

# Who will be the next Student Union President ?



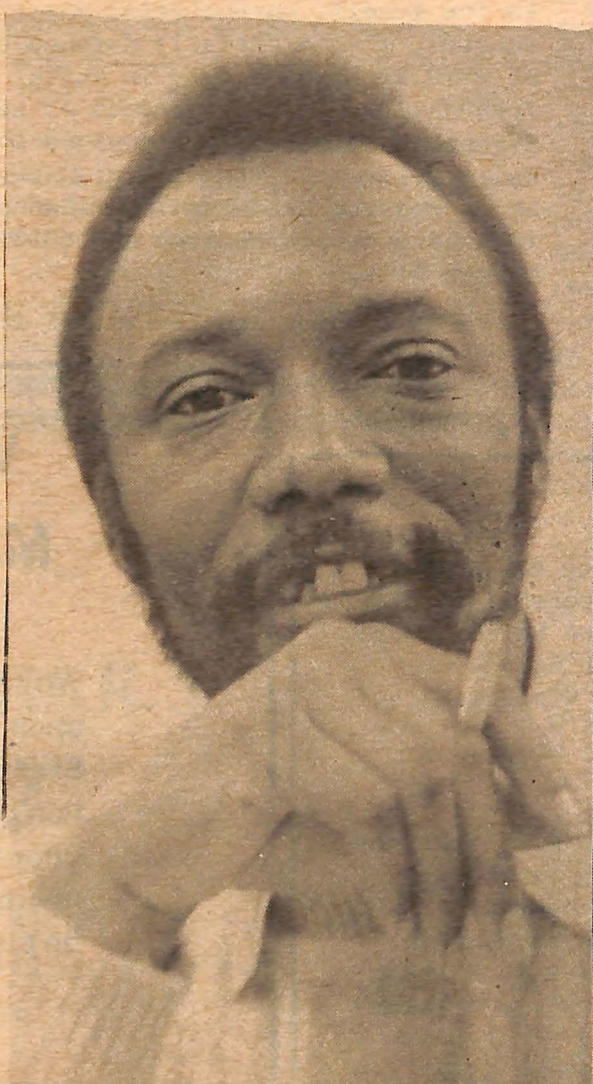
GINNY TURNER



LOIS HARTNETT



LOIS BRISON



BOB WASHINGTON



CAROL MILLET





# INFO

## Weekday Eucharist

Tuesday 12:05 Fr. Meunier  
(Seton)

Wednesday 5:00 Don Shipton

Thursday TBA Fr. Meunier  
(Residence)

Friday 5:00 Fr. Meunier

Saturday 7:00 Fr. Meunier

## Sunday Eucharist (January 28)

9:30 Fr. Meunier

11:00 Don Shipton

## Evening Prayer

every Sunday at 7:00

MONDAY: On February 1 at 7:30 a film on the life of Dr. Norman Bethune will be shown.

WEIGHT WATCHERS have begun holding meetings at MSVU. The third meeting will be held on Tuesday, January 23, at 7:30 in Evaristus 108. For information phone 454-6409.

## GALA (Thursday, January 25)

Dr. Wolfgang Bottenburg and The

Acadia Medieval Ensemble

Mary Dee Girroir and The Armdale Girls' Chorus

Clare Bader and The Ballet Theatre Ensemble

8:30 pm at the Cardinal Cushing Auditorium, Vincent Hall

Admission: \$2.00, \$1.00 (students with ID)

The MSVU NURSING SOCIETY is sponsoring the movie LOVE STORY on Wednesday, January 24, 8:00 pm, Auditorium B&C, SAC. Admission: 75¢ Everyone welcomed.

## SPORTS NEWS

Curling: Beginning January 18, every Thursday from 4:30 to 6:30 at Windsor Park Curling Club. Beginners or experts welcomed.

Gymnastics: Monday, 8:00 pm, Vincent Hall.

Yoga: Wednesday, 9:30 pm, Vincent Hall Gym, \$5.00 for 10 lessons.

Modern Dance (Creative Dance): Wednesday, Vincent Hall Gym, instruction 7:30-9:30.

Swimming: Every Wednesday starting January 24, Rockingham YMCA 111 Clayton Park Drive, 8:30-9:30.

Badminton: Beginning January 16, 7:00-9:00 pm, instruction in recreational badminton, Friday, Vincent Hall. Open to all members of MSVU.

Hockey: Any female student interested in forming a hockey team to play in the Dalhousie Invitation-

al (girls) contact Ms. Rice.

The location of the Dal-MSVU bus stop near Evaristus is changed as of Monday, January 15. The bus will now circle Evaristus Hall and stop adjacent to the south end of the building, allowing resident students to wait for the bus in the warmth of the student lounge in that end of the building.

Also effective as of January 15, the bus will stop at LeMarchant and Coberg Road, close to the Nova Scotia College of Art and Design. En route to Dal, the bus will reach this location approximately 20 minutes after the hour. Returning to the Mount, it will be at the stop approximately on the half-hour of each run.

The new student Senator on MSVU Senate is Ginny Turner, the winner of the recent elections.

Council elections are coming soon. Tentative opening date for nominations is Monday, February 5.

## letters to the editor....

Dear Editor,

Apathy and alienation within our universities seem to be two of their greatest diseases, and they are peaking to a very high level. They are not just found among the students but also among the university professors. I think basically we are running through a process rather than a learning experience. We really haven't experienced freedom of learning or considered the emotional and psychological needs of the student.

I don't have a list of answers to solve the many problems found in our university, other than one that best suits me. That is to quit trying to fit into a formalized structure that is for myself, unrealistic. For the records, I've officially dropped out of MSVU although I drop in quite frequently. I'm in a process of self-direction, auditing the courses I am interested in, and I'm discovering an increasing pride and confidence in making my own choices and guiding my own life.

Where am I going and how will I fit

THE NATIONAL FILM BOARD is showing a series of films on most aspects of Quebec life on CBC-TV, Wednesday nights at 11:30 pm. This series should interest students and professors in history, sociology, political science and other social sciences. Additional information may be obtained on request at the National Film Board, 1572 Barrington Street.

## COURSE EVALUATION

A meeting will be held concerning Course Evaluation on Tuesday, January 23, 1973, in Rosaria Lounge at 4pm.

The meeting will be an open discussion on the pros and cons of Course Evaluation. Faculty and Students have been invited to discussion with the objective of creating dialogue on the Course Evaluation.

A large attendance is hoped for and feedback is encouraged.

into the supposedly normal flow of our society? Well, to be truthful, I just don't know, other than I've found a touch of freedom that keeps me going on.

Doug Langille

Dear Editor,

At our Student Council meeting on Friday, January 12, 1973, a resolution was passed which condemns the article "Schools Accused of Mental Genocide", which appeared in the Tuesday, January 9th edition of the Picaro.

The resolution reads as follows:

We, the Students of Sackville High School, wish to inform you that your article is a total misrepresentation of school life at Sackville High, and is filled with half-truths, and furthermore, to express our disgust that a University Student has resorted to such obscene bombasticism, and has indeed committed literary genocide.

Peter Locke  
President Student  
Association

## the picaro

Member: Canadian University Press

The PICARO is published bi-weekly by the MSVU Student Union. Content is the responsibility of the PICARO staff, independent of the Union. Subscription rate is \$3.00 per publishing year.

