



The Picaro

VOL. 3 NO. 3

MOUNT ST. VINCENT UNIVERSITY

OCT. 19, 1971

SETON Academic Building OPENS



EDITORIAL

unforgivable

This newspaper that you now hold in your hand and may be glancing over may contain faults. Faults not so obvious to you at first, then slowly you begin to recognize many errors. If this is the case, and I'm pretty sure it is, please do not hesitate to write a letter of complaint, suggesting changes and ideas that we all can benefit by. Remember this is not a "one man show" and I don't intend to over work myself on this school newspaper if you don't give a damm.

It is your place, your prerogative to suggest in writing or verbally any comments or criticism that you may find useful. I'm doing a job that was appointed to me. But I can't do it without your help. So far criticisms have come in from a few members of the English Department, suggesting helpful hints, and possibilities of where I can get help. One thing I'm not going to do is come to you on bending knees and beg. It's about time that students take an interest on their own initiative. It's been happening too long that we've been carried in arms to do things that we may hold a great interest in. Everything is being handed to us with a silver spoon and what advice do you get, "go out and get the students." I'll be dammed if I will. I'm a student just like the other 1,000 students, paying for my education, but if I was to take th same attitude and hand in the 'chips' maybe I'll be pleasing you and accomplishing what I'm here to be, a student. Instead, I took on a job that interests me, a job very rewarding because I'm learning to take 'hard criticisms', unreasonable crit-

icisms, and criticisms that hurt, and I'm learning to make excuses for the average amount of students that are too lazy to act but of course, they complain.

One day I'll get tired of being a servant student, handing you a newspaper that you don't give a damm whether or not it comes out, or how it gets back from the printer. I'm getting very fed up with the idea of giving you something to complain about amongst your friends when a few of us stay up all night trying to put a newspaper out for you. It's even more disgusting when you get complaints from people you're not really doing it for-- The professors But at least the care and I've got them to thank.

When the last line of this editorial is read, just think about what I've said, and ask yourself these questions:

Is it fair that 4 or 5 people over work to give you something that you don't give a damm about?

Is it fair that 2 or 3 people submit articles when so many of us can write something that may interest the other students?

Is it fair that we must brand each other 'selfish' and say our job is being a student?

What will become of all activities and the student union if all of the students took the same attitude?

Last but not least, what will be-

come of this university if all of a sudden the administration and faculty decided to pack up and say, 'to hell with this institution. I don't give a damm'?

editing the news

Contents and Functions: What is a newspaper? What are its products and what functions does it perform? How is it organized and how does it operate? What is its relation to the university and society as a whole?

The answers to these questions can be obtained only from you the reader by a careful and appropriate scrutiny of this newspaper itself. If you criticize, then make it a good criticism that will benefit the entire population of readers but not to gain self appraisal. Remember that the Picaro is a university paper, a news media hoping to achieve a stimulating response to the readers and a powerful aid to the community in general.'

The articles in each newspaper will deal with news to inform or factualize news and to make aware of events that are going on. The Picaro as the university paper is organized for the purpose of giving its readers as quickly as possible full tidings of all the urgent things that have happened or are about to happen within a given period of time. It gathers, compiles, selects, edits, publishes, and offers for sale interesting information about tendencies and events that are of immediate interest. We're acting as an alert and enterprising secretary to society, in whose record book man is enabled, if he will, to see himself pictured as he is today, at both his best and his worst, and possibly make up his mind to do just a little bit better tomorrow.

So in all, the readers should know at least that they have a valid basis for judgement, and it is significant that today's newspaper scandal, so-called, often becomes the foundation for tomorrow's reform.

