

# the journal

NOVEMBER 19, 1975

SAINT MARY'S UNIVERSITY, HALIFAX, N.S.

VOLUME 41, ISSUE 3

## Fuss between NUS and us

by Sara Gordon

It has become a matter of debate whether Saint Mary's University will be financially able to remain in the National Union of Students.

Council owes NUS \$1725 in back dues (thirty cents per student), and the dues will be raised to one dollar per student if Saint Mary's chooses to remain in NUS (and is allowed to remain).

According to the NUS fieldworker, Miguel Figaro, the matter of whether SMU could remain in NUS was a matter of debate at the recent national conference. SMU has not paid its dues for the past two and a half years, and although

NUS recognizes and understands the financial problems our Council has lately, some members evidently felt that SMU should not be allowed deferred payment.

Our continuance with NUS is also a matter of debate on campus. Since the NUS fees are being upped to \$1.00, some council members feel that the dollar would probably

be better spent paying off past debts of our SRC.

At the Student Council meeting on Sunday, November 16, Council decided to put the matter before the students in a referendum, to ask whether they are willing to spend the money necessary to belong to the National Union of Students. The referendum is to be held in early

February.

If the referendum indicates rejection of the fee supplement, Saint Mary's will drop out of NUS for the time, although it may continue re-joining in the future. Council participation in NUS has been marginal over the past few years, and our delegates could not afford to attend the national conference this year in Fredericton.

The National Union of Students is a co-operative venture of many of the universities in Canada, for the purpose of providing a united front of students to tackle many of the problems now faced on a national scale, such as student aid, financing of universities, and housing. Also, it serves as a contact between the councils in different parts of Canada. CUS, its predecessor, was very successful in lobbying for a freeze on tuitions in Ontario.

The organization is three years old; it is just getting on its feet. Recently Figaro was elected the Eastern fieldworker, and he was at Saint Mary's to talk to Council about its relations with NUS. The organization is starting to gain recognition from government, Figaro said, and it has finally reached a stage where administrators of student affairs are beginning to ask for briefs and ideas from NUS.

There is talk, Figaro says, of an Atlantic regional office being set up in the near future, to examine economic disparity and Maritime universities. NUS will begin publication of a national student newspaper in January.

Five student unions have joined NUS this fall, including UNB and Memorial, and others will consider joining in the spring (for example, St. F.X., UNB in Saint John, and Mount Saint Vincent).

## Double standards

by Mary-Jane Norris

At present, there appears to be inconsistency among visiting policies of the three SMU residences.

The residents of High Rise I and II enjoy a fairly liberal visiting policy. On Monday through Thursday inclusive, members of the opposite sex are permitted into the students' rooms between 10 a.m. and 2 a.m., and on weekends from 1 a.m. Friday until 2 a.m. Monday.

On the other hand, there is a much stricter visiting policy in the Low Rise. The only times when a female is permitted to have a male in her room are between 6 p.m. and 3 a.m. Friday, 1 p.m. and 3 a.m. Saturday, and 12 noon to midnight Sunday. During the remainder of the week, males are permitted into the lounges on the main floors of the Low Rise between 7 p.m. and midnight, but under no condition are they allowed into the girls' rooms.

According to Ken Munroe, dean of residence, "The visiting policies of Vanier House are strict because this is what the majority of the girls want, and as yet, with the exception of a few sporadic complaints, the policy has not been challenged."

It is his belief that due to the physical structure of the Low Rise and the fact that mostly frosh live there, the policy is a fitting one.

After discussing the issue with a number of Low Rise residents, the JOURNAL concluded residents would like to see a new, more liberal policy introduced, and they feel the present one is outdated and old-fashioned.

One girl said, "This is a university, not a high school, and it is deplorable to have a sexual double-standard perpetuated in the residence rules of Saint Mary's."

The Dean of Residence will give boarders the opportunity to express their opinions on these policies this December or January. A questionnaire will be handed out, in an attempt to formulate a consensus and perhaps from this, new regulations can be introduced.

By January, however, the school year will be half over, so some students are considering making their action more immediate.



NUS fieldworker Miguel Figaro. Photo by Stephen Nickerson.

## Narrow-minded?

# CKSM music policy

by Bob McIntyre

CKSM was accused of having a narrow-minded approach in its selection of music, at the Student Council meeting two weeks ago.

Figures taken from program logs during a two-week period since the then indicate otherwise — that CKSM is not "just a blues station". (see table)

Station Manager Rick Sanschagrín claims, "The station is broader in its music policy than most other AM stations." Concentration has been placed on the style of programming, rather than the content, this year, in order to improve the quality of the station.

Sanschagrín said, "There is no sense in talking about a music policy unless there is a way of checking music being played on the air. A system of accountability in terms of what is played (in other words, music, commercial air time, and public service announcements) must be developed before the

public's tastes can be catered to on the air."

The station has been using program logs and log tapes as a means of determining how an announcer uses his or her air time. The programming director hopes that by concentrating on the methods of delivery used by the D.J., they can create a station sound with a consistent degree of quality, without losing the diversity that the music library can give them.

According to Mike Ready, Programming Director, "We encourage announcers time and again to dip into other areas of the library besides the rock and soul stacks. We aren't here hoping to sound like the other popular Metro area outlets. If you're looking for a CJCH-type sound, don't turn us on, because you won't find it at 660. Still, we hope you will turn us on, especially if you are tired of hearing the same old stuff."

### Types of Music Played on CKSM

|           | Oct. 25-31 | Nov. 1-7 |
|-----------|------------|----------|
| Rock      | 52%        | 71%      |
| Folk      | 19%        | 6%       |
| Soul      | 14%        | 12%      |
| Blues     | 10%        | 5%       |
| Jazz      | 4%         | 3%       |
| Classical | 1%         | 1%       |

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*Alberto Bacardi*  
Alberto Bacardi



# COUNCIL TELLS ALL

Council decided to hold a Rake-a-thon in order to raise funds for the United Way, at its meeting on November 16.

The raking campaign, which is headed by Taps Gallagher, Residence Representative, is to take place on November 21-24; student volunteers will rake leaves for a fee to be donated to the United Appeal.

Also, at the meeting, the SRC ratified three people to serve as the

Senior Class Committee, in lieu of President of the Senior Class. The vote was unanimous.

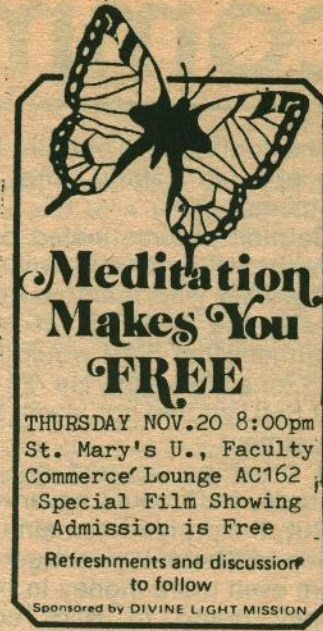
Council is seeking people to serve on the Winter Carnival Committee; applications will be open until November 28.

Gary Sherwood was temporarily ratified as editor of the yearbook; the ratification was not permanent because the legality of a council tutition was not available. The

controversy arose because Council believed no staff members to be left from the last yearbook. One still, in fact, remains at SMU.

The Residence Society requested that its members be allowed to get into a bash next week free-of-charge on presentation of their cards; they wished to split the door profit, and reimburse Council for the Society Members' entrance fees. Council approved this idea, and decided to split any profit or debt on the door with the Residence Society. Greg McHugh, Council President, also requested that Council members submit a time when each could be at the Residence office for several hours each week.