Located: Rosaria Hall, Mount Saint Vincent University, Halifax, Nova Scotia.

editor omnipotent/laura purdy  
advertising manager/bob weber  
staff this issue/irene, who came up with some interesting developments; sharon, who read other papers; weber, who kept it up all weekend; angie, who got educated; paul, who kept us running to the washroom; ann, who edited madly with a sharp pencil and dirty chuckles; and robert, who laughed silently at us all

with thanks for contributions to frank, elio, and bob, whose article got hijacked

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# Evaluate The Possible Candidates

Student Council elections will be held sometime during the last weeks of February. To assist the voter, five possible candidates for the position of president are pictured on the cover.

The possible candidates have been evaluated for performance in five categories; academic affairs, the quality of student life (under their presidency)

their handling of the union budget, entertainment and productivity (their own and their councils). Each of the possible candidates, if elected president, would naturally have different priorities

The highest possible score on the scale used is 5, the lowest possible score is 1. The highest possible total points is 25.

CANDIDATE	ACADEMIC AFFAIRS	STUDENT LIFE	BUDGET	ENTERTAINMENT	PRODUCTIVITY	TOTAL
BRISON	5	4	3	2	4	18
HARTNETT	5	3	4	2	4	18
MILLET	5	4	2	3	4	18
TURNER	2	3	1	5	3	14
WASHINGTON	4	2	3	3	4	16

## Students Plan Changes For Rm 432

by PAUL BRINTON

On December 6, 1972, a meeting of Non-Resident students was called by Lorne Abramson, the Non-Resident Student Representative. Four enthusiastic students showed up.

A second meeting, held on January 16, 1973, was attended by twenty-five students. At this meeting the non-resident students' lounge, Room 432, SAC, was discussed. Mr. Abramson explained that Council granted \$350 to the non-resident students to be used on their behalf. He also stated that approximately 55% of the university population are non-residents. Room 432 is to serve as a place for them to go.

There were many suggestions for the re-decoration of the lounge. Posters are to be collected for wall decoration. A collage of posters is being considered for the rear wall of the room. The blackboard and bulletin boards at the front are to be used for messages and other information concerning non-resident students.

These non-resident students are also going to attempt to refurnish the room, to make it more comfortable and appealing. They are trying to acquire used furniture and a rug for the floor. Suggestions were made for tables and some students suggested cushions be acquired or made for the room.

Curtains are also being considered. Students suggested the hanging of mobiles from the ceiling. These could be donated or made by the students themselves.

The lighting as well was discussed, and celophane is to be used to tint the fluorescent classroom lighting.

The non-resident students are also planning to acquire ashtrays and garbage cans to maintain a clean lounge.

Mr. Abramson has already managed to acquire a coffee machine, so coffee will be available in the lounge. Another suggestion was that a hot plate be placed in Room 432 for the convenience of the non-resident stu-

dents. A pop machine as well could be placed here, if desired.

The non-resident students are also planning to have music in their lounge. It is hoped that a radio or record player would be acquired, to add to the desired relaxing atmosphere.

On Thursday, January 25, another meeting will be held in Room 432 at 12 o'clock. All interested students are welcome.

## Workshop Project Planned for MSVU

by FRANK BIAZLEY


As a consequence of the apathy generated in this institution I have taken it upon myself to do something about it. At the present time I am in the process of establishing a children's workshop which would operate during the summer recess. The purpose of such an undertaking is to provide an opportunity for those children living in the vicinity of the Mount to develop skills in arts, crafts, and sports.

Unfortunately, this will not get off the ground unless students show a willingness to devote some time and effort for the benefit of the less fortunate in this area. Students are always bitching about the lack of something to do around here, well here's your chance to get up off your ass and make a lot of kids happy this summer.

Duties would include supervision and responsibility for children in your class. Thanks to an OFY grant a salary would be realized at the end of each week.

As a point of interest, there are many people in officialdom who have expressed a desire to see this thing get off the ground, and it will with your help.

If interested, you can reach me at the Picaro or through the Continuing Education office; I'm sure you have some interest in your fellow man, and it's true, "children are the flowers of the universe".



# BAHAMAS ~ 1973

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# Council Notes

by PAUL BRINTON

At the weekly meeting of the MSVU Students' Council, January 8, the following issues were discussed.

Father Dan Meunier is trying to organize an Advisory Board for the chaplaincy. This board will consist of three faculty members and five students, one of whom will be from the Students' Council. Julie Coolen was elected for this position unanimously.

Jim Francis was requested to report on the Student Store. He was unable to present a financial statement, but stated that the store was not losing money. It was decided that Eileen Burgess, the Council secretary, would do the bookkeeping with Bernard Fung, the treasurer, in charge.

Julie Coolen reported that the canteen in Vincent Hall has made a profit of \$97.63 and that Council will be paid back the initial outlay of \$100 in the near future.

Senate elections were discussed next. Some Council members felt there was not enough publicity on these elections.

Lorne Abramson reported that on December 16, 1972, a Non-Resident Student meeting was held and only four students attended. It was decided to hold another meeting.

Julie Coolen then reported on Winter Carnival. This year two events will be held on campus. Tickets will be sold at MSVU for one week. After that, tickets must be bought at the door. Further information will be published at a later date.

At the January 15 meeting, several interesting issues were discussed.

At the beginning of the meeting, the resignations of Laura Purdy, the Internal VP, and Anne Mahoney, the Science Faculty Rep, were accepted.

The student elections to be held in mid-February were the next item on the agenda. This election will be for all offices except the Education Faculty Rep and the New Students' Rep. Suggestions were made on improving the system of elections to increase student awareness of them. It was decided that a special meeting be held on this subject.

Lois Hartnett next brought up the cancellation of Council meetings. She stated that she felt meetings should not be cancelled because of the absence of executive members, and that meetings should be held if a quorum (51%) is present.

The PICARO was the third topic of discussion. Anne Marie Hollet, Arts Rep, and Margaret Hunt, Business Rep, voiced discontent with the constant vulgar language used in the paper. It was suggested that this vulgarity would give MSVU

students a bad name and decrease their job opportunities. It was stated by Ms. Hartnett that most student newspapers use far stronger language.

Lorne Abramson, Non-Resident Student Rep, stated that he considered the PICARO to be suffering from a poor job of editing. He also stated that the articles were not interesting and that the information presented was not always correct. It was proposed that the PICARO staff and editor meet with Students' Council on Monday, January 22. This meeting is a regular Council meeting and is open to all interested students.

The Student Store was then discussed. Lois Hartnett stated that a financial report on the store, due since December, has not yet been presented. Jim Francis, manager of

the Student Store, is responsible for presentation of this report. Complaints were voiced that the store had also raised some of the prices on items so that the prices are now equal to those of a regular retail outlet. The Student Store is operated to save the students money and travel, not solely to supply jobs for a few students. It was suggested that a constitution be drawn up, or a concession be awarded to facilitate the operation of the Student Store.

Julie Coolen brought up the subject of Winter Carnival. MSVU has been requested to enter a float in the parade and Princesses in the Carnival Queen competition. Ms. Coolen suggested that MSVU faculty members be requested to assume responsibility for the float. Nothing was resolved in regard to the Carnival Queen competition.

## Student Involvement Takes Shape

by ROBERT FIANDER

The Student Involvement Committee, (SIC), is a newly founded organization on the MSVU campus. The group applied to Student Council and were granted a charter by them on November 27, 1972.