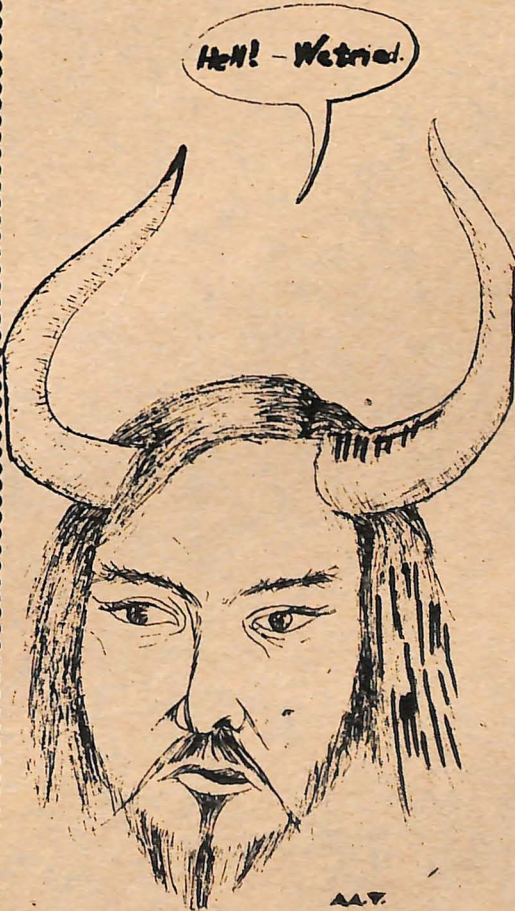
We have not tried to limit or impose on anyone pressure to submit articles of any sort. We would gladly and are more than willing to put in articles written by administration, faculty, and students. We have a duty to perform and our performance must be good and worthwhile.

The Picaro

The PICARO is the official student newspaper of Mount Saint Vincent University published during the academic year. Its aim is to promote the best interests of this university, and serve as the student's voice. It is prepared to uphold its stand.

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ANNUAL CONFERENCE OF ENGLISH PROFESSORS TO BE HELD AT THE MOUNT

The 1971 Annual Conference of the Professors of English of the Universities of the Atlantic Provinces will be held October 22nd at Mount Saint Vincent University.

The keynote address will be given by the world-famous Blake scholar, Northrup Frye, on Friday evening, October 22nd, in Roasria Dining Room. The public are cordially invited to attend the after-dinner speech at 8:30 p. m.

Northrup Frye is the Canadian Scholar who has been absorbed by his interest in William Blake since his undergraduate days at the University of Toronto. He received the M.A degree from Oxford and has been Professor of English at the University of Toronto and Principal of Victoria College.

Among Northrup Frye's more prominent works is Fearful Symmetry, the penetrating and beautifully written critical interpretation of the poetry and symbolic thought of William Blake. Another is his noted critical studies is Anatomy of Criticism, an approach to the novel, giving

an historical evolution of narrative.

The conference will continue on Saturday, October 23rd, with studies of the training and evaluation of the University Professor of English, with reviews of course offerings in Canadian studies, and with a workshop concerning liasons with the high-schools.

briefing sessions

The campus briefing session may be described as an informative discussion on Federal Government recruitment programs.

The briefing session is designed to give a complete overview of the particular program being discussed. It will normally cover such items as the kind of jobs available, the program's goals, training for new candidates, the possibilities of and methods for advancement, and information about the interviews. Immediately following the briefing, a question and answer period is held for further clarification of the program.

ART FILMS

The following films on art will be shown each Tuesday at 1:00 p.m. in Seton D commencing Oct. 12. Admission is free. Sponsored by the Cultural Affairs Committee.

Oct. 12--- Art: What is it? Why is it? What is a Painting?

Oct. 19--- Art portrays a changing world Lascaux, Cradle of Man's Art gods of Kemet

Oct. 26--- Chartres Cathedral Conspiracy in Kyoto

Nov. 2 --- Storytellers of the Canterbury Tales
Seven Wives of Gahran Gur
Caravaggio and the Baroque

Nov. 9 --- Leonardo Da Vinci: Man of Mystery

Nov. 16--- The Titan

Nov. 23--- TBA

Nov. 30--- Rubens

Dec. 7 --- Goya

Recipe for Happy Children

Recipe for Happy Children

1. take one large grassy field, sprinkled with daisies and let stand
2. add one dog, a cat, swings and one sandbox
3. take one bright sun and place in clear blue sky
4. place 3-5 eager children in field
4. let play in field and bake under hot sun till well browned.
6. When nicely brown remove from heat and place in hot, soapy water
7. Wash well and dry with big, fluffy towel
8. Add a pinch of love and a dash of kisses
9. Cover well and keep warm.

