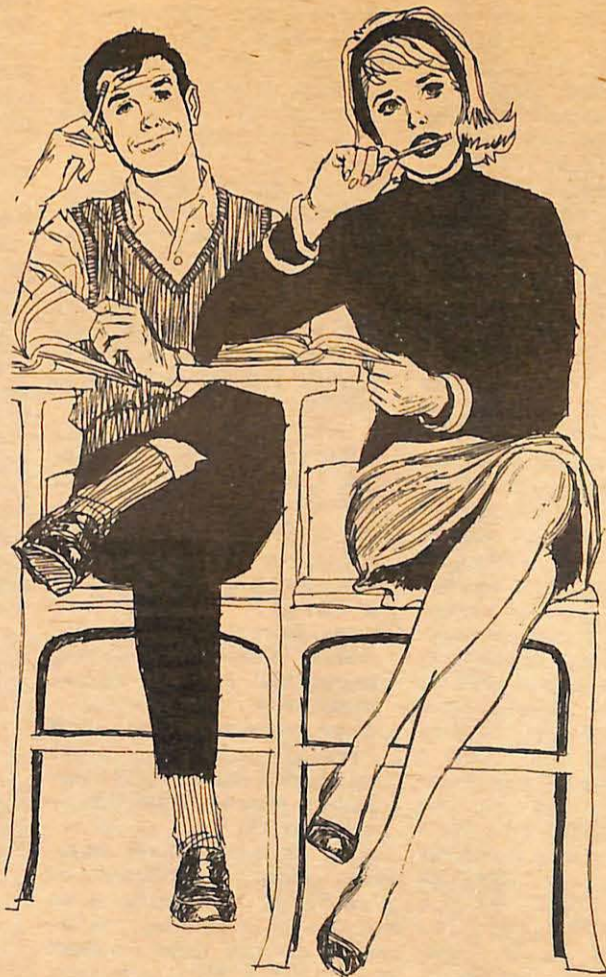
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**UNIVERSITY  
CANADA  
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*MSVU Drama Society Presents*

# The Killing of Sister George



The Mount Saint Vincent University Drama Society has for the past four years been one of the most active and most successful organizations on campus. Under the direction of Mrs. Faith Ward, the MSVUDS have participated in various play festivals, winning top honors two years running in the Dartmouth One-Act Play Festival. This year is however the most adventurous for the society.

Although in the past the Mount has played in three act productions with the Saint Mary's Drama Society, they have never attempted a full length play of this nature on their own. This year however, the society is presenting the much talked about work by Frank Marcus; "The Killing Of Sister George" Directed by Mrs. Faith Ward, the play has been in rehearsal since the middle of October.

This is the story of a fading radio star, and her terrible conflicts with her associates. It has been described as the most shocking play to appear in years.

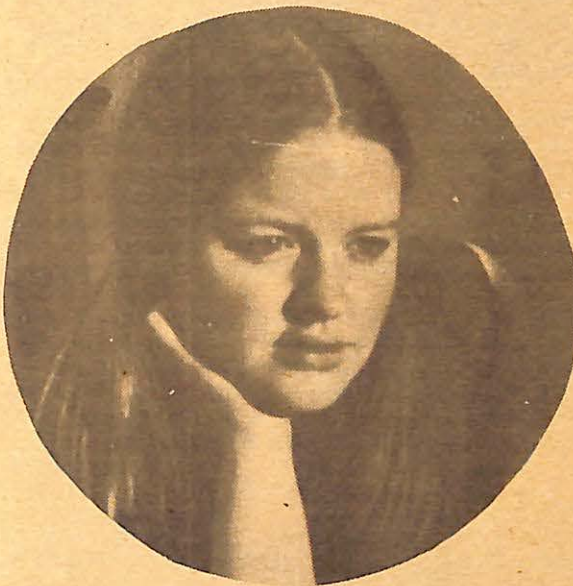
The Killing of Sister George is played by Mary Clancy, an honors English student. Her room-mate Alice McNaught is played by Dace Reimanis, a senior arts student. Mrs. Mercy Croft is played by Cathy Shediak also an arts senior who is the president of the Drama Society. The cast is completed by Joanna Marini, who is also in the final of the arts program.