Council meetings are held at 2:00 every second Sunday. The next will be held in the Private Dining Room, on November 30.



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"When will this Council Meeting ever end?" Photo by Stephen Nickerson

## New Yearbook editor

by Mary Beth Wallace

The 1975 / 76 Saint Mary's Yearbook has finally obtained an editor - or so it seems.

Gary Sherwood was tentatively appointed as editor of the Santamarian at a Council meeting November 16. At that time, the label "tentative" was attached to his appointment because there was some doubt whether Council has the constitutional right to select an editor.

The yearbook constitution, which would settle the question, could not be located by the time of the meeting.

The appointment issue is unprecedented as normally the editor is chosen by the yearbook staff of the previous year. This year the yearbook was left leaderless and

virtually staffless with the resignation of co-editors Marie-Paule MacDonald and Elizabeth Currie.

The only other known staff member is photographer Robert Chiasson.

Sherwood will remain as tentative editor until the constitution is located, and the legality of the appointment determined. Should it not be found, the only alternative may be to construct new bylaws, according to Graduate Rep Rod Doiron.

Among other changes Sherwood would like to see in this year's Santamarian are more creative layout, more captions and write ups with the pictures and coverage of a wider variety of events at SMU. He feels sports were over emphasized in previous books.

## Free music lessons

Another community-university program has started on campus - a music program which will provide the general public and students with an opportunity to obtain free music lessons.

The music program at SMU is being funded on a 50-50 basis with the Administration and the City of Halifax Recreation Department and is co-ordinated by Hrvoje Hrestak, director of the wind instrument program for Halifax City Schools. This year the program is running on a budget of \$25,000 but Hrestak hopes the budget will be increased in coming years.

Although this program is purported to be for the benefit of students, until very recently it had only been advertised to the general public, not the students. Hrestak blames this on technical difficulties. Evidently the posters were printed incorrectly. However, they are on campus now.

Enrollment is to be limited to

about 85 people and already 54 people have signed up for either flute, clarinet, saxophone and a wide variety of wind instruments. There are also openings for cello and string bass. But if you are not already somewhat proficient in the viola, violin and piano, don't try out. These will only be accepted at the advanced level.

Hrestak says this is a serious music program with professional teachers and that only those truly interested should apply. Instruments will not be provided in most cases, but if you are serious, you won't mind putting out \$150 for one.

He says the program is basically for SMU students, although present enrolment is about 60-40 in favor of the community. That ratio should increase, he says.

Classes will be in the old library and interested persons can contact Hrestak in his office on the ground floor.

## RADIO CKSM 660

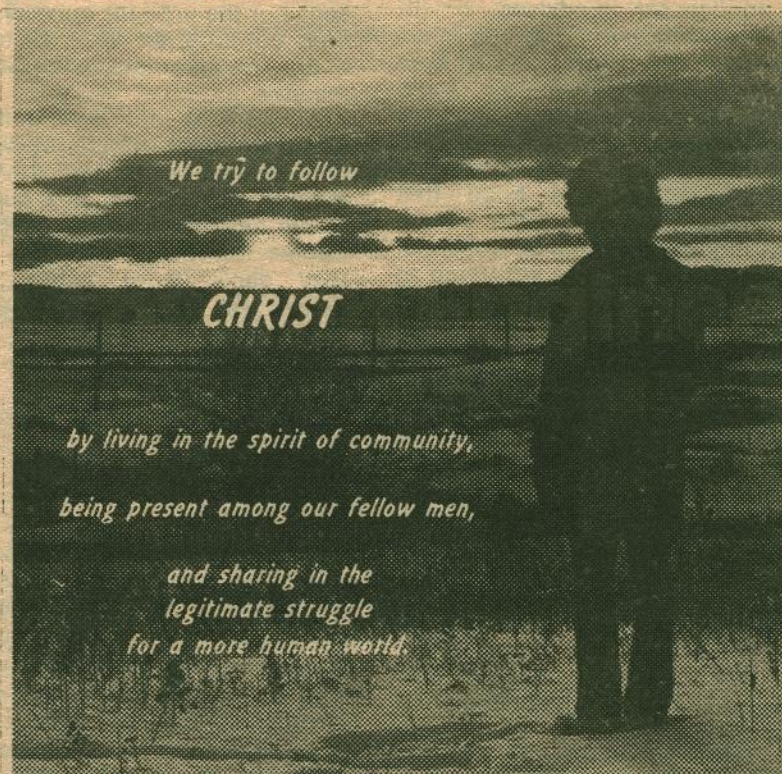
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# comment

The continuance of Saint Mary's liason with the National Union of Students is falling into doubt, because of SMU's financial problems.

Council procrastinated on Sunday November 16, by voting to save the issue for a February referendum, leaving the waiting NUS fieldworker with many more unanswered questions.

After the meeting, at least one council member voiced the sentiment that SMU would be financially better off dropping out of NUS for a few years. He felt that NUS has not yet proven itself, and that SMU should not invest its money until NUS has become a sure investment.

It must be pointed out, however, that if everyone took this attitude, NUS could never reach a stable or viable position.

But, the problem remains. If we wish to remain with the National Union of Students, we must be prepared to pay our debt, and to give them even more money in the future. As the council member said, money going to NUS comes from the SRC, even if their appropriation is meant to be a separate remittance.

However, the issue goes deeper than this. The National Union of Students is a body which will prove even more vital to the student in the future, since it deals with such issues as student aid and housing. Without more financial aid, fewer students will be able to stay in university in the future. Where would Council's student fees come from then?

## letters

### Switzer strikes back

Dear Sir:

I suppose I owe a reply or retort or explanation or burning to: 1. the JOURNAL, 2. the "student observer" and 3. the student populace (council members, et al). I shall endeavor by means of a Letter to the Editor and an explanation of music policy (hopefully to be included in the next issue of the JOURNAL.

Firstly, the "student observer" (re. page 3, the JOURNAL, Wed. Nov. 5, 1975) who is quoted as claiming that the radio station "is a stereo system for those few people who control it." Normally such a ridiculous statement warrants no reply for in replying to nonsense one gives it credence. But (and this is for the benefit of those as ill informed as the "observer") to quell the impending storm I shall re-word his foolish (or ill-advised, or ill-informed---he may take his pick) statement so it not only makes sense but is TRUE---the radio station "is a stereo system operated by a few people who control it." An I shall add: who work under the perhaps vainglorious hope that other students will realize we are trying to expand musical horizons, not destroy them. We are trying to show there is more to the musical spectrum that what the other "commercial" stations are offering. I shall elaborate further in the form of a policy statement.

Now, to the second item, and once again we are back to the "student observer" who for strike one was perhaps (yes, just perhaps) a little hasty in his choice of words...

1. no new Pink Floyd album was sold immediately or otherwise in CKSM.
2. I have a business---but not in or at Saint Mary's and specifically not in CKSM.

I fully appreciate Mr. Sanschagrins offer of station premises for selling LP's but as I am engaged in two other areas of the music business besides CKSM, I have felt it wise in the past and in the future to decline the offer. For the benefit of the "student observer" who shot his mouth off about an event that did not happen.

May I point out that I have been collecting and dealing in 78's, 45's and LP's since 1960 and I most assuredly understand the concept of "a conflict of interest" in all its aspects. Perhaps observation of realities proves to be a "conflict of

interest" to our "student observer".

I might point out that from information gleaned from some persons at the meeting of CKSM staff announcers which commenced at 4 p.m. Wed. Nov. 5 it would seem the aforementioned "student observer" was in attendance until shortly prior to my own appearance at that meeting. One can only assume why he left. I must point out that other participants at that meeting had been notified prior to the "event" that I would not be in attendance until at least 4:30. Perhaps the "observer" felt there would be nothing more to observe after 4:30.....perhaps.