(Jerry McDonald
Home Ec.



**HUNGER
IS ALL
SHE
HAS EVER
KNOWN**

rip-off

cont'd from pg.5

and awaited further information on exact dates, accommodations, etc.. Mid-August came and went with not a word from our Chairman, despite futile attempts to phone and write him. By Mid-September we had heard that the conference became a bust because of lack of money (it seems that the cross-Canada "trip" cost more than originally anticipated.)

Everyone at this end was severely pissed-off at the thoughts of being completely ignored, so we decided not to participate in the campaign (which, by the way, was to occur on Sept. 25, in the form of a National Anti-Pollution Day, during which students across Canada would clean up a mucky-gucky area of their city or town, sponsored by donations from social industries, businesses and citizens with all money going to CANSAVE).

I still haven't heard from BASIL, but Sept. 25th seemed to be a pretty quiet day.

So, from what I can gather, some kids worked damn hard last year so that one guy could have a fantastic summer travelling around Canada expense-free. And that's what I call a RIP-OFF!!!!

Evils of University Education

Part 2,

BY:

PROF. LARRY FISK

IS COMPETITIVE WORK ANTI-PERSONAL?

Finally, I think the university is viciously anti-personal because of its inordinate emphasis on hard, competitive work. Success, in university circles, is seen as what I achieve 'in relation to others', what I achieve by stepping over and on my fellow students or faculty members. The emphasis on scientific realism makes all endeavors subject to the criticism of fellow students but its extension in the psychological realm is jealousy for another's achievement, secrecy surrounding a new or previously unexpressed idea, and a hulking pride over a higher grade.

The emphasis on learning about things and activities rules out an appreciation of the inner risks, development and personal growth and enlargement which might better have constituted our definition of success, and in a much less competitive way. Our emphasis on hard work done in seclusion fails miserably to appreciate how work accomplished in private is profoundly indebted to the prior accomplishments of others and the protective and critical environment of our contemporaries.

POLITICALLY REACTIONARY

Our private scholastic endeavors have as well a political significance which we seldom, if ever, recognize. In the first place what we find when we engage in research (our results) may have profound political implications, depending of course on our degree of willingness to publicize our findings, for example the discovery or measurement of an inadequate or poorly administered social service. Secondly, the kinds of questions we research will vary in political significance. If we choose a study, let's say: "A Comparative Analysis of the Longevity of Government Issued Pencil Erasers as Utilized by a Random Sampling of Halifax-Dartmouth Grade One Pupils", our findings are not likely to have too much political importance. Another question related to, for example the degree of successful performance of any social or political institution or agency is bound to have more political significance. But our private research is politically relevant not only in what we find and what we question but also in how we investigate. Some forms of investigation (for example participant observation) may lead to an involvement and identification with persons being studied that a distant analysis based on sample surveys, for another example, might never risk.

The methodology we employ may narrow the field of questions that we are able to ask since some could never be tackled by certain methods. Again, few researchers consider how the timing of a study may have political relevance. More students are aware of unforeseen consequences of new discoveries what

with our new awareness of the environmental crisis. But all too few researchers consider the political question as to who should get the results of completed studies.

Precious little research is carried on with a view to developing a better life for forgotten minorities and issuing them with the results. What we require may be counter-research which imaginatively and stubbornly attempts to propound and develop stark new alternatives to outworn ways of doing things.

Ivan Illich calls for such counter-research, a "research on alternatives to the products which now dominate the market; to hospitals and the profession dedicated to keeping the sick alive (the research required for a heart transplant while thousands die of amoebic dysentery) to schools and the packaging process which refuses education to those who are not of the right age, who have not gone through the right curriculum, who have not sat in a classroom a sufficient number of successive hours, who will not pay for their learning with submission to custodial card, screening and certification or with indoctrination in the values of the dominant elite."