One of the key purposes of the group is to arouse the interest of students in their environment. The group also hopes to increase the influence of the student voice at MSVU, and to create awareness among students of the ways in which they can participate more effectively in the university. By providing opportunities for students to become actively involved, the group hopes to fulfill these purposes.

As a new organization on campus, SIC has not yet assumed a definite and active role within the university community. In the future, the Student Involvement Committee plans to initiate activities that will involve students and establish the group as an active and original organization.

Plans are presently under way to acquire the SAC Auditorium for a performance by the local musical group, "Just Us". The performance will hopefully be a chance for students to meet informally, to listen to music, and talk about student concerns. SIC hopes to hold the performance at a time convenient to most students. If this approach proves successful, SIC has plans to hold further events of this nature.

SIC is also concerned with the inadequate facilities provided in the Student Lounge on fourth floor SAC. Lorne Abramson, the Non-Resident Student Representative, has started interest in this regard. SIC members have indicated that they are prepared to donate their time and energy in order to attain better facilities for the students.



TWO MEMBERS OF SIC

To provide information and arouse student interest, the members of SIC intend to publish an in-depth explanation about the organization and its proposed functions.

The group holds meetings on Fridays at 3:00 pm in Room 533 in SAC. Those who wish to take part in 'student involvement' should contact either Bob Washington or Steve McGregor. Bob may be contacted at 453-2006 and Steve at 454-6713.

## Classified Ads

If there is anyone who is affiliated with the International Pilots Association, or know someone connected with the association, please contact: Bob Washington--Picaro Office 454-5545, Home--453-2006

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# Hiscock Expresses Student Concerns

by ANGIE TURPLE

The President of the Education Society and spokesman for the education students, Frank Hiscock, commented on the problems the Society is having.

In his opinion, education students, like most university students, are suffering from apathy. He sees the problem being caused by the fact that a majority of students live off campus.

Although Frank feels that most students consider the Society as serving a social function, attendance at the two activities held by the Society were poor. Early in the year the Society held a Wine and Cheese Party with faculty and students invited. Approximately 50 students attended. The Education Society dance, held a little late, yielded 25 couples.

Frank commented that the same few involved students always attend meetings and functions. He also feels that although the social activities have been a financial failure, they were a big success for those who attended.

The Education Society serves a functional as well as a social role in the lives of Education students. The Society represents student opinion to the faculty of the department whenever problems arise.

When the students found their workload too heavy, the Society arranged a meeting with the faculty to discuss the problem. As a result the faculty made efforts to bring the workload to a reasonable

level. Frank commented that the workload has definitely improved in some areas but is still slightly heavy in others, such as the Elementary teaching program.

As a result of a meeting of students and members of the faculty before Christmas, a two-way communication has been established. The faculty, it is felt, now realize that the students are concerned with their education and with becoming good teachers. They are therefore becoming more responsive to the students.

Mr. Hiscock believes the problem between faculty and students to have been one of a lack of communication. He finds the professors approachable but he feels students are afraid to come out and establish communication.

The Mount is a small University and the professors have the opportunity to get to know their students. Frank feels that professors are more concerned with their students on a personal level than professors at a larger institution. However, as a minor criticism, Mr. Hiscock described the faculty as tending to be picky.

There are approximately 80 students in the education program at the Mount. However, only about 30 students take an active part in Society meetings. Mr. Hiscock finds his fellow students ready to express their opinions but reluctant to act on them in any concrete way.

Mr. Hiscock feels that the students tend to become more involved just before big pressure periods (exams).



FRANK HISCOCK  
PRESIDENT OF THE EDUCATION SOCIETY

After the pressure has passed however, there is no feedback; no concern, until the next pressure period arises.

Students are encouraged to discuss their problems and concerns but they are expected to back their opinions with reasons and alternatives. Frank commented that the MSVU Education Department is typically establishment, requiring reasons and suggestions to back criticism.

Frank feels that the Mount has the best Education Department in the Halifax area. Although he feels other education programs may be more liberal.

Mr. Hiscock commented that most of the students who are active in voicing their opinions are male. When asked to explain this he said, after several attempts: "Girls at this University are not accustomed to speaking publicly against issues which they disagree with. This is caused by a general lack of concern and an antiquated college system. Guys are more impulsive; girls are always worried about what people will think - guys don't give a damn."

In response to Bob Weber's article in the last issue of the PICARO, "Schools Accused of Mental Genocide" Frank Hiscock made some strong comments.

Frank feels that a good many people are very tense because of Weber's article.

From first-hand knowledge of the school discussed, Sackville High, Frank describes it as "one of the most progressive schools around", and certainly, "not an average school". He feels the problems at Sackville High are nothing in comparison with those at other schools.

He feels that students at Sackville High are lucky: "They've got the most you'd want." He describes the teachers there as concerned with the students personally as well as academically. The students are encouraged to discuss and to take part in their education. And the students are responsive to this progressive approach.

Mr. Hiscock describes Weber's term "mental genocide", as "a pile of crap".

## Continuing Ed Starts New Series

by ROBERT FIANDER

The Continuing Education Department at MSVU is initiating a series for women entitled "My World". The series is scheduled to begin on Jan. 30 and will run for eight weeks.

The program began as a one or two-day workshop planned by the MSVU Continuing Education Department and a small group of interested faculty. The eight-week series presently underway hopes to gain greater insight into the concerns of women and how the University can be of assistance to them.

The theme of discussion in the series will focus on the role and position of today's women in society. A central purpose of the series is to examine the situation women presently find themselves in. Most women cannot or do not further their education because of household duties and obligations. Another reason which prevents women from entering university is a feeling that they may be out of place in today's educational institutions.

The Continuing Education Department hopes that the series will create a different outlook on the part of women who have fallen away from ac-

tive involvement in the community. The department also feels that the program may be an important step towards bringing about actual university membership for the participants.

The department is also planning a brief spring workshop. The workshop will focus on such ideas as "a woman as a person and a partner", her "self-image" and various "roles", the several alternatives she has, and the courage she needs to make choices.

These ideas are very much the concern of women today, and are significantly related to modern society. The results that are to come from this program for women should therefore be of interest.

The program is presently oversubscribed. Twenty-four women have been accepted and a waiting list has been established for the next series. The sessions will be held on Tuesday mornings from 9:15 to 11:45am. Baby sitting services are provided for those with families. Women interested in attending the next series should contact Dr. Mairi St. John Macdonald at room 303 on the third floor of the Seton Academic Centre, MSVU.



# Educationists: "...irresponsible, stupid, useless individuals..."

page 6  
by BOB WEBER

WEBER: What do you feel makes you qualified to lecture in your field of interest?

RIMMER: Well, one is never fully qualified but one does one's best ... I've taught for the past ten years; I did that up until last May, and since then have been employed by the Student Christian Movement as General Secretary, still a kind of educational job.

WEBER: I understand that you have initiated programs in your field of interest. Would you expand on these?

RIMMER: ... I and a group of others decided that it would be in our interest and it would be most expedient if we would start our own school and try to do the kinds of things that we couldn't do in the public school system. We started a school which we called Everdale - The Everdale Place - which we have no special description for. A lot of other people referred to it as a free school, not because it's accurate, but because that's what it's called.

WEBER: What do you feel to be the most constructive learning alternatives to schooling?