Finally, it has been my experience in the past---and probably will continue to be in the future---that human beings are motivated more by common greed than by common sense or the urge for survival. So it does not surprise me at all to read of the "student observer" and his remarks.

Altruism is not that common, whereas greed, avarice, envy, et al is. A familiar remark of "can you get me one, or many, or at a cut-rate" would have been more acceptable. Babies too throw tantrums when they can't "have some". Sour grapes are hardly acceptable. So sorry "student observer"---

Strike three, You're OUT.....

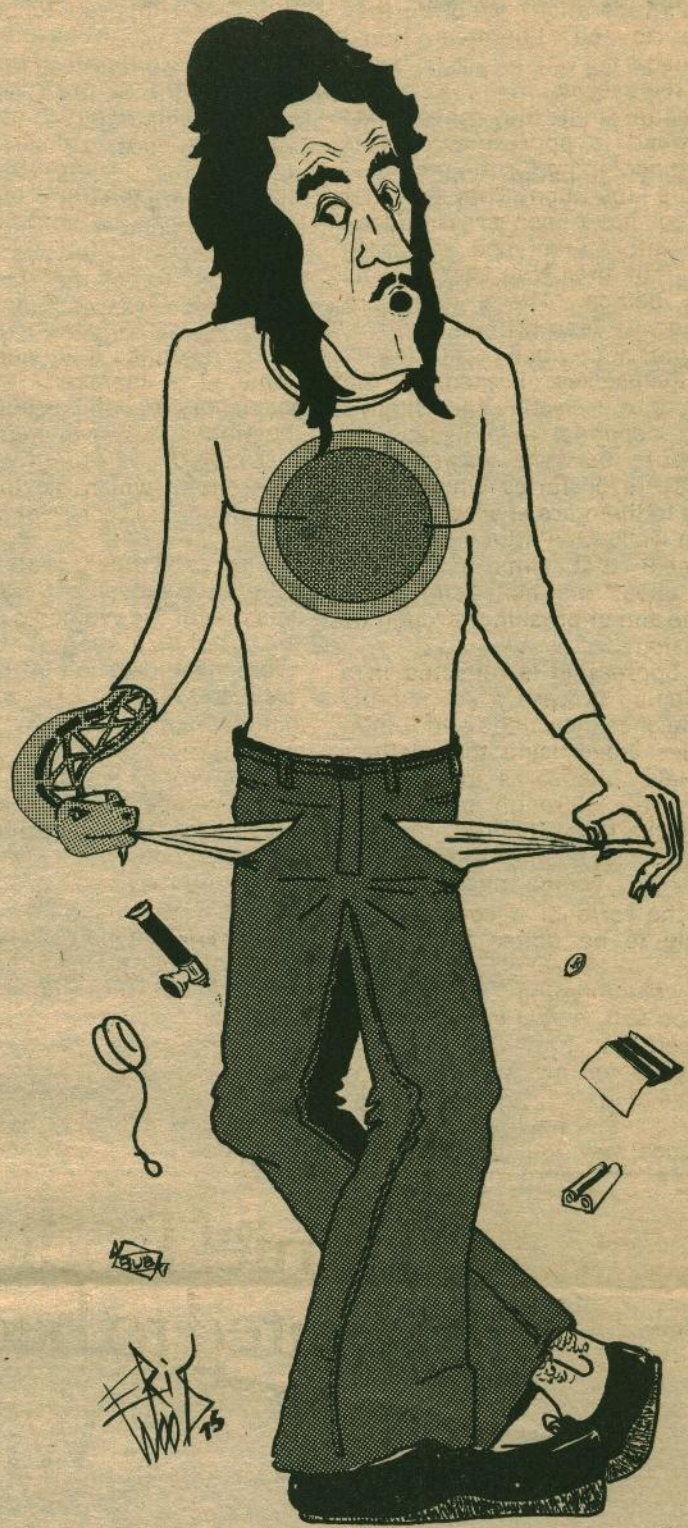
Yours perspicaciously,  
Bob Switzer  
Librarian, CKSM

#### Editor's Note:

Dear Madam:

First of all, the editor of this paper is not a man, but a woman, and thus does not like being called "sir".

Secondly, although your objections to your critic's remarks have been supported by many (and the JOURNAL certainly did not claim that you were, in fact, in the wrong) you seem to have over-reacted to criticism. Unwarranted the remarks may have been, and unknowledgeable the critic, but does that remove from that person the right to express his opinion? We commiserate with your wounded feelings, and we applaud your hard work at CKSM, but we can't go along with the objectionable tone of your letter. Thus, we suggest, by your leave, that from now on, you confine your complaints to those of a more serious nature. There is no conspiracy against you, we assure you.



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The opinions expressed on these pages are not necessarily those of the Student Association, the University, the editor, or the staff. Contributions are encouraged and welcomed from students, faculty, and other interested parties.

We regret that for reasons of style, lateness of arrival, or lack of space, we cannot guarantee that everything submitted will be printed.

Advertising rates available on request. 423-6556  
Sara Gordon Editor  
Brenda Leahey Business Manager

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well we're all very sad that our footballers lost but then maybe they'll be able to pick up the slack in the pub speakin of slack mary beth has taken up new residence and steven snapped us some fine photos neil is not makin pretty posters at the present temporarily girl editor sara without an 'h' had one of her funny plants get itself decapitated and Leahey and Big Mac say that the making out room is just not big enough but then neither is Big Mac (we're told) and

bernie hummed us a tune and things have been mysteriously disappearing from around the office blaine pourquoi pas covered the atlantic bowl and i guess dinosores aren't extinct he says they may have buried the axe however the / gi gi (ottawereren without maurice chevalier) may be a different ballgame robert darkened our room and bobby orr wishes to remain anonymous (whose he anyway) anywho dan moved up a step from the harold and mary jane (the person) covered the residence funny we were just saying how we wished eric wood bring us a cartoon and didn't he or she (our editor is funny that way) she has been trying to do a story on equality but will probably end up ad libbing

Staff this week included:

- Matthew Adamson
- Marilyn Bond
- Buffy and Breagh
- Robert Chiasson
- Brian Eastwood
- Bernie (Dynamo) Hum
- Bob McIntyre
- Edmund Morris
- Stephen Nickerson
- Mary Jane Norris
- Dan Remington
- Neil Sampson
- Mike Spurr
- Marjan Tregunno
- Mary Beth Wallace
- Blaine Pourquoi pas
- Jim Williams
- Allan Zdunich



# Men's Liberation hits Halifax

Men's Liberation? What do they have to be liberated from? Women?

No, themselves.

To admit that they have been encouraged to oppress women is only the beginning for the members of Men's Liberation. They feel that men, too, have been pressured by society into stereotyped sex roles which limit their full potential as human beings. These roles are enforced -- sometimes subtly, sometimes not -- upon other men by men themselves. Locked in the prison of a "strong and silent" image, individual men usually do not realize that the very frustrations, fears or furies which seem unique to them are shared by other men as well. Men's Liberation is a movement that aims at sharing views about the male stereotype with the aim of breaking through its oppression.

The oppression is reflected in a conditioning process which sharply distinguishes masculine and feminine roles: advertising that defines the male image as out-doorsy, brawny type of rough and tumble male; locker room banter of sexual exploits that boggle the imagination, and competitiveness that takes the form of a constant ego struggle to be better than one's rivals.