Provocative statements like Illich's above may remind academics that our quiet studies in carpeted offices do not cease to be political just because we avoid taking sides. Our decision not to engage upon a study which would be given over to the poor for use against the existing economic and political order, far from being politically neutral is in fact politically reactionary. We fail to recognize that even our feeble attempts at neutrality are rooted in the naive assumption that the political and educational climate and institutions within which we work are also neutral and harmless, if not powerless. American academics need only reflect on the fact that 65% of all university research is directly or indirectly sponsored by government agencies to show the error of such an assumption.

Perhaps the larger error we make as academics is to assume that our 'politically neutral' empiricism removes us from a particular political position or commitment. What our stance does in fact is to make us full-fledged participants in the existing ways of doing and seeing things. What reforms we may propound will all, in the final analysis, serve the existing social order. What is stifled within us, says Novak, is the "revolutionary, utopian, visionary impulse." We come to accept instead of compromise, patience and acquiescence. We grow incapable of attacking problems in such a way as to build a significantly better system because we fail to strike with imagination and concern at the very roots of the traditional pattern and order. Our research produces reforms which are tacked on to the present social system. Yet "there is compelling evidence," says Novak, "that realistic social and political reforms do not, in fact, alter power arrangements or weaken key interest groups in our society; political symbols change, but the same elites remain in unchallenged power." What we are actually doing is concretizing or hypostatizing certain social, political, economic or educational alternatives and making them harden into reality or into the only possibilities, while fragile faintly visible possibilities become increasingly buried by the so-called tried and true.

There's no doubt in her mind



When it comes to choosing the right sanitary protection, there is no doubt in her mind. She uses Tampax tampons and has, right from the start. They were developed by a doctor, so she knows they're safe. And they give her the protection she needs.

Tampax tampons are softly compressed to give better absorption. And they're the only tampon that comes in three absorbency-sizes: Regular, Super and Junior. Because they're internally worn, there are no bulky pads, pins or belts. So she's free to dress the way she wants and do what she wants, every day of the month.

Use Tampax tampons, without a doubt.

Right from the start...



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NOW USED BY MILLIONS OF WOMEN
TAMPAX TAMPONS ARE MADE ONLY BY
CANADIAN TAMPAX CORPORATION LTD.,
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Part 3 continues in
issue of
Nov. 1st

THE WEED CALLED RACISM

Otto Klineberg, the American psycho-sociologist, one day showed a group of white children and adults a drawing of two men, a negro, and a white. The figures were shown in different postures. Among other differences, the white man was brandishing a razor.

When Klineberg later asked them to describe the drawing, several of the adults said the negro was holding the razor. None of the children made this mistake.



Children do not know racism, why teach them?

The preconceived mental image of a supposedly

violent and troublesome negro had substituted itself in the adults' mind for the real, drawn image. This preconception or stereotype is not natural but created. The children tested by Klineberg had not yet been contaminated. But as they grow up, the social milieu transmits ready-made opinions about other human groups.

In his excellent book "Race Relations", Michael Banton, who is professor of sociology at Bristol University, England, gives other examples of this process. He refers particularly to one of the first experiments, carried out in the United States in the 1920's in which school children were first told: "Aladin was the son of a poor tailor. He lived in Peking, the capital of China. He was lazy and liked to play better than to work," and then were asked: "Was this boy Indian, Negro, Chinese, French, or Dutch?" A number of children answered that Aladin was a negro. Disregarding the information that Peking is in China, they based their reply on the fact that Aladin was lazy and so must be a negro.

rip-off

by Ann Dayton



In case anyone has been wondering what happened to DROP IN THE BUCKET this year, this is to let you know what a rip-off the whole thing was. DROP IN THE BUCKET is the slogan under which university students across Canada collect money for international education. Last year, the Mount collected a considerable amount of money both on campus and in the city, thanks to a few kids who worked their asses off (per usual). Most of the universities and colleges in Canada held similar drives, with all proceeds going to CANSAVE, (CANADIAN SAVE THE CHILDREN FUND).