RIMMER: ...Schooling is just part and parcel of the entire educational process and what I was talking about today, what I was trying to point out to people, is that it's not enough to meddle with the institutions and the school system; what we have to do as educators is deal with the entire society. We need to dismantle the entire society and rebuild it in a way that makes some sense, and in a way that's going to be consistent with the ideal of education - which is to cause children and people to grow and flourish as human beings. We can't do it no matter what we do with the school system. You will never do that unless you change the political system in which we live. Capitalism is a principal problem. Capitalism is destructive of individuals in the end. I mean it's an insane system. The whole system we now have is geared to serve the interests of capitalism, not the interests of the individuals...Our school system and our society, as a whole, deliberately deceives, lies to, betrays and manipulates people constantly...We start very early to regiment, organize, discipline the children into becoming obedient, docile, mindless individuals, not the free-flowing, free-thinking [people they can be]. You ask any educator what the purpose of education is he'll tell you it's to create thinking individuals; but, the moment you get those, they're seen as troublemakers or something like that and kicked out of school. Schools do not want critical, thinking people... They're not democratic for teachers; they're not democratic for children. The teacher, at the drop of a hat, can search a kid's locker or search a kid's person, can do all kinds of things to him that we do not allow him to do to other people. Many teachers have no, absolutely no, respect for the children put in their charge, their dignity or anything else. Teachers themselves are not free, they're told constantly what to do and if they don't conform, they're out. Simple as that, and they're too gutless to get organized to do anything about it...The educational system is just part of the problem. But, what is most evil, in my view, is that it's being done to children who have no ability to defend themselves. Adults, theoretically at least, have [that ability] but unfortunately, adults have been victimized so thoroughly by the system that they have been persuaded that alien ideas are bad...We don't mind kids confronting any ideas at all as long as they come to the

right conclusions. We'll give them a unit on Communism as long as the conclusion they reach is that Communism is bad...

WEBER: What is your distinction between education and schooling?

RIMMER: Education is the opposite of the thing I've described. It is truly to provide people with information, to respect their dignity, to nurture them, to care about them, to expose them to ideas and to bring them out and help them grow. Schooling, as we know it now, is to process them. It's like Heinz, you know - can of beans. Just can it, turn it out.

WEBER: To what would you attribute the high degree of apathy and cynicism among students in public schools and universities?

RIMMER: Well, they've been kind of lobotomized. You know what a lobotomy is; when people are having trouble with behavioral problems, they sort of do a little brain job on them and cut a little lobe - the



Last week, ALAN RIMMER spoke to students at MSVU on education and free schools. January 23, he will be back to address several classes.

temporal lobe - and they are rendered passive and docile. It's kind of like that, except we don't use the knife. We use conditioning. That is, if you don't do it this way or that way, you're subject to censure...People see others fight. They see them get strapped or kicked out or put down; so they say, "Why bother?" But we've got to bother.

WEBER: It's a form of the school system initiating a feeling of powerlessness, would you say?

RIMMER: Yes, to keep people on the edge of anxiety. We're kept dependent on our parents ... Our own parents are alienated from everything...and the kids themselves are subject to this. The only thing a kid can do is leave home; then he doesn't have to deal with his parents. But that's hard too, if you love your parents, care at all about them, then it's hard to do. Lots do it. The pressures on children, because children are sensitive, are very, very great. Right? So they'll knuckle under. Some don't. Thank goodness they don't.

WEBER: Do you feel that Education Depart-

ments are operating in such a way as to be a legitimate necessity?

RIMMER: Departments of Education largely exist for themselves...When you create a bureaucracy it has got its own internal mechanism going...a way of perpetuating the status quo...most of [the Education Departments] I've seen are pretty discouraging, to say the least. Most of the students who go through think it's a terrible experience, but when you talk to them about organizing to fight it, they say, "Look I just want my certificate and then maybe I'll change it." But of course they never do. It's a constant deferment. They say, "Well, I'd better wait until I get my permanent certificate, because as long as I'm on a temporary certificate I can be fired or laid off or so on." So they put it off until they have their permanent certificate. Then they say "I really don't have much power as an ordinary teacher, so I'll get to be a Department Head or a Vice-Principal." By the time they've worked up the ladder to this ultimate goal of power where they will then change everything, they're close to retirement and they've got to worry about their pension plan. So they never do anything.

WEBER: Do you feel that they serve the interests of learners or the interests of the government norms of standardization?

RIMMER: They serve everything...but the students' interests. Students' interests are the least served. The students are just so much grist for the mill in my estimation.

WEBER: Do you believe Educationists to be competent in their purpose?

RIMMER: Well, that's a complicated question in a sense. If their job is to turn out conforming teachers, they do it extremely well. I think that is probably their function. I think since most of them have to live with themselves, they would deny that and would say no, they're trying to make good teachers. But the record speaks to the opposite. I mean OK, so they rationalize it, but they're no bloody good and they should have been fired years ago. They're irresponsible, stupid, useless individuals in my estimation. On the whole. There are exceptions and those who are exceptions will know that I'm talking about them as exceptions.

WEBER: Where would you make a distinction between legitimate authority (for smooth operation of the institution) and illegitimate authority (petty rulings to subordinate levels)?

RIMMER: I don't know whether that's confusing or not. I've taught in schools where they have the most minute stupid rules imaginable. They serve no good, because students learn to subvert them very easily. Students are smart and they will subvert them...

I think students need a bill of rights to protect them against petty niggling rules and arbitrary authority. But I know at some point that the judgement of kids is not the same as the judgement of wise people. The judgement of wise people, because of their experience in the things that make them wise, make better judgements than inexperienced, unwise people...I think wise

people will be sensitive to the kids and will allow them to grow. Unfortunately most teachers aren't wise, most administrators especially aren't wise, so it's always a process of tension...

In the end, what really counts for me as teacher is what goes on between me and the students. That's all that's important... they [teachers] don't have the courage to trust the kids a lot of the time. They try to be authorities with the kids and say, well, I know all the history and you guys know nothing. Well, you always find a kid that's a lot smarter than you; this is my experience. There are always kids smarter than me who can learn everything I know very quickly, then outdistance me and I can no longer pull that kind of deal. So it has to be really a community of learners, and the teacher has to keep learning all the time himself.

WEBER: Do you see a relationship between schooling and the increase in society's already over-centralization?

RIMMER: Well, once again, you can't separate them. They're a whole package deal in which we've got a technological society emerging such as Jacques Ellul describes...I think technology is good but I think that the people managing it are misguided individuals. I think we must subvert them at every possible opportunity. Like the guy who punches another hole in his IBM card. He's a quiet revolutionary. I think that's good, because it means they've got to hire some bugger to process that by hand...It's Saul Alinsky style stuff. You have to understand what's going on, find the weak point in it that you can use to screw the whole thing. Not to be perverse per se, but because the implications of the technological approach as we presently have them are bad, are evil, are soul-destroying if you like.

WEBER: What do you see in the Paul Goodman quote "the present system is not viable; it is leading straight to 1984, which is not viable. The change, when it comes will not be practical and orderly"?

RIMMER: I agree right down the line: it isn't viable, it's dead, 1984 will be revolted against, and there are growing numbers of people who will subvert it... but I also said that the people in power won't give it up easily. This is just not what people in power do; you have to take it from them and that's messy sometimes... You see, one of the most successful things our system has done is to make us fearful of disorder. We all draw back from disorder from revolution, from violence, because it is in the interests of those in control that we do so...they will use violence at the drop of a hat if they have to, but they want everybody else to abhor it.