The stereotyping takes other forms as well. A real man is always supposed to provide a sexual apocalypse for his woman; but if that woman gets interested enough in sex to make her own demands, impotence may well be the result.

Men are supposed to be capable, always in control, infinitely resourceful -- unless, of course, they are confronted with emotion in another man, in which case they do not know what to do.

Men are discouraged from confiding personally in one another; but they are still expected to be "good buddies".

Questions like these are raised and discussed by the Men's Liberation Movement at small group meetings held weekly in the home of a member. These Consciousness Raising groups (as the meetings are known) represent the introspective aspect of Men's Liberation, which is increasingly becoming a social and political force.

The early history of the Men's Liberation movement closely parallels that of the Women's movement. It started as a support function for Women's Liberation in the late 60's on the U.S. east and west coasts and then matured into a national organization examining the same social problems, but from a different perspective. This perspective recognizes that our society discriminates against women and as long as it continues to do so, men will be the main beneficiaries; to end that discrimination men will have to lose some of their privilege and power.

In Canada the Men's Liberation movement started in Toronto and Vancouver in the early 70's and spread outward. At the present time the Canadian Men's Liberation movement is largely based in the metropolitan centers of Ontario and

Western Canada. In October the first National Men's Liberation conference was held in Waterloo, Ontario. It was an unqualified success, bringing together men from across the country to share a common set of social experiences and attempting to organize a national body.

Over the last few weeks, several men have been organizing a

Halifax-Dartmouth Men's Liberation Movement and Consciousness Raising group. For information on Men's Liberation or the CR group, drop by to 1125 Wellington Street, Halifax or phone 429-2005 and ask for Allan.

Several persons at Saint Mary's are interested in starting a Men's and Women's Consciousness Raising group. For more information call Sara at 423-6556.

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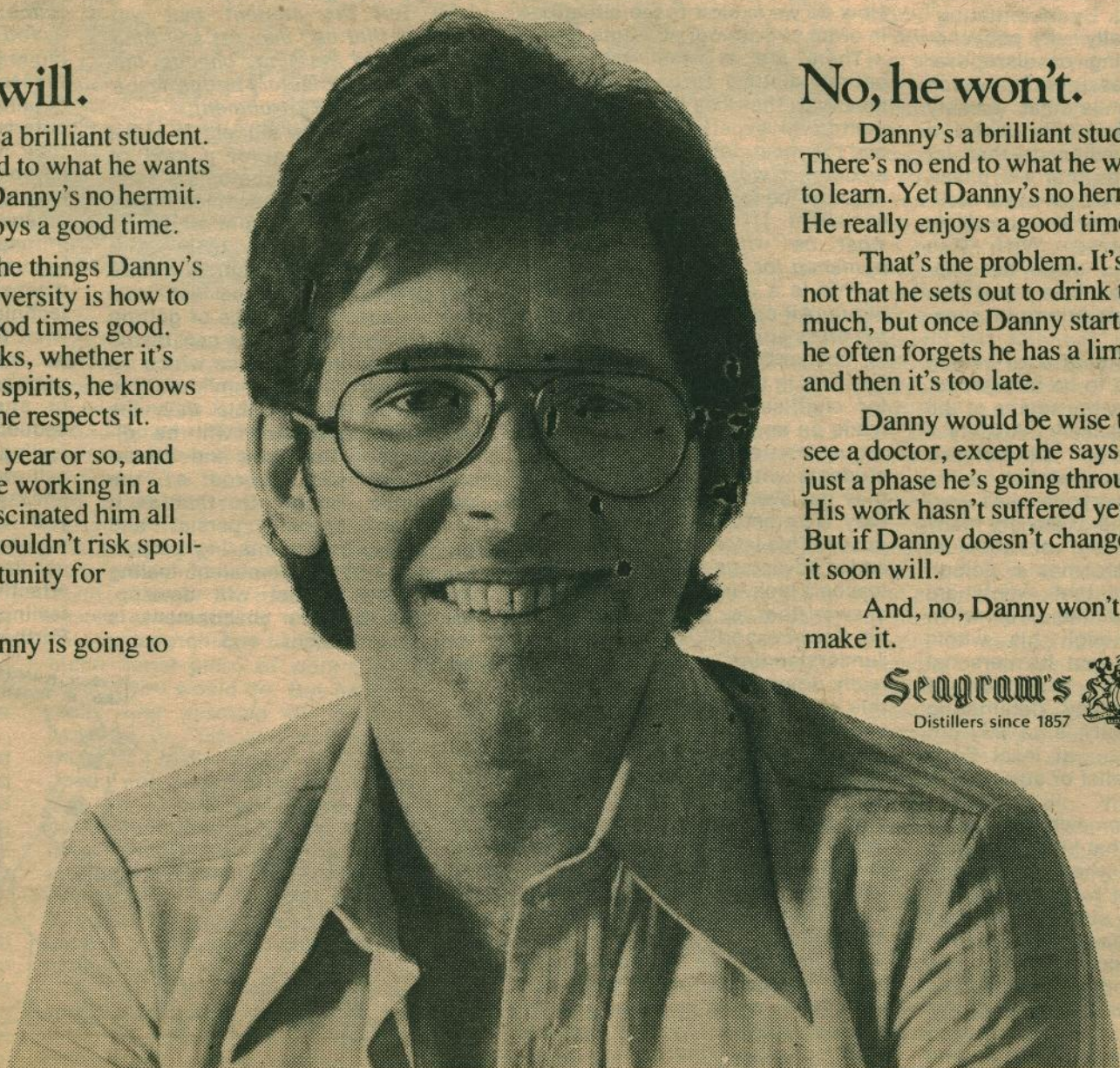
#### Yes, he will.

Danny's a brilliant student. There's no end to what he wants to learn. Yet Danny's no hermit. He really enjoys a good time.

One of the things Danny's learned at university is how to keep those good times good. When he drinks, whether it's beer, wine or spirits, he knows his limit and he respects it.

Another year or so, and Danny will be working in a field that's fascinated him all his life. He wouldn't risk spoiling the opportunity for anything.

Yes, Danny is going to make it.



#### No, he won't.

Danny's a brilliant student. There's no end to what he wants to learn. Yet Danny's no hermit. He really enjoys a good time.

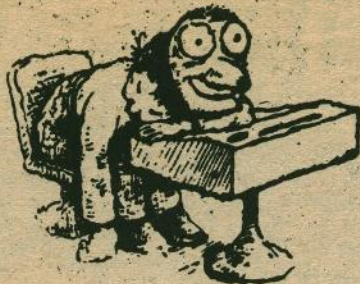
That's the problem. It's not that he sets out to drink too much, but once Danny starts he often forgets he has a limit, and then it's too late.

Danny would be wise to see a doctor, except he says it's just a phase he's going through. His work hasn't suffered yet. But if Danny doesn't change, it soon will.

And, no, Danny won't make it.

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# How to drive a

My purpose in this brief presentation is two-fold: to describe three situations within which anxiety occurs, and to mention several ways in which these situations can be exploited in order to produce the maximum amount of anxiety in your students.

Anxiety, as any psychologist will tell you, is a funny animal. It is hard to define, yet everyone uses the term often. It is not necessarily one thing, yet it conveys certain meaning whenever it is mentioned in any number of contexts. The only thing that we are reasonably sure of is that anxiety has many physiological manifestations which, though they vary from one individual to another (and between situations for the same individual), are reasonable clear-cut and rather easy to observe. These would include the following: tremor (especially in the extremities); excessive perspiration in the absence of strenuous physical exertion; shortness of breath; a dry, parched feeling in the mouth and throat; blushing; palor; clumsiness while performing highly overlearned acts. Many other manifestations could be mentioned, but these will suffice. All we really need to assume is that everyone has a fairly good idea of what anxiety is like, and that everyone has, from time to time, experienced it.