Last year was such a success that the general consensus among participants was that everyone

Of course, no educational programme would advocate attributing faults systematically to people who are distinguished by their appearance, nor would it propagate the idea that such people make up a socially inferior group. Yet such prejudices are transmitted by the dominant social milieu, by parents, books and films--and by teachers themselves, most often unaware of what they are doing.

There are, however, places and families in which children remain completely indifferent to their comrades' skin colour. Banton reports that a little boy, attending a school in the racially mixed East End of London, asked his mother if he could bring a friend home for tea. When the mother asked him whether his friend was coloured, the boy replied, "I don't know, but I will find out tomorrow".

Educators, who are urged to struggle against racial prejudice, are not the only agents for combatting preconceptions of racial superiority or inferiority

would go into it in a bigger and better way this year. At an end-of-year conference held at Waterloo-Lutheran University, a National Chairman (BASIL MAUNDECOTE CARTER) was chosen and a new approach for the fund raising was decided upon. In order to relay this great decision to the peasants from far away who were unable to attend the conference, the Chairman took upon himself the task of devoting his summer visiting every university and community college in Canada to let them in on the details. (undoubtedly much cheaper than writing letters).

He landed in Halifax in early May (on one day's notice) and after 45 minutes conversation, had told us

by William Grossin, Professor of Sociology, at the University of Nancy, France.



and for preventing the falsification of reality by distorting stereotypes.

It had been hoped that when white and coloured children studied and played together from an early age, hostile attitudes and racial discrimination would disappear. However, as Banton writes, industrial moral lessons on racial fraternity learned in the classroom. The burden of racism inherited from the past cannot be easily eradicated in the western countries nor in those countries that were long invaded by the missionary spirit.

The great American anthropologist, Bronislaw Malinowski, said in his work "Scientific Theory of Culture:" that the white race was the guilty party. Nationalism, he believed, was a conservative reflex seeking to assert the absolute value of particular cultures that swept throughout the world.

False promises. Even those whites who acted with the best of intentions were making false promises by suggesting that coloured people could become the equals of the whites by exchanging their own culture for that of the West.

Malinowski pointed out that it is dangerous to talk of the burden of civilization while making others bear the weight. The whites, he said, use the hope of human fraternity and equality through education to dazzle the coloured people but they refuse to share riches, power and the right to be on's own master. It is quite clear that the first condition for any non-racist education is that the educator accepts those truths.

Further details were to be revealed at a conference at Waterloo-Lutheran in mid-August. Myself, and representatives from Dal and SMU planned to attend,

CONT. Pg. 3

HONDURAS...THE HEART OF CENTRAL AMERICA

Honduras, a Central American country, roughly triangular in shape, is bordered by the Gulf of Fonseca, which is an arm of the Pacific Ocean; the Caribbean Sea; and the nations of Guatemala, El Salvador and Nicaragua. The lovely Bay Islands off the north coast and a number of small islands in the Gulf of Fonseca are part of the territory of the Republic. Honduras was visited by Columbus in 1502 on his fourth and final voyage. Columbus gave the land its name: HONDURAS, referring to the deep water he found offshore near today's Puerto Castilla. Tegucigalpa, now the national capital was founded by the Spanish in 1597. The name TEGUS-GALPA in the Mayan language means "mountain of Silver". In 1821, Honduras, together with the other Central American States, declared independence from Spain.