WEBER: Well if they're protecting their own interests, what causes the majority of students in a high school or university situation to condemn someone who's attempting to change this or make people aware?

RIMMER: Well, first of all because they've been co-opted into believing that this is the best of all possible worlds. I hear constantly from students, "Well, capitalism may have its problems but it's the best we know of." That's a lot of absolute crap. Where the hell have they ever looked?

Saskatchewan is better than Nova Scotia by a long shot, Cuba is better than Canada by a long shot, China must be the best thing going right now in terms of quality of life, in terms of individual aspirations. People say, "Well, in China you're not free." Who the hell is free here? So I can sit here and chew the rag with you; people in Cuba do that. I've been in the squares, in the parks in Cuba and people have been denouncing Castro all over the place in argument. So what's different? The difference is, in Cuba people feel secure. In Canada they're on the edge of unemployment and what-have-you most of the time...

I'm always critical of radicals because of style...I mean I don't lose sleep over it, but when I get into a discussion I feel style is important. For instance, if I go to lecture a group of old ladies...about education, if I'm careful I can really win them over. If I go tell them they're a bunch of fucking old bags, I've lost them, no matter what else I say after...It's not



"Many teachers have absolutely no respect for the children put in their charge."

politically expedient to swear in certain situations.

I still think in the end it's important to develop strategies that make some sense

There is no such thing as the final, perfect, absolute strategy; but I think we should keep working at it...[People] dismiss the radicals..."Oh, he's just a bloody hippie", or something. Well, if you eliminate all evidence of hippiness, you'll eliminate all that, but they'll always find something. The fact that you may have a tooth missing: "Well, that guy's got a tooth missing", you know? Capitalism thrives on keeping people divided...If they got organized they could do something. But it's divide and conquer...So you see people always look for a scapegoat when the authorities are going to put the screws on somebody...

One of the tasks we have is to make people aware of what is going on - how they're being used to scapegoat others, how they themselves are being scapegoated and how we have to have common cause.



# Study Group Criticizes City Planning

by ANGIE TURPLE

Ms. Marial Mosher, Assistant Professor of Sociology at MSVU, is the current president of the University Women's Club of Halifax, a group very concerned with the environment and the quality of life in Halifax.

Each year the University Women's Club forms a study group to research a problem and make its findings known to a provincial conference of the University Federation of Women. For the past two years the Study Group has been studying the environment of Halifax-Dartmouth.

This year the Group is studying Community Planning. The Members are concerned with the environment of Halifax in terms of what it is becoming and what the people want it to be.

Ms. Mosher, also acting as a resource person and co-author on briefs, commented on the revival of enthusiasm and interest in the concept of the environment in terms of people.

The Environment Study Group of the University Women's Club presented its brief at the public meeting on the Halifax City Municipal Development Plan, Wednesday, January 10, 1973. The brief expressed the feeling that the Development Plan was too vague. The Group felt that the phrase describing areas as "Park and Institutional", was misleading and open to wide interpretation, as stated on their brief; "thus a park could vanish to provide a hospital, school, or university."



MARIAL MOSHER  
PRESIDENT  
UNIVERSITY WOMEN'S CLUB OF HALIFAX

Ms. Mosher commented on the Development Plan's lack of proposed zoning protection. The Group recommends "the need for a detailed master plan for neighborhoods to be compulsory for a stated period such as 20 years to protect property owners from spot zoning."

Members of the Study Group are also opposed to the proposed "Inn on the Park". This opposition, on environmental reasons, is covered in the brief under the Height-Control recommendation. The Study Group brief calls for: "Height control for one block surrounding the Public Gardens on all four sides, restricting future construction to four stories, because of the possible damage to these botanical gardens from shade, wind, and changing ecological conditions."

Harbour Drive and its possible consequences were investigated by the Study Group. The members opposed the "suggestion that Harbour Drive be extended along the waterfront edge of the Downtown area, as an arterial level street and a link to a proposed North West Arm Bridge via South and Robie Streets". As an alternative to this they recommended that City Council try to obtain federal funds to improve and support public transit rather than using federal funds for highway and street improvement.

Ms. Mosher described the members of City Council as courteous and attentive to the Group's brief.

The Study Group, representing the University Women's Club, was one of several groups and concerned individuals attending the public meeting. Ms. Mosher expressed her disappointment with the comments made by a member of a local radio station. The gentleman in question commented that the audience at the meeting was composed of women having a night out, and sociology students who were there because their professors told them to attend.

In response to this charge, Ms.

Mosher described the members of the Study Group as very busy people who were there to show their concern. Therefore, having a night out was no big delight to these people. Ms. Mosher commended the students who attended for their interest. She feels it is unfortunate that the local media weren't more encouraging to the students who are genuinely concerned with the future of their city.

Ms. Mosher described the prime interest of the Study Group of the University Women's Club as the quality of life in Halifax-Dartmouth. She feels that work started by this group will be continued. Ms. Mosher sees the problem which faces concerned citizens, as the task of resolving the differences between the needs of residents and economics; there is also a conflict with profit-oriented developers and the complexity of modern living. She feels that if enough people take an interest, the quality of life associated with smaller cities can be preserved for Halifax.

No one would like Halifax to have "canyons for streets."

## STUDENT COMMENT

QUESTION: Do you know who Catharine Wallace is?



Joanne Jellet: Freshman, Science  
"I know I've heard the name before.  
I don't know."

Julie Reinhardt: Freshman, Business  
"Oh, I know who she is! .... She's  
the president of this university,  
isn't she? Is she?"



Shirley Power: Sophomore, Home Economics  
"President of the University."

Rose Ellen Meagher: Freshman, Arts  
"I haven't the foggiest idea. Who is  
she? I never heard of her!"



Brenda MacLeod: Freshman, Arts  
"Dean of Academic Students."

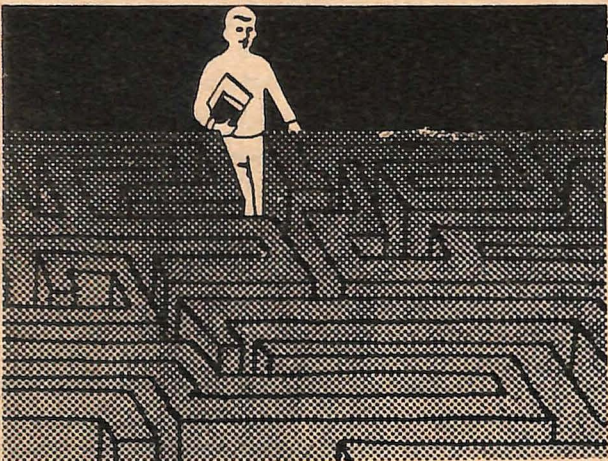
Sister Catharine Wallace is the president of MSVU.



# Vacuum - Packaging in the Mouse Factory

by STEVE MCGREGOR

Are you irritable lately? Do you feel out of sorts? Are you oppressed? Do you get the impression that your entire person is encased by a form-fitting cage which allows minimal, if any movement?



If you, the university student, are subject to one or more of these symptoms, you could be suffering from the dreaded disease - you guessed it - educational conditioning which produces the "Whatever you say is right" complex.