To address myself to the first purpose of this presentation, then, let me describe three situations within which anxiety occurs. Let us call them Anxiety I, Anxiety II, and Anxiety III. Additionally let us assume that Anxiety I is more debilitating than is Anxiety II, and that Anxiety II is more debilitating than is Anxiety III. By "debilitating" I mean personally or psychologically damaging or disruptive. The only other assumption which we must make is that anxiety occurs when and only when a person feels threatened—that is, when he perceives that his physical, social, and/or personal well-being is currently or is soon likely to be endangered. With this nomenclature and these assumptions in mind, we are in a position to examine the situations in question.

Anxiety I occurs when a person perceives himself to be threatened, but does not know the source of the threat. More precisely, Anxiety I occurs when a person is threatened as a result of uncertainties in his environment. Everyone has experienced this kind of anxiety many times. It's the kind of absolute terror which overcomes a person when he realizes that events are extremely unpredictable, or when he feels as though his whole environment has lost its personal meaning for him. This kind of anxiety is extremely debilitating because there really is no way out of it (huis clos) ... at least there seems to be no relief or structure in sight.

Anxiety II is somewhat easier to understand. It's that kind of anxiety which occurs when a person perceives himself to be threatened and, after taking stock of his own harm-resisting capacities or forces, decides that he does not have the wherewithal to cope with the source or the effects of that threat. For example, a person is very likely to feel anxious if he happens to find himself in a path of a ravenous lion.

He does not feel anxious because the future is undetermined or uncertain; that would be an example of Anxiety I. Rather, he is quite capable of denoting the source of the threat and the likely consequences. The anxiety which he feels is a result of his determination or judgment that his resources for dealing with the source of the threat are inadequate.

Anxiety III is that type of anxiety which we feel when we have failed. The sequence goes like this: (1) we determine the source of the threat; (2) we determine that our resources for dealing with the threat are quite adequate; but, (3) in an attempt to deal with the threatening situation; we fail. For example, a person might be faced with the same ravenous lion as in the previous example, but he may also be aware that he has a whip in one hand and a chair in the other and that he has handled lions like this before on many occasions. The rub comes when he finds that both the whip and the chair fail to serve as adequate deterrents for this particular lion. It is at this point that our previously competent, self-assured lion tamer becomes anxious.

These three situations are distinct and, I think, fairly typical. Anxiety I could be defined as the uneasiness which results from the perception of an unknown or uncertain environment; Anxiety II, that which results from the perception of inadequate coping resources; and, Anxiety III, that which results from non-adaptive behaviour (which is a fancy way of talking about failure).

Now to the crux of our problem. How do we exploit these situations in order to drive our students crazy?

There are at least three not-entirely-distinct techniques for increasing the likelihood that students will experience the first—and the most debilitating—type of anxiety. I will phrase each technique in the form of a rule, and then explain it. [1] *Never tell a student what he will get rewarded or punished for.*

This is a relatively simple technique. All one need do is refuse to tell one's students what is and what is not acceptable (or plausible) behavior in the course. When asked for clarification on the demands made on an assignment or test, be vague. Better still, overcome the students with double-talk so that they get even more confused than they were before the question was raised. This later alternative has the added advantage of making you (the teacher) look like you are giving an answer (that is, you will appear to be "concerned", "empathetic", "understanding") when you are really doing nothing of the kind. In this way you may very well defend yourself against some of the repercussions which might occur (physical assault, verbal abuse, etc.) were you to appear to be purposefully vague or non-committal. This method is the real "bread-and-butter" technique for increasing the likelihood of Anxiety I, but there are other means to the same end.

[2] *Reward the student for a specific behavior several times in a row. Then, when he appears to be relaxed, punish him for that behavior. Follow this up by alternating rewards and punishments in*

*a random sequence.*

This technique is especially effective because it is beguiling and insidious. The real crux of the method is to ensure that the student has been brought to the point where he is relaxed—that is, to the point where he feels that his environment is highly predictable. Then, and only then, lower the boom! All of a sudden his environment makes no sense. What was previously positively attended to now brings forth your scorn. What was previously considered to be inadequate or incorrect is now viewed with positive regard. But, even this reversal is not complete. The connection between correct performance and reward or punishment must be completely random. The ultimate refinement of this technique is, of course, quite difficult because you must make a



persistent and consistent effort to be inconsistent. The rewards for you will be worth it, however. The student will be dumfounded, confused, and, most important of all, terrifically anxious. If (I) and (II) don't worry, there is one alternative which you might employ.

[3] *Tell the student that the "powers that be" may, at any time and without warning, change the criteria for satisfactory performance in the learning environment.*

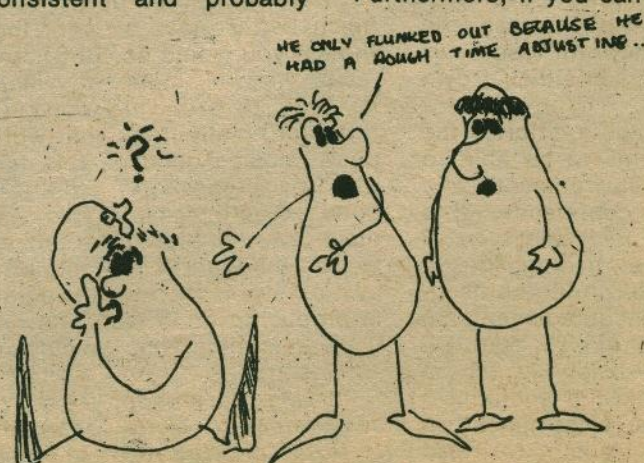
In this way, the student is aided in the development of a kind of attitude which psychologists refer to as paranoia. He becomes highly suspicious, to the point where he begins to infer that there is a systematic effort to deprive him of any peace of mind. This technique has the added advantage of getting you off the hook: you can blame any change in procedure which you initiate on "the system" or "the people up top." In this way, the student's aggression will be directed away from you and toward the supposed source of the capricious change. Be that as it may, anxiety will persist and probably grow to amazing proportions due to the persistent feeling which the student will develop, namely, that his environment is very inconsistent and probably hostile.

The principal problem with the proposed methods for facilitating the development of Anxiety I is that students tend to be too bright nowadays. What they are likely to do is call your bluff or block you into a logical corner to find out what the "powers" upstairs are actually asking you to do. In this age of openness within the school system; the students have used the latter tactic to their advantage. In the good old days when the students were never involved in the decision making apparatus within the educational system, they did not have access to such information. If they have this information, of course, you cannot make much use of technique (3). Similarly, today's students have become bold enough to demand consistency and clarity from their teachers, even to the point of complaining publicly if they don't get it. For these and other related reasons, techniques (1), (2), and (3) are difficult to employ. However, if you still have the power to alter the decision making process here or, better still, if the students are very apathetic and dependent, you will probably find all of these techniques very efficacious.

Now about Anxiety II. You will remember that this is the type of anxiety which occurs when a person perceives his harm-resisting or coping resources to be inadequate for the task (threat) at hand. There are three rough and ready techniques for increasing the likelihood that this type of anxiety will occur and flourish.