Valerie Aylward, a senior in Home Economics is the stage manager. The crew includes Linda Dean properties; Ceci MacDonald, Pat Lewis and members of the Theatre Workshop class.

The opening night is Saturday, November 22 at 8:30 p.m. in the University Gym. It will also be done Sunday November 23 same time same place.

The Drama is looking forward to a good turnout both nights. Tickets are available at the door .75 cents for students; 1.00 for adults; 50 cent for children.

Come out to see your classmates in one of the most exciting and different productions ever to be staged at the Mount.



**November 22 & 23  
8:30 P.M.**



**MSVU GYM**

# The Theatre

by Mary Clancy

## 2001: A Space Odyssey

Do yourself a favour! Stay away from 2001: A Space Odyssey. It is without a doubt the most boring, dragged out, phony, farce it has ever been my misfortune to witness.

First, we are treated to about one half hour of primeval apes cavorting about and evolving to the point where they discover the advantages of mayhem and become human. Just when one is one the point of giving up and going home the picture changes to the space station on the way to the moon. The space pictures simulated here are pitifully inferior to the real thing that Apollo 11 gave us. Then there is music. At least one supposes it was meant to be music. It sounded more like the dying of a brontosaurus interspersed with an appallingly rendered viennese waltz.

Scene switch again. We are now on our way to Jupiter with two rather dubious astronauts, a com-

puter who reads lips, and some hibernating scientists. (But don't bother about them, they never wake up) All sorts of dull things happen and after a seemingly endless time with some ghastly psychedelic effects the movie is finally over.

The film would be tedious in an hour and a half. In three hours it is a minor purgatory. The plot wouldn't do justice to the Thursday night thrillers. The dialogue is non-existent but that may have been a blessing, as the acting was incredibly awful.

The symbolism, at least that's what I hope it was supposed to be, was idiotic and woefully infantile. To sum up it was a lousy movie. I hope its gone before the paper comes out. I would hate to see more people waste a dollar and seventy-five cents to see such tripe. Stay home and watch Apollo 12 and enjoy yourself.

## Peace Biafra

positive action also. Various suggestions have been made for the activities to take place on this day of mourning, among them are the following: 1) Church vigils; 2) fasts; 3) meetings and rallies at city halls around the noon hour to include women and school children; 4) collections of petitions to be sent to the Canadian and British governments; 5) visits by large groups of people to their local MP or MPP; 6) letter writing campaigns to the Prime Minister; 7) peaceful demonstrations; and fund-raising projects for the relief operation.

A fast-in here at the Mount has been brought up as one of the best ideas going. If you are concerned and would be interested in working for a successful day of mourning and fund-raising for these poor starving people, please contact: Terry Zapf in Assisi Hall, Rm. 9-13, or leave a message in the student council office.

Your support is urgently requested. Please take time out, and think of all you could do for these people by just caring enough to give a little of your time.

November 27 has been designated the day for Peace: Biafra. Church leaders, university students, and all those who care, are organizing this day in hopes of mobilizing people in Canada to mourn the tragedy of the Nigeria/Biafra war, by positive action for peace. We hope to show our own government, as well as foreign governments, that the concerned people of Canada will not keep silent in their cries for a ceasefire, and the end of foreign finance and supply of arms shipments which have already cost 2 million lives.

The situation in Biafra is now so bad, that two thousand children are dying everyday of starvation. The food that is needed to feed them is being stored on the Island of SoaTome. More planes are urgently needed to transport this food to them. If on our day of moratorium for Biafra, we can raise enough money to provide the Canairelief (an organization flying food into Biafra) with one plane, it could mean the beginning of the end of starvation, and the war thus effectively stabilized as starvation is the only weapon Nigeria has now. Hopefully, this will also move other concerned people to move to

I'm one, alone in this world,  
You're two, standing in my way.  
I'm little, I look up to you,  
But one day in my world there will be two.  
One for me and one against you.  
You stand tall and everything passes around you.  
But I'm still and will die standing still  
I'm never going to let two go into one.

No conception you have of this society,  
You kick and wail and try to control.  
One of you are passive and the other active.  
Your action is the wars and troubles,  
You're non-active, you are the solid boundary.  
Are you so proud that you cannot fall,  
It's possible you know, that one goes into two.