One may ask, "What are you talking about? At university we have many choices and many freedoms". Such an attitude is only partially correct because it is not here in university where the most basic steps toward your social perfection are taken. It is in elementary and high school, where the young minds are most tampered with. And although those school days are some years in the past for most of us, they leave their impression in the mind in much the same manner as dirty socks in the laundry.

If you feel that you are less than individual, think back to the days of role call, the late slips, and banishment to room 319 for redemption of your sins. Consider the far more subtle means of conditioning you for the world. Think of the foolish system of marking, and the class structure - like the system of class standing, and the god presence of the teacher.

Since educational conditioning and educational idiocy go hand in hand, being often indistinguishable, let's begin with the first priority of the school system - punishment. For really severe crimes, we used to get "the strap".

If there is any junior high school graduate who has not actually experienced the million needles in his hands, then he or she has surely witnessed students walking out of the proctor's office on their heels and waving their hands like so many geisha girls with their fans. It was effective for about fifteen minutes.

Although the strap is an archaic form of punishment and its use is now banned, it stands as a symbol of our educational system's attempt to keep the little people in line. By this I mean that the system considers it necessary to turn out educated morons who will question nothing and will agree with everything some over or under-educated teacher

flings at them. The strap and other physical punishments are not the only means to their ends. Other measures include detention, the all-important grade, and the most horrifying experience of all, that of being labeled different or less intelligent, by the omnipotent teacher.

I first became aware of the all-encompassing power of the head of the classroom, in kindergarten, or primary. A very young friend of mine suddenly rose from his painting of a zebra and proceeded in the direction of the classroom door. Our elderly spinster teacher inquired as to where he was going. My friend replied "Bathroom". By now the attention of the whole class was riveted on the two principals and we all heard her instruct the boy to return to his seat and inform him of the proper manner in which to gain her permission to leave the room. This included raising his hand and asking, "May I leave the room?" After about five minutes of these tactics, the bewildered child was forced to relieve himself on the spot. I did not recount this scene to be funny; it actually happened, and it will not be forgotten on my part, nor likely on his.

Although up to this point I have not suggested any changes in the education system, let me start with the grading or marking system. When I was in public school our instructors had a very interesting way of telling us how we were doing scholastically. It was called the 'standing' of the class members. I, at least, was fortunate enough never to have gone home with my report card in my hand, marked: Class Standing - 41/41. There was also a little list written in gayly coloured chalk on many blackboards. This little ditty was the Honour Roll, and inscribed upon it were the names of those who had studied enough to have the ten highest marks. One of my teachers in grade nine even had the nerve to seat us in the order of our scholastic standing. Such an act is outrageous. What kind of inducement to learn is it to sit in the last seat of the last row?

How can such things be changed? Many educators will tell you that the reason for such a set-up as class standing 41/41 is obvious. It informs the students' parents as to how their son or daughter is doing. My answer is obvious too - a simple telephone call from the teacher to the parent. Not only would this be more personal, but much more would be accomplished. It would then be the parents' duty to inform the student as to how he rates. Educators should never forget that their conduction of the class as a horse-race brings out feelings of resentment, envy, jealousy and inadequacy. It is therefore necessary that the whole marking and grading system (grade one, two, etc.) must be radically revised.

How often have we heard the phrase: "If you can't do anything else you can teach." Because the demand for

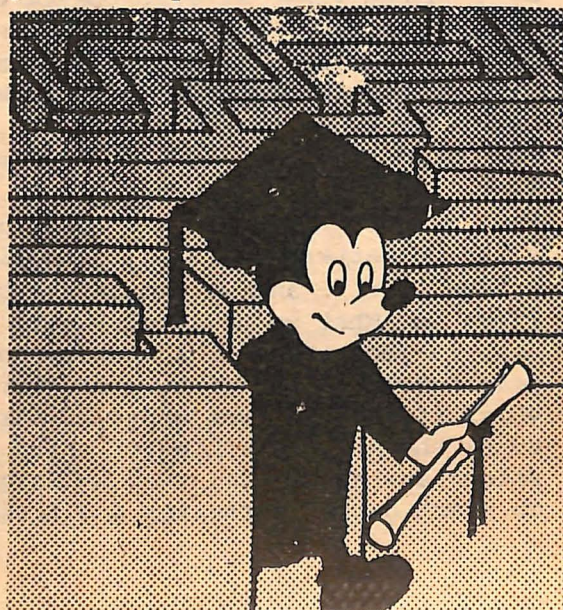
public school teachers has drastically decreased over the last few years, those who do enter the profession are usually highly qualified. That is, they are well-educated - if the number of degrees they possess can be taken as a measure of their intelligence. But how many educators are available that have acquired the ability and the desire to convey a message that the learner will comprehend?

And what about the subjects that are taught in today's schools - math, english, chemistry, biology, etc. Do any of these hold relevance for those who will never pursue work along these lines? The student is subjected to subjects from the moment he steps inside a school building to the moment he is handed his PhD. When is he entirely free of his albatross bond of subjects and courses? When I was in eighth grade, a close friend of mine who had a great knack at science was forced to repeat a year because he received a 40 in English. He tells me that a whole year of his life was wasted because he couldn't remember who stepped through Saki's window.

It is impossible of course, for nothing to be taught in schools, but certainly some things are irrelevant to some people. This applies particularly to a student of near college age. Often a person who wishes to enter the human sciences field is held back because he hasn't learned enough algebra.

It is there, in high school, that the God-Almighty mark rears its ugly head the highest. An average of sixty percent is required for entrance in most universities and some even require outside testing as well. Some new admittance regulation must be developed and adopted. There are a lot of high school dropouts who possess more actual intelligence than many students who average straight A's - students who can only regurgitate, and haven't learned to think for themselves.

I have perhaps only scratched the varnish on the door of the mouse assembly-line - that highly mechanized and overly organized factory which turns out the most perfect tape recorders and the most efficient tape playbacks in the universe - limited tape hiss and practically no rumble.





# Church Unity Depends on People

by DON SHIPTON

On my desk (somewhere) is a clipping from one of last year's issues of the "Canadian Churchman"—one of the few that I have bothered to cut out because it elicited mirth and glee from my usual ho-hum self. It is an editorial which began with the following in bold print: "The Super-church is dead". I clapped my hands in jubilation as the editorial went on to give an account of the recent demise of negotiations for church union between many Christian denominations in different countries. The very boring, and very expensive discussions—begun with so much enthusiasm—have apparently run out of gas. Could it be that those involved in the procedures came to realize that most of the people for whom they were rendering this service had quickly lost interest? I rather think so.

This doesn't mean that denominational differences aren't important. The uniqueness of anyone is important.

It does mean that the elimination of diversity will not guarantee unity. In fact, we are only serious about love and brotherhood and all that when we take into account, and genuinely accept those very differences which we hitherto have looked at as obstacles to unity. All of our churches are justly accused of having looked with condemnation on those with different styles and forms of expression. We stopped listening to each other (did we ever begin?), and promptly denounced one another because we couldn't understand why somebody wanted to do their thing in a different way. The door was open, and prejudice, contempt and suspicion ran in. After living with the evils of that situation for a long time, the ecumaniacs tried to break down the door with an impressive machine—"Superchurch"—the monolithic supra-structure, the "one church". But two things happened: first, people dug in their heels because they liked the way they did things and felt threatened at the thought of having to relinquish anything that meant a great deal to them; second, people felt challenged to do something more important and more crucial than changing external structures. They began to respond to the need to find a common faith, and to find ways of living out that faith in a community.