[4] *Tell the students as often as possible that they cannot hope to pass, alternatively, get a good mark in the course.*

You will notice that this technique has nothing to do with being the least bit vague about criteria or requirements. On the contrary, the criteria are clearly stated. The rub is that no student can achieve or approximate them. The reason which you give them for their incapacity is, of course, their intransigent stupidity or intractable ignorance. What you are doing by means of the application of this technique is helping to produce what the psychologists refer to as an inferiority complex. If your urgings concerning their dullness or stupidity are efficacious, the sequelae are, of course, persistent feelings of inferiority, lack of self-confidence, and a host of other uneasy (i.e., anxious) feelings. If you can develop an arrogant supercilious, condescending manner towards your students, your effectiveness in enhancing these feelings will be greatly increased. Furthermore, if you can lead them





# student crazy

satire by byron rourke;  
by dwight siegner  
reprinted from the lance



to feel inferior by means of sarcasm, indirection, or innuendo, the students might even obtain a certain amount of masochistic glee from their own destruction. This inverted type of reward might prevent the untoward consequences (physical and verbal abuse) mentioned previously. If, in spite of your urgings, the student still does not feel that his resources are inadequate for dealing with matters at hand, there is another technique which you might consider.

[5] *When the student appears to be the least bit confident, tell him that he has a long way to go and that he probably won't make it.*

This can be done in a variety of ways. You can tell him that, although the subject appears easy to him now, he will eventually come to aspects of it which will be beyond his puny powers. Alternatively, you can present supposedly representative problems (preferably as confusing as possible) of the type found in more advanced levels of the field in question. Or, you can quote examples of how self-confident students have been shot down trying the more difficult aspects of the subject. All of these variations are aimed at undermining his current sense of well-being and confidence, thus increasing the likelihood of feelings of inferiority and uneasiness about his own resources. However, if the student feels confident, in spite of your application of techniques (4) and (5), there is one other way to increase his misgivings about his own adequacy.

[6] *Tell the student that all that he has learned is probably useless from many points of view, or will soon be so.*

For example, you can tell him that, when he gets on the job, the demands of the job will probably change quickly and there will be no opportunity for retraining. This technique has at least one interesting by-product. You can fool your students into thinking that you have a semi-privileged insight into the fact that change is taking place in our society at an exceedingly rapid rate. This assertion is extremely attractive, avante-garde, and "intellectual." They'll think that you really understand things, that you are not conservative or in love with the past or things as they are, or any other staid things like that. This technique is especially useful for students who are just on the verge of losing their self-confidence because the tasks at hand are getting more and more difficult. To tell them, at this point in their education, that the efforts which they are expending are next to useless is tremendously discouraging and will increase the likelihood that they will lose heart (i.e. lose faith in their own capacities.)

If, after all of your efforts, the student still seems to be able to structure his environment and maintain his self-confidence, all is not yet lost. In fact, the type of anxiety most easy to engender is still at your avail. And the techniques for its encouragement are rather simple to apply. You will remember that Anxiety III is the type of anxiety which enervates when a person perceives himself as one who has failed to deal adaptively with a threatening situation, even though he understands

the threat and feels capable of dealing with it. Here are some techniques for increasing the likelihood that your students will perceive themselves as having failed or behaved nonadaptively.

[7] *Give a student a task which you are certain that he cannot do, and then "sock it to him" when he fails.*

The secret of this technique is to make the task look like one which the student can handle. Then he will embark upon it with supreme confidence. After he has failed, you need only point out how inadequate his finished product is. This inadequacy is underlined when you blast him (verbally or otherwise) for his lack of performance. One likely consequence of this tactic is that the student will begin to mistrust his own capacities for judging the difficulty level of the problems or materials at hand. This type of misgiving will, of course, eventually lead him to begin to mistrust his own capacities. And this, as we know, is how Anxiety II (feelings of inferiority) begins to develop. If, in spite of your efforts, the student is still convinced that he has the wherewithal, the following techniques might prove useful.

[8] *Make what appears to be good work look very poor by effecting odious comparisons between it and supposedly better work carried out by supposedly younger or less-well-educated individuals.*



For example, when the student hands in a fairly decent paper on a given topic, immediately produce an impeccably typed, handsomely bound version of the same work or problem. Show the student that is is much more thorough, reasoned, and organized than is his own presentation. It also helps somewhat to add that the vastly superior work was produced by a person much younger or much less advanced scholastically than he is. You can say things like "That's a much better piece of work than I though you would do. But here's a really fine example of what is needed," or "You may not believe this, but I really think your work is good...not as good as this (show him the comparison work)...but good nevertheless." This technique, like (7), also has a tendency to lead the student to question his own ability. If the student persists in producing good work, however, there is another tactic which can be employed.

[9] *Once the student has done an assignment perfectly in terms of criteria previously set down, change the criteria radically and give him a poor mark.*

The application of this technique usually requires the giving of instructions individually, so that no one besides yourself and the student in question can check on the initial criteria. Then, when the student learns of your change in criteria, you can immediately insist that it was he (the student) who heard wrongly or failed to understand. If your story is convincing enough, the student might even begin to question his own capacity to understand instructions, with a consequent increase in the likelihood that he will begin to lose self-confidence. Repeated often enough, the student will begin to think that there is something rather basically wrong with himself — that he is distorting reality, perhaps even hearing or seeing things which are not there. This type of semi-hallucinatory behavior is, to say the least, very disconcerting and anxiety provoking. Another variation on the perception of and reaction to failure, with consequent mistrust of the environment, is the following.

[10] *When the student fails, tell him that you expected it all along, and punish him severely.*

This technique is especially useful when you are dealing with a student who is beginning to trust you, to feel good about his own progress in the course, and to show every indication of feeling positively about the subject matter. By telling him that you expected him to



tail you are saying, essentially, that you were simply playing a game with him, that you really never had his best interests at heart, and, most importantly, that you were never so naive as to believe that he was capable of sustaining good or correct performance. In this way, the experience of failure serves to conjure up all sorts of other conceptions and inferences which, in turn, increase the likelihood of anxiety. There are two more techniques for increasing the likelihood of failure with a consequent increase in the probability of anxiety.

[11] *If you cannot get the student to fail in your course, make certain that he is inadequately prepared for the next course in the sequence.*

For example, if you are teaching Auto Mechanics I, simply consult with the teacher who is concerned with Auto Mechanics II in order to find out what he considers to be the prerequisites for success in his course. Then, simply make sure that your students are poorly versed in these prerequisites. If you enjoy seeing students become anxious, this particular technique requires that you have the ability to forestall gratification for a considerable length of time (for a few months, or

even a full year). But, the long-term effects are salutary. If the student returns to criticize your failure to prepare him adequately for Auto Mechanics II, you can simply say that you were either ignorant of the requirements for that course, or better still, you can claim that the present teacher of Auto Mechanics II really does not know what he is doing or that it was he who changed the syllabus. If you can talk fast enough and you are sufficiently psychopathic, you can usually pull off this kind of stunt. The teacher whom you have criticized may come to you to complain about your "unethical" behaviour, but you can hide behind some smoke-screen like "academic freedom" or "the responsibility of every teacher to tell it like it is". The last technique has, like (11), a kind of external referent and requires the capacity for the delay of gratification on your part.

[12] *If there are any state or province-wide requirements for certification in a particular field, criticize these requirements and teach material which has little or nothing to do with these requirements.*

This is one way of getting the so-called "radical" student on your side. You will sound like a person very much concerned with the liberation of the common man from the yoke of servitude to the establishment. Most, if not all, of their aggressive fantasies will be catered to thereby. In fact, they may tout you as a kind of hero. Their jubilation will be relatively short-lived, however, and it is then (i.e., when they attempt to get certified) that the fruits of your labour will be evident.