With two of you and just one of me,  
The wars will continue and children will starve.  
One of you is filled with greed and violence,  
And yet still one is filled with non-violence.  
Why do you need two? Two will not go into one.  
Swallow your pride. One will go into two.

Nettie Isaacs

Gupta, the Indian boy,  
Swats a fly on the cow-dung floor;  
Jackson wakes up early  
And gathers the small black suns  
From his rat-dung sky;  
The buzzard wipes the blood off its beak  
With a sickle claw,  
And sleeps in the Biafran sun;  
A hollow yellow face,  
Shows the hole  
Where the thistle bloomed.

A rock man,  
With a forest face,  
Belts his flower songs  
Through a gravel throat.

A man,  
In a Botany 500 suit,  
Wears a steel-grey Luger heart  
On his lapel,

And the naked Pygmies are building an ark.

—BEFORE THE GREAT FLOOD  
by Rienzi Cruz

# Maritime Universities fight for open residences

For the past two weeks, the subject of 'open' residences on the university campuses of Nova Scotia has been much discussed by the mass media.

Dalhousie already has an 'open' policy in both the men's and women's residences. The men's residences are 'open' to females escorted by males any day of the week between the hours of 9 a.m. and 3 a.m. On a trial basis, the women's residences are 'open' to males accompanied by females, from 12 noon to 3 a.m. during the week and on the weekends from 9 a.m. to 3 a.m. According to the women's head proctor, there is less noise in the residences and the system is working out well for all concerned. The only problem seems to be that of liquor brought in by male visitors. Whether or not it can be attributed to the new rules, this year's freshmen seem

to be more mature than previous years.

At the Nova Scotia Technical College, there is no women's residence for obvious reasons, namely lack of girls, and consequently, there is no problem. The men's residence is open seven days a week from 12 noon to 12 midnight. Should there be a dance, the guys are allowed girls in their rooms for a half hour after the dance is over. According to one Tech student, "there is no problem at Tech."

Saint Mary's University and Saint Francis Xavier University students are presently battling for 'open' residences. The latest report from SMU states that a Board of Inquiry has been set up by the administration to reconsider the recent expulsion of three girls from the university for defying residence rules. There WILL be action, one way or the other,

within the next few days — if not from the administration, then definitely from the students.

At St. FX, the students have backed down from their radical stand. Exams are in the offing and few are willing to risk the consequences of boycotting classes, the only weapon the students have to force the administration to change rules, even though 80% of the university's 2400 students recently voted overwhelmingly in favour of the 'open' housing proposal.

And at Mount Saint Vincent, the majority of the girls are opposed to 'open' residences at the Mount, feeling that it would be an infringement on their privacy. Then too, the Mount has adequate lounge and recreation facilities. Perhaps when Dal's policy has been proven successful, the girls will feel the need for the same rights.

## SPORTS

### Basketball

Another basketball season is here again! Although as yet no exhibition games have been played, the Mount team has been working hard at practices for several weeks. According to the coach, Mrs. Mary MacVicar, the team is one of the best teams MSV has had in the last few years.

The team consists mostly of freshmen with only four returning players. The returning students are Nancy Baglole (Arts III), Mary Cody (Arts III), Judy Mullane (Arts IV), and Charmaine Murray (Arts IV) (captain). The other members of this year's team include Marie Day (Arts I), Mary Fitzgerald (Science I), Peggy Garison (Bus I), Debby Helpard (Science II), Nancy Lockhart (Arts I), Wilma Lueday (Ed. Sr. Dip.), and Gayle Zinck (Arts II). The manager of the team is Ellen Kerr. Practices will continue every Tuesday and Thursday evenings.

Two pre-Christmas games are scheduled for November. On Monday, November 24, MSVU will play the Dalhousie "varsity" team at 8:30 p.m. at Dal. This is not a league game but just a friendly scrimmage between the two teams. On November 27, the Mount will travel to Truro to play the Nova Scotia Teachers College "A" team at 8:00 p.m. This is also an exhibition game the first of a home-and-home series.

On Tuesday, December 2, a team composed of former MSU students will take on the college team at the Motherhouse gym at 8:00 p.m. This game is tentatively scheduled.