This, it seems to me, is the direction that Christian unity must follow. We have to stop making people feel threatened by implying they must change their ways if they are to be acceptable. Such an attitude only makes people withdraw, and increases suspicion and hostility. We must find a new sense of humility, in that none of us has the "inside track" with God. The venerable St. Paul says that God shows no partiality in matters of the dispensation of the Spirit; and we had better believe it. What we have to realize too, is that there is a deeper, more meaningful kind of unity than that which is imposed from above by structure; there is that kind of unity which can be realized when we dare to reach out of ourselves and touch

somebody, and say to him, "Who are you?...we are strangers, but if we listen to one another, and share each other's experiences, then we can gain some understanding of ourselves, and love one another". If we can do that, I suspect we will find a common faith. We can build on that, and structures may then change to suit our needs. And if we Christians can do that with other Christians, then we Christians can do it with people of other religions.

WEEK OF PRAYER FOR CHRISTIAN UNITY (January 21-28) Clergy from different denominations have been invited to conduct their own type of service in the Chapel, Evaristus Hall. This will provide a chance to share and appreciate the different kinds of worship. The services will be followed by discussion periods. Coffee

and doughnuts will be served. The schedule is:

Tuesday (January 23), Rev. Fred Gillis of the Universalist Unitarian Church will hold service in the Chapel at 7:30 pm.

Wednesday (January 24), Rev. Ed Aitken of the United Church will conduct service at 7:30.

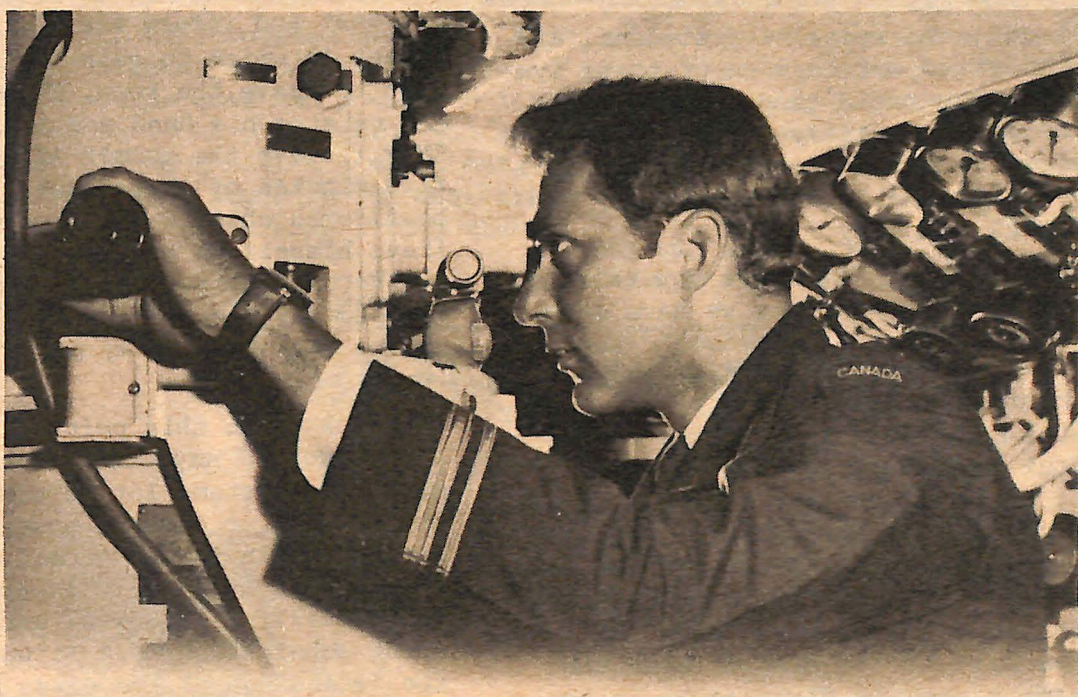
Thursday (January 25), Rev. Frank Locke of the Baptist Church will conduct service at 7:30.

Everyone welcome.

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COURSE EVALUATION  
MEETING**

**TUESDAY, JAN 23/73.**

**4 pm ROSARIA LOUNGE**



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# THEATRE THEATRE THE

by ANN FOTHERGILL

The artistic ups and downs of any theatre company are always intriguing; Pier I seems to be riding a theatrical roller-coaster. While the company's talent and enthusiasm never seems to wane, one could certainly wish for a little more wisdom in the channeling of their creative energy.

Endgame, produced just before Christmas, was beautifully done. The show's opening, an intriguing film accompanied by weird sound effects, left me guessing, but the quality of the performance was never in doubt. The acting was uniformly excellent, the production design no less masterful. Both I and a friend left the theatre sensually stunned and thoroughly convinced of the show's merit. Unfortunately, this excellence has not been repeated in the theatre's latest production: Maurry's Lunch and Olga Visiting Graham, two short

the theatre as "the visit of an ageing spinster to the grave of her late husband". To give away more than that (figure it out!) would be to do the play an injustice. Linda Dean as Olga turned in a commendable performance, marred, however, by a loss of character at one or two points. John Garrett's phlegmatic companion to Olga is more John Garrett than anything else, but acceptable. Gary Clarke's gravedigger, for the most part silent and unobtrusive, comes to the fore at just the right moments and produces, among other things, a record-player and a pair of dancing ghouls.

Sets, costumes and technical effects were very well handled, except for a few cases in Maurry's Lunch where a little more light would have been desirable.

To see Pier I meeting a primary concern of the lively arts by producing new local works is great. How-

guise, is cluttered with furniture and properties, most predominantly a stepladder, a huge brass bed, a piano and a thundersheet, for it is not the set but the children's imagination which creates the scenes.

To the credit of the cast and the director (Keith Turnbull) is a vivid and aesthetically pleasing creation of mood through sound and movement. All the effects are produced by the cast. Unfortunately, the play fails to draw the audience completely into the action. This failure occurs primarily because of the play's structure. We are given so little of the Taylor family and the cousins in the course of the show that it is impossible to identify with them, and the Caresfoot Court saga (Jalna revisited...) acted by the children is too melodramatic to take seriously. Even the use of aisle entrances and exits can not overcome a dispassionate reaction.

Every member of the cast gave a fine performance, but there are a few worth special mentions. Jerry Franken's Owen is one of the best, along with Tom Carew's Piers Caresfoot, Diane D'Aquila's Lady Eldred and Nicola Lipman's Jenny. The children's chorus, although tending to upstage the principals, is delightful.

There is only one distinctly dissatisfying aspect of the production and that is the ending. To be left submerged in the Caresfoot Court tale at the final scene cheats the audience of a 'finished' feeling which is essential to a strong last impression.

All in all, Listen To The Wind is an enjoyable evening's entertainment. It is somewhat long (for both cast and audience) but worth seeing, if only to remember the hours you spent in manipulating the characters of your storybook fantasies.

\* \* \* \* \*

Second Stage is back again with a new government grant and will open The Foursome by E A Whitehead on January 31.

\* \* \* \* \*

Finally, I'd like to extend a personal note of thanks to all those supporters of Mount drama who turned up to see Sycamore Tree in November. The cast came back a little depressed and exhausted from our not-quite-successful performance at the Nova Scotia Drama League Festival in Wolfville; your reception made the whole effort worth our while. I hope that you enjoyed us at least half as much as we enjoyed you.