What I have attempted to do in the short time at my disposal is outline three situations within which anxiety characteristically occurs and recommend a few techniques or tactics which can be used by any enterprising teacher in order to exploit their potentiality. The final justification for their use lies, of course, in the adject dependency, servitude, and apathy which will be the students' lot when you are successful. And successful you will be! Although psychology and other social sciences are often criticized for lack of clarity and precision in their formulations and for their inability to predict behaviour precisely, you can be assured that, should you use the techniques outlined in this presentation, you will succeed one hundred percent of the time. There is no student yet to present himself who could maintain any semblance of trust in his environment, or any degree of self-confidence, or the capacity to perform adequately and adaptively in the face of contrived experiences of failure when the techniques outlined herein are applied with even a modicum of tact and consistency.

One final point. You should understand that most, if not all, of these twelve techniques cannot be or become part of your pedagogical armamentarium so long as students are allowed or encouraged to get involved in the academic enterprise. As long as administrators administer and teachers teach and students study you will have all the protection you need.

[taken from the SHEAF



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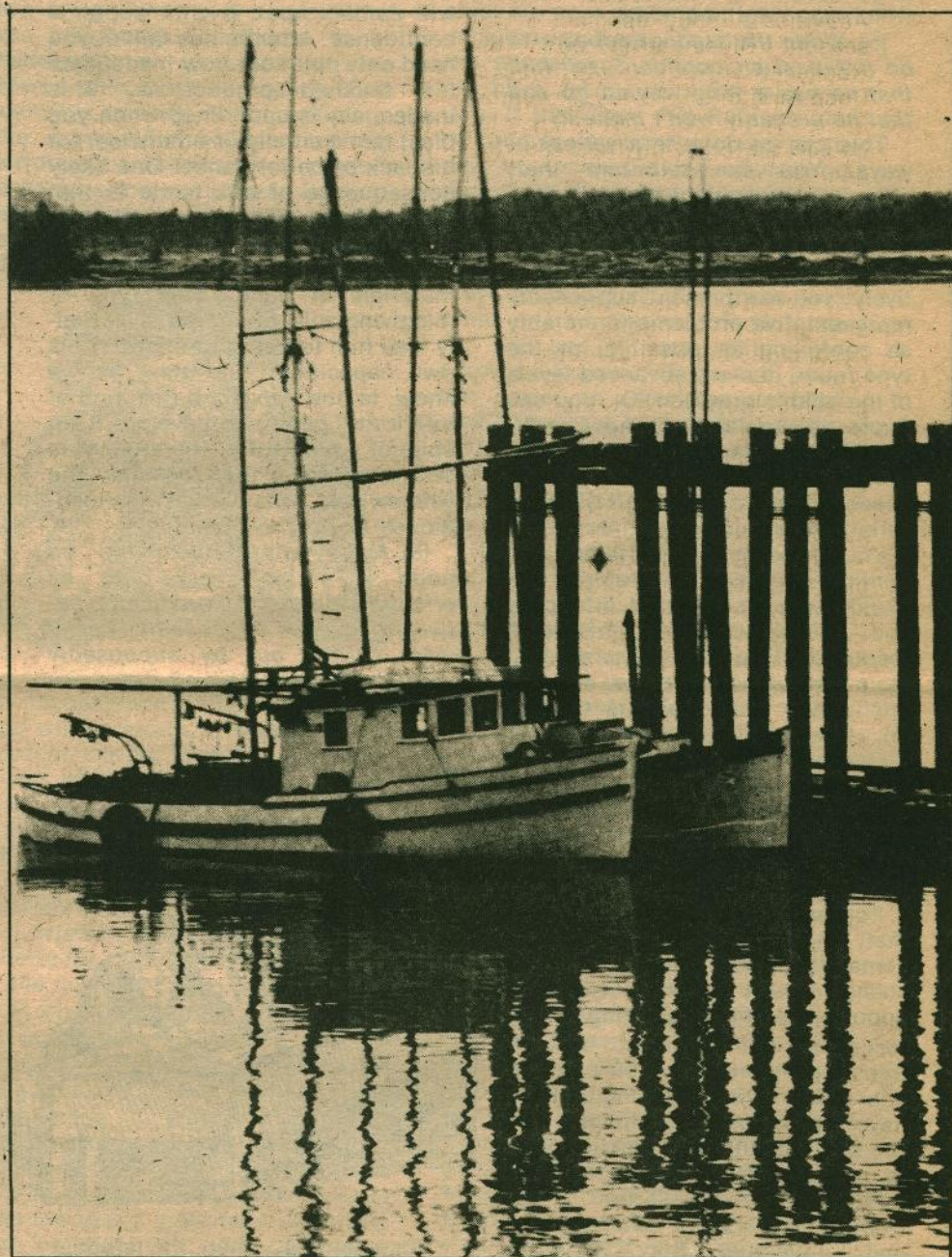
### FRIDAY NOVEMBER 21

8:30 a.m. - 4 p.m.  
University/Vocational School Groups

4:00 p.m. - 10:00 p.m.  
General Public

### SATURDAY NOVEMBER 22

10:00 a.m. - 6:00 p.m.  
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The Marine Ecology Lab is featuring displays of local marine fish or fauna.

The Atlantic Geoscience Centre has a presentation illustrating the ecological effects of industrial development in the Canso Strait. The probable effects of dams and causeways in the Bay of Fundy.

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Harrison:

# Texture not enough

by Matthew Adamson  
**GEORGE HARRISON: EXTRA TEXTURE (READ ALL ABOUT IT)**

It has become evident over the years that to put together a quality album George Harrison has to take his time. He must resist the temptation to imitate the assembly line speed and regularity at which his fellow ex-Beatles Lennon and Paul McCartney work. With the help of the usual star-studded cast an ex-Beatle attracts, Harrison to a

small degree, has succeeded with **Extra Texture**.

The album opens with **You**, a solid rocker currently on the charts. This is the record's high point featuring a characteristically pleading Harrison vocal and fine saxophone by Jim Horn. **This Guitar (can't keep from crying)** is the follow up to the classic **My Guitar Gently Weeps** but fails to achieve the intensity of the latter. Harrison

shows his wide range of tastes with **Ooh Baby (you know I love you)**. This cut is motor city soul done Harrison-style and is dedicated to Smokey Robinson. The lyrics of **Tired of Midnight Blue** and **His Name is Legs (Ladies and Gentlemen)** are reminiscent of the humor found in Beatle songs.

Unfortunately several cuts tend to sound to lavish and slick. **The Answers at the End, World of the**

**Stone, Can't Stop Thinking About You** and to a lesser extent, **Grey Cloud Lies** are all lifeless and shallow. All the songs on the album were written and produced by George Harrison. With the abundance of talented musicians such as Leon Russell, Billy Preston and Klaus Voorman contributing to **Extra Texture**, it seems such a shame that the duller cuts could not have been eliminated.

## Hear the blues

John Lee Hooker is the attractive addition to Dalhousie Cultural Activities already spectacular fall season. Blues artist John Lee Hooker in concert at the **Rebecca Cohn Auditorium Friday, November 21** is sponsored jointly by Dalhousie Cultural Activities and Student Union.

In 1948, John Lee Hooker went to Detroit to work in the foundry at Ford's. Detroit had a large tradition of piano players and few guitarists so John Lee was welcomed and encouraged by his new friends. Local clubs began to feature him at after-hours sessions and then to give him work on a regular basis. He began to record with local record labels and was rewarded with speedy recognition when his single, "Boogie Chillun" became a national hit.

Since the time Hooker started to play in Detroit until the present, he has never had trouble finding work. Even slow periods for most performers couldn't stop the demand for his music.

John Lee is a prolific writer who uses his own material to a great extent, balancing it, for the most part with traditional material which he writes for his own purposes. He has supplied material to several major rock acts such as the Rolling Stones and the now defunct Animals.