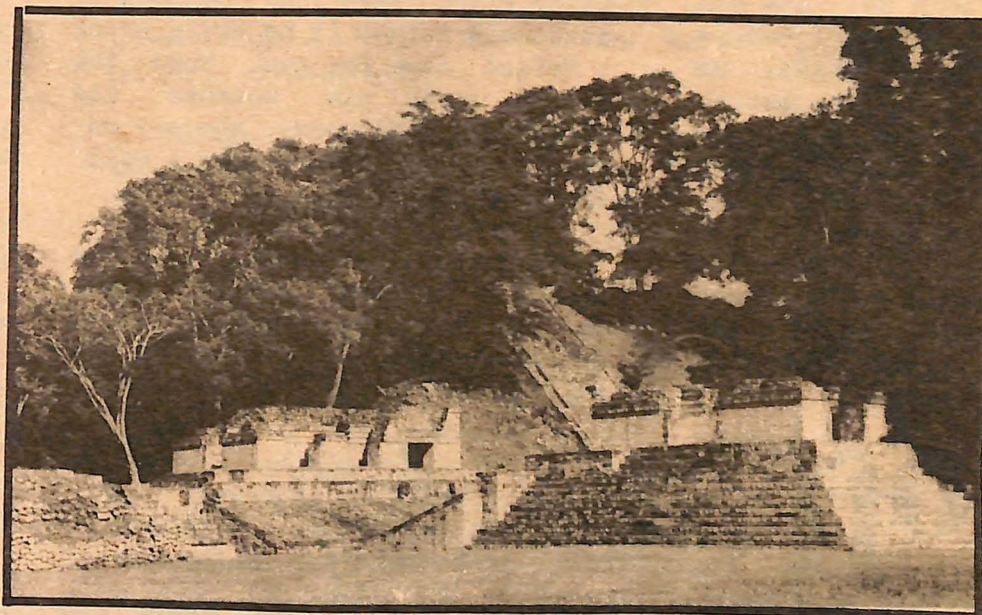
"Discovering Honduras" is an adventure awaiting everyone. Honduras is a blend of the ancient and the modern, and nowhere in the country is this more evident than in Tegucigalpa. Tegucigalpa is situated in a mountain-rimmed valley at 3,200 feet altitude, it has a population of 300,000 people. The Spanish colonial influence is evident throughout Tegucigalpa and Comayagua, its twin city. The city is a governmental and commercial center of narrow, winding, streets, many of which are very steep. Besides the charm of red tile roofs and pastel-painted buildings that line many streets, there are the several attractive parks. Parque Morazan is the city's main square, and along it is arranged the National Cathedral. Another gracious park is Parque la Concordia, which has five artificially built hills representing the Central American Republics, specimens of Honduras's flowers and trees, and a miniature model of the Maya ruins at Copan. Tegucigalpa is a good point from which to explore rural mountain villages and byways that unlock picturesque new landscapes. To O. Henry, who wrote many stories based on his residence in Honduras, it was "the land of ups and downs," and many are the breath-taking views--up to a soaring peak, down to a lush valley.

Only a short flight away from the capital are the Copan ruins. The Maya, who founded one of the most impressive of all civilizations, give the Honduras a special cultural heritage. At Copan the Maya built what many consider was the capital of the First Maya Empire, a fifth century city of monoliths, pyramids, patios, courts and temples. It stood as the principal cultural center for over 600 years. Now only the vestige are left, carefully preserved in a grand natural setting of beautiful pines, rolling hills, and majestic mountains.



Christopher Columbus,
discoverer of America

Practically any climate desired can be found in Honduras. On the sea-coast days are quite warm and humid, but nights are usually cool. The North Coast Enjoys cooling trade winds most of the time. There are two seasons in Honduras: the rainy season from May to November, and the dry season from December to April. Tegucigalpa's temperature most of the year is 75 degrees F. San Pedro Sula, Called the industrial capital of Honduras, is a bustling modern city sprawled over a fertile green plain. The citizens enjoy a pleasant tropical climate all year round; the annual temperature is 79 degrees F.; cool breezes from the blue mountains surrounding the valley and bright sunshine combine to make San Pedro Sula an ideal place to work and live.