Drama is starting up again and everyone is welcomed to join us. Watch the door of SAC 517 for notices of coming meetings and workshops.



Angela (Blair Brown) begs Arthur (Jerry Franken) to have pity on her in a scene from Listen To The Wind at Neptune. photo:L.Simmons

plays written by Nova Scotian Arvo McMillan which opened at Pier I last Wednesday night.

The first, a hodge-podge of "vignettes" set in the war and post-war period, opens hopefully, but soon deteriorates into incoherence. A supposed introductory scene becomes a movie rehearsal; shifts are made to a servicemen's dance, an aerial dogfight and a lunatic asylum, all with no respect for any kind of continuity. There are some fine individual performances. Most notable is the dogfight, which is mimed in conjunction with the appropriate sound effects. In contrast, the asylum scene could be trimmed to half its length with no loss. Watching the play is rather like walking through a movie lot catching glimpses of movies being filmed - grade 'B' movies at that.

Olga Visiting Graham is a refreshing change, but still not quite up to par. The story, a delightful surreal/fantasy, is described by

ever, sacrificing artistic quality to regional or even nation pride can only be self-defeating. At least this time they've only lost half the battle. Maurry's Lunch and Olga Visiting Graham run until January 28.

\* \* \* \* \*

Canadianism being rampant everywhere, James Reaney's Listen To The Wind opened at Neptune Theatre on Thursday and will run until February 3. This show certainly blows a refreshing breeze into the current Neptune season, lifting the sombre mood created by Colour The Flesh....

The story concerns a young boy named Owen, confined to his house with an unnamed hereditary disease, and his three cousins who come to visit for the summer. To keep themselves amused, the children act out their favourite stories, aided and abetted by Owen's parents and other local adults. The bare stage, which a scrim doesn't even pretend to dis-



# Frosty Frolics

## SCHEDULED EVENTS FOR DAL-MSVU WINTER CARNIVAL

TUESDAY, JANUARY 30, 1973

7:00pm Fireworks display if it can be arranged.

8:00pm-12:00pm "THE STORM BEGINS"-with TERRY DEE & MORE-Dance-McInnes Room-Admission \$1.25-BAR

WEDNESDAY, JANUARY 31, 1973

4:00pm-5:00pm A & W TEEN BURGER EATING CONTEST-Howe Hall Study Hall

8:00pm-12:00pm "THE SNOW FLIES"- with TERRY DEE & MORE-Dance-McGinnes Room-Admission \$1.25-BAR

THURSDAY, FEBRUARY 1, 1973

6:00pm WINTER CARNIVAL PARADE

7:15pm BASKETBALL/DAL vs SMU/HALIFAX FORUM

9:30pm-2:00am "ORIENTAL SNOW BALL"-with TERRY DEE & MORE-Admission \$3.00-BAR-McInnes Rm.-Buffet will be served

9:00pm-1:00am "MOUNT FRIGID"-with MOODE and JUST US-at MSVU-Rosaria Hall-Admission \$1.75-BAR

FRIDAY, FEBRUARY 2, 1973

2:00pm-5:00pm "PIG & WHISTLE"-with LEE CREMO-McInnes Room-Admission \$2.00-BAR

7:30pm-12:00pm "WINTER CARNIVAL CONCERT"-Rebecca Cohn Auditorium-with GUNHILL ROAD, VALDY, TOBIAS, PEGASSUS-Students \$3.00 and \$2.50; Regular \$4.50 and \$3.50

12:00pm-1:30am MEET THE BAND RECEPTION-McInnes Room-BAR-MUSIC supplied by DAL radio-Free admission with ticket stub from concert.

SATURDAY, FEBRUARY 3, 1973

12:30pm-2:45pm SPORTS EVENT IN DAL RINK-Admission \$ .25

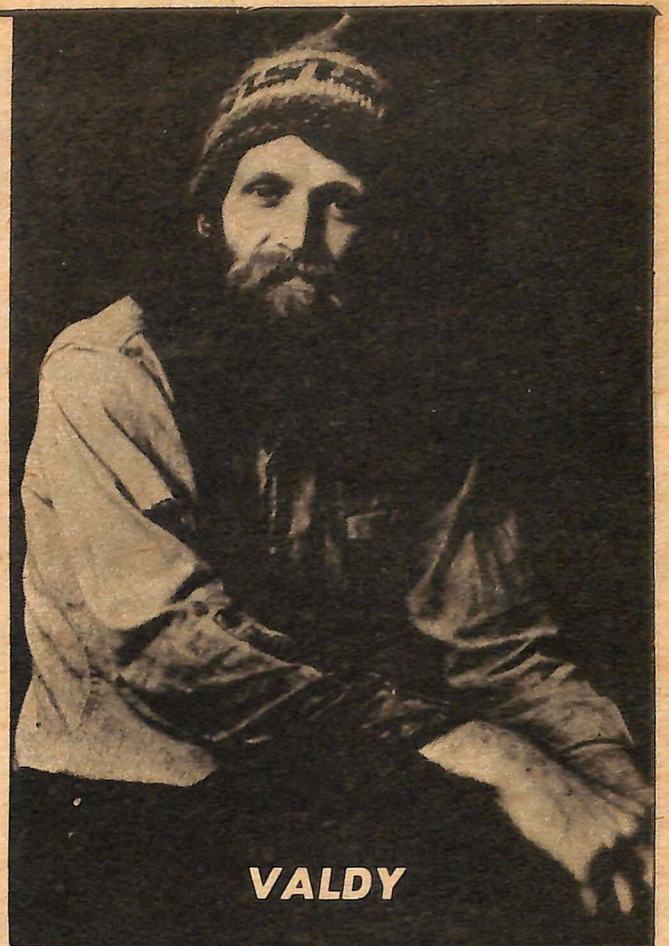
3:00pm-6:00pm "FROSTY FOAM"-Evaristus Gym-MSVU-BAR-Admission \$2:50-Transportation supplied to and from Mount

9:00pm-1:00am "GREASE ON ICE"-with JASON, TERRY DEE & MORE, VALDY, MENACE BOOGIE-Admission \$2.50-BAR-DAL SUB (the best dressed greasers will receive a prize at this event.)

SUNDAY, FEBRUARY 4, 1973

1:00pm buses leave Student Union Building for the SLEIGH RIDE to the Kountry Kitchen-Admission \$1.25

7:30pm "THE BLACK AND GOLD REVIEW"-McInnes Room-Variety Show-Admission-\$ .50-Tickets go on sale Jan. 23rd.



**VALDY**



**TOBIAS**



**JUST US**

### TRANSPORTATION TO AND FROM MSVU

From MSVU, all buses will leave and return to Rosaria Hall.  
From Dalhousie, all buses will leave and return to Dal SUB.

#### MSVU TO DAL

	LEAVES	RETURNS
TUES. JAN.30	7:30pm	12:30am
WED. JAN.31	7:30pm	12:30am
FRI. FEB.2	6:45pm	1:30am
SAT. FEB.3	8:30pm	1:30am

#### DAL TO MSVU

	LEAVES	RETURNS
THURS. FEB.1	8:30pm	1:30am
THURS. FEB.1	8:45pm	1:30am
SAT. FEB.3	2:45pm	6:15pm

ALL BUSES LEAVE PROMPTLY AT DESIGNATED TIMES.  
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