Last year our team won first place in the Sectional tournament held at Kings College with participation teams from Nova Scotia and Newfoundland. They advanced to the Maritime Intercollegiate Junior Varsity Championships at University of New Brunswick placing third. This year the team hopes to do the same or even better than last year. Both the team members and the coach are asking the students of this university to come and cheer at least at their home games.

### Volleyball

A real effort was made this year to form a volleyball team. After the first few practices it didn't look like there would be enough girls to form the

## Windsor Students Say Uni. U.S. Controlled

WINDSOR (CUP) — Canadian university students are "exiles in their own land," according to a report released Monday (November 10) by three graduate students at the University of Windsor.

In the first half of a report on the "de-Canadianization of our universities," the trio—William House, 21, Robert MacRae, 22, and Robert Reynolds, 23 — charge that Windsor is being taken over by American ideas and teachers.

Stressing that de-Canadianization "is not a nationalistic term," that it "is not to be equated with the large invasion of American professors," their 12-page report analyses the problems created by a lack of Canadian content and teachers.

Their findings will go to a Committee on de-Canadianization of the Universities, organized by Carleton University professors James Steele and Robin Matthews.

The three authors said students oppose U.S. professors, not because they are Americans but because they tend to import ideas from the American educational system which do not suit Canadian needs.

This has led, the three contend in their report, to larger classes with an emphasis on lectures rather than tutorials.

There is a "noticeable indifference towards Canadian culture", especially in the social sciences and the humanities, the authors said. American ideas and techniques predominate, particularly the "value-free" behaviorism taught in the social sciences.

There is an ignorance of Canada, they said; "Students who are taught... nothing on Canada or Canadian approaches must be regarded as colonials."

intercollegiate team. Fortunately, however, the following eight girls were chosen to represent MSV during the 1969-70 season:

Susan Flemming, Soph., Arts, Shelburne High  
Bernadette Fougere, Fresh Arts, Port Hawkesbury  
Connie Glasgow, Fresh Arts, Graham Creighton  
Patricia Hickey, Fresh Bus, Stanley, N.B.  
Diane Nadasi, Fresh Home Ed., St. Michael  
Monette Roubichaud, Soph Arts, Clair District  
Linda Roy, Senior Arts, Halifax West  
Peggy Scott, Fresh Science, Jackson, N.J.

The acting manager is B. Fougere and the Captain is Monette Roubichaud. The coach of this team is C. Welsh.

A lack of diversity has shown itself in the "lack of Marxists or even any socialists in the social sciences, and the predominance of the 'value-free behaviorist approach' that can only lead to blankness: intellectual and creative stagnancy."

The report says only 54 per cent of faculty members at Windsor are Canadians, compared with 76 per cent in 1963. Six years ago, Windsor had two American department heads. Today it has seven.

The students call for a university ruling that all deans and department heads must be Canadian citizens.

They also criticize the two-year "tax holiday" for foreign professors moving to Canada. U.S. professors can teach in Canada for two years without paying income tax.

The report concludes by recommending that "good teaching, of itself, must be sufficient for teaching and promotion;" that "a reasonable amount of Canadian content and diversity of approach must be made apparent in courses and departments."

It calls for the establishment of a "cross-disciplinary Canadian Studies course" at Windsor, and the limiting of class sizes with more course sections and tutorials.

The students will release the second half of their report Thursday (November 13). It deals with the case of Windsor professor Philip London, an American teaching English at Windsor. London's dismissal by the English department in May, 1969, was vetoed by the Windsor administration — but the English department has since refused to renew London's contract for the next academic year, effectively denying him tenure.

## Bits & Pieces

Girls! Are you complaining about gaining weight? Why not join the Keep Fit class on Wednesdays at 12:00 noon or on Mondays at 3:00. Some enthusiasts are going twice on Wednesdays and Mondays. See the Physical Education bulletin board for further details.

Are you a swimmer? If so, Kings College is offering its facilities at their pool for Mount Students every Monday from 7:00 to 8:00 p.m. All interested plan to go. (Except non-swimmers)



## The Picaro

The Picaro is the bi-monthly student publication of Mount Saint Vincent University. The opinions expressed are not necessarily those of the students' union or the administration.

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