Temples of Copan Ruins

A group of gem-like coral specks called the Bay Islands, washed by the sun-soaked waters of the Caribbean Sea, are but minutes away from La Ceiba. Interesting are the topographic differences of the three principal islands, Utila, the closest of the three to the mainland city of La Ceiba, is flatter than the others although a few low hills dot the landscape, Roatan is the largest of the three; its greatest charm is in the many harbours around which villages have been built. Guanaja, farthest of all from mainland Honduras, is

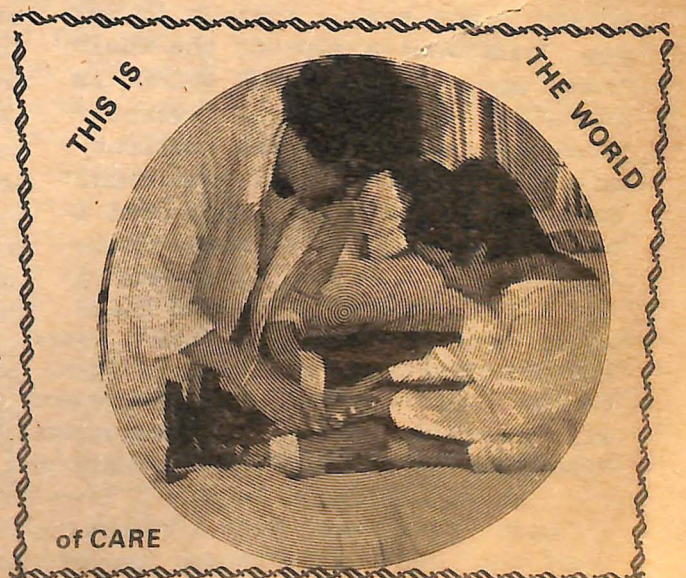
Virginia Lagos

little more than a clapboard village. Some streets are merely boardwalks over the water, and others are sandy strips leading to houses built on pilings. Somehow all of these differences contribute to the charm of the Bay Islands.

To describe the wonders of Honduras in one page is impossible. You will find something new and different in every little corner you go: customs, food, music and people. How wonderful to hear a serenade at dawn: and you know it is him telling you how much he loves you. The food basically, is the same, but with that special Latin American taste: frijoles, tortillas, tamales, mondongo, etc. The music, you hear its beat and you are carried away to a world of happiness and laughter: LaBanda, La Bala, El Cable. The people so friendly, ready to give you a warm welcome. Spanish the language of lovers.....yes, silver mountains and golden beaches, miles of bananas and coffee plantations, deep forest and 447 miles of coastline, enchanting islands and lush valleys, picturesque village, and bustling cities.....this is the Republic of Honduras.

MOUNT OVERSEAS STUDENT ASSOCIATION (MOSA), in order to convey its program "Get to know us" will present a series of articles describing the different countries from which its members come.

M
O
S
A
'get to know us'



PUBLIC SERVICE UNIVERSITY RECRUITMENT PROGRAMS

Graduates are employed as administrators through the Administrative Trainee Program - a two year, on-the-job developmental program designed to escalate competent administrators in the Public Service.

The program was initiated by the Public Service Commission in Ottawa at the national level in 1966. It was an effort to encourage "top - notch" graduates to join the Public Service and to supplement the intermediate and senior levels of management over the next five to ten years.

Last year the Halifax office of the Public Service Commission introduced the program on a regional level - the first regional office in Canada to do so. It was felt that a great deal of excellent administrative potential was being lost or wasted in the Atlantic provinces; simply through a lack of sufficiently challenging opportunities available to interested graduates. By creating a regional Administrative Trainee program, the Halifax office hoped to offer a partial solution to this need. As an indication of the success of the program, in its first year sixteen positions were identified and offered.

To qualify for the program applicants must possess a recognized university degree in discipline by the end of the academic year in which they apply. Candidates are required to write and pass a test, similar to an I.Q. or aptitude test, to entitle them to an interview.

Several elements comprise the special training offered to the candidate in this developmental program. A system of "Management by Objectives" gives the trainee an opportunity for periodic assessment of his performance and improvement. By setting goals established jointly with the supervisor, the employee can appraise his work and discover his good and weak points.

The "in-service training" offered the Administrative Trainee is the most vital aspect of the developmental program. By working in a responsible position, the employee is given a chance to develop initiative, cope with and solve organizational problems under the pressures of time, conflicting goals and information voids and be accountable for results.

Administrative Trainees should be willing to acquire a working profi-

ciency in the second official language. To help achieve this goal, the Trainee receives nine weeks of bilingual language training during the two year program.

At the end of the program a seminar, Management and the Public Service is given in Ottawa. Here the Trainee will be presented with real administrative problems for which he must suggest solutions.

On completion of the program the Trainee is reclassified, usually into the occupational category in which he has been working. The level of the promotion in the new job assignment will depend on his achievement as a Trainee.

ABORTION ? QUESTIONS

For Information and
Referral Assistance Call

ABORTION INFORMATION CENTER, INC.

(201) 868-3745
868-3746

9:00 A.M. to 7:00 P.M.
Monday to Saturday

WHEN and WHERE?

Interviews and Briefing Sessions at Your University

UNIVERSITY	BIO-PHYSICAL SCIENCE PROGRAM	APPLIED SCIENCE	SOCIAL - ECONOMIC		PUBLIC ADMINISTRATION (Administrative Trainee)		COMMERCE	CAREERS ABROAD
	INTERVIEWS	INTERVIEWS	BRIEFING	INTERVIEWS	BRIEFING	INTERVIEWS	INTERVIEWS	INTERVIEWS
DALHOUSIE	NOV 18	-----	OCT 12	NOV 9	OCT 5	NOV 15-16	OCT 25-26	NOV 15-16
ST. MARY'S	NOV 16 am	-----	OCT 12 1:30 pm	NOV 9 (at Dal)	OCT 6	NOV 15	OCT 25-26	NOV 15-16 (at Dal)
MT. ST. VINCENT	NOV 16 pm	-----	-----	NOV 9 (at Dal)	OCT 5 (at Dal)	NOV 15 (at Dal)	OCT 25-26 (at Dal)	NOV 15-16 (at Dal)
ACADIA	NOV 17	-----	OCT 13 1:30 pm	NOV 9	OCT 6	NOV 16	NOV 1	NOV 15-16 (at Dal)
MT. ALLISON	NOV 15	-----	-----	NOV 10 (at Moncton)	OCT 7	NOV 17-18	OCT 27	NOV 17-18 (at UNB)
MONCTON	NOV 15	DEC 1	OCT 14 1:30 pm	NOV 10	OCT 12	NOV 19, 29, 30	OCT 27-28	Nov 17-18 (at UNB)
NEW BRUNSWICK	NOV 12	DEC 2-3	-----	NOV 10	OCT 12	NOV 17-18	OCT 29	NOV 17-18
P.E.I.	NOV 22	-----	-----	NOV 10 (at Moncton)	OCT 13	NOV 19	OCT 28	NOV 17-18 (at UNB)
ST. F.X.	NOV 19	-----	-----	NOV 9 (at Dal)	OCT 14	NOV 29	OCT 29	NOV 15-16 (at Dal)
MEMORIAL	NOV 23	-----	-----	NOV 26	-----	NOV 22-23	NOV 24-26	NOV 19
N.S. TECH	-----	NOV 29-30 & DEC 1	-----	-----	-----	-----	-----	-----
BATHURST	-----	-----	-----	-----	OCT 13	NOV 19, 29, 30 (at Moncton)	-----	NOV 17-18 (at UNB)
ST. LOUIS	-----	-----	-----	-----	OCT 14	NOV 19, 29, 30 (at Moncton)	-----	NOV 17-18 (at UNB)

Universal education through schooling is not feasible. Universal education is not feasible if we attempt to produce it by means of alternative institutions built on the style of school. Neither new attitudes of teachers towards their pupils, nor the proliferation of educational hardware or software (in classrooms or bedrooms) nor finally the attempt to expand the paedagogue's responsibility until it engulfs his pupils' lifetime will deliver universal education. The current search for new educational FUNNELS must be reversed into the search for their institutional inverse: educational webs which heighten the opportunity for each one to transform each one's living into one of learning and sharing.

From Deschooling Society