John Lee Hooker says. "Blues is



John Lee Hooker

the root of all music, jazz, ballads, rock'n'roll, everything comes from blues. Just stepped it up and changed it a little bit, but it's all blues when you get right down to where it's at, it all comes from the blues."

Hear the Blues, Friday November 21, at 8:30 p.m. in the Rebecca Cohn Auditorium, Dalhousie Arts Centre. For tickets and more information call Dalhousie Arts Centre Box Office 424-2298.



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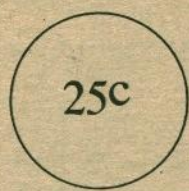
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## Atlantic Bowl '75:

# No Dinos for dinner

by Blaine Whynott

Hungry for their first taste of Atlantic Bowl competition the Acadia University Axemen found that they had bitten off more than they could chew. It was a case of 'before you can eat 'em, you gotta' catch 'em'. Of course that just did not happen. Looking strikingly like their city's C.F.L. counterparts, the Calgary University Dinosaurs powered their way to a 38-13 victory and a berth in the Canadian College Bowl.

Only three points were scored in the first 15 minutes of play, that being a 23 yard field goal by Calgary's placekicker Lindsay Hays. Although the Dinosaurs did not overload the scoreboard with points, they did implant the fact upon all present at Raymond Field that a stronger effort would be needed to stop the Dinosaurs' stampede.

The Calgary Dinosaurs broke it open in the 2nd quarter. Driving from Acadia's 45 yard line, the unstoppable Dan Diduck carried 4 times for 23 yards and caught a screen pass for another 25 yards. After a Calgary penalty, one of the two alternating quarterbacks Greg Watson, hit tight and Larry Leathemin the end zone for a touchdown. Indicative of Calgary's strength is that they scored on a 3rd and 5 situation.

As the half wore on, the Dinosaurs kept rolling. One play after Watson passed to Dennis Beselt for 20 yards, fullback Gary Jackson charged into the end zone from the 15 to put Calgary up 17-0.

Still the Dinosaurs rolled on. With time running out in the half quarterback Greg Watson hit tight end Larry Leathemin with three consecutive passes. Dan Diduck carried the ball in from the 4 and the

Acadia Axemen woke up to find the game half gone and themselves down 24-0.

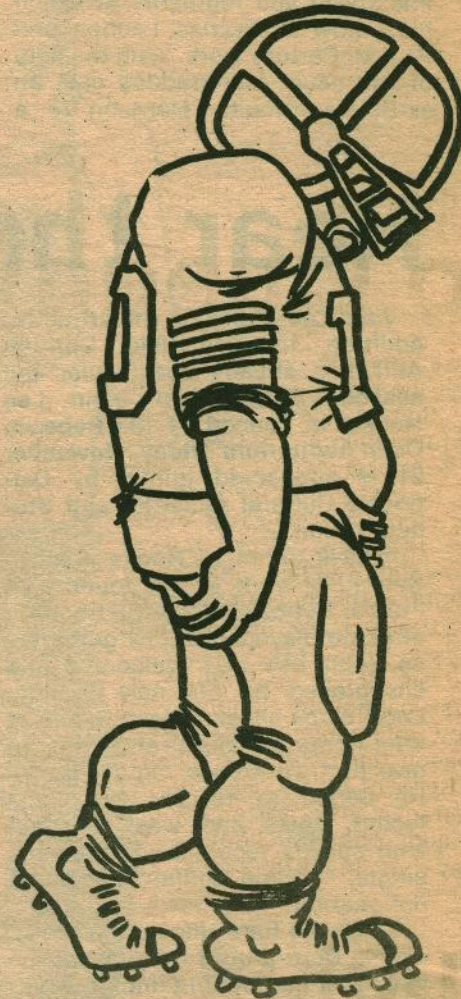
I say they woke up because in the opening minutes of the 3rd quarter they came alive. The Axemen marched 54 yards in 8 plays including a 3rd down pass from Cameron to Bob Stracina for a touchdown. When Don Dougherty intercepted a Calgary pass, it looked like the Axemen just might have the gusto to get themselves back into the ball game. However, for the Calgary offence it was just the lull before the storm.

Upon regaining possession on Dougherty's turnover, Cameron threw too high for Stracina and the Calgary secondary pulled in the errant pass. Watson unloaded to Leathemin for 18 yards to the Acadia 18. Dan Diduck needed just three carries to take the ball over there and Calgary answered back in

increasing their lead 31-7.

Needless to say that at this point in time the Axemen were going almost 100 per cent with the pass. Two incomplete attempts by Cameron promptly returned the football to Calgary.

Again Calgary's execution was perfect. Quarterback Don Siler handed-off to Diduck and then Jackson for a 1st down. A reverse by Beselt got 27 yards. Diduck carried another two times to the



Acadia 5, where quarterback Watson rolled out and over for the major.

Before 60 minutes of football had been played, the Axemen replied once more. Late in the final quarter Bob Cameron found an open Kevin Carson for six points but by that time the only thing the Dinosaurs had to worry about was which pair of shoes to wear on the artificial turf of Toronto's C.N.E. Stadium.

The Calgary University Dinosaurs should worry. They'll have to face the University of Ottawa Gee-Gees who downed the Pickett-less Windsor Lancers 45-6 in last Sunday's Central Bowl.

For the Acadia Axemen, their first taste of Atlantic Bowl competition was not a sweet one. Huskie meat was fine, but dinosaur was just too tough.



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## WRITERS!

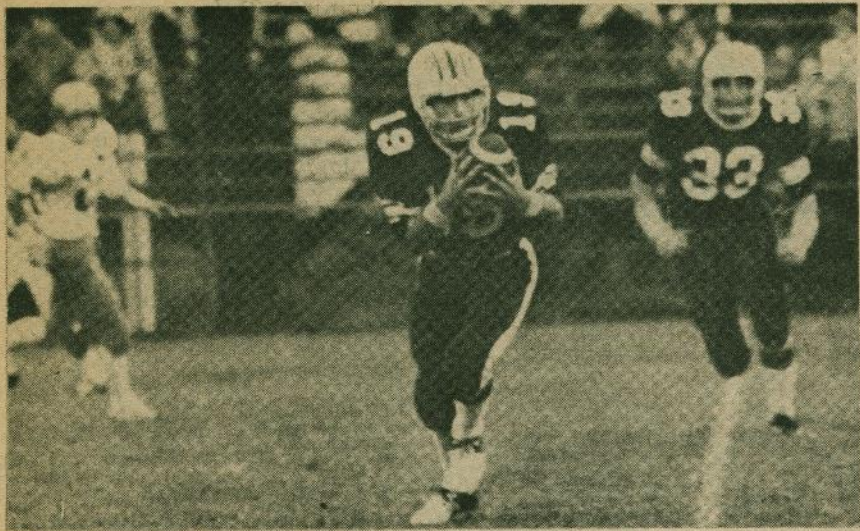
The Executive Director of the Writers' Federation of Nova Scotia will be available to talk with students interested in creative writing on Friday, November 21, from 2:00 to 4:00 pm, in the Board Room on the fifth floor of the SUB.

The purpose of the Writer's Federation is to aid writers in Nova Scotia by providing them with services to further their interests or careers, like workshops and general advice. Also, they intend to increase the recognition given to Nova Scotian writers.

The organization, established on September 24, 1975, provides awards, public relations, instruction, and counselling on legal matters such as income tax and copyright, to its members. The office is located on the fourth floor of the S.M.U. Student Union Building.

Membership in the Federation is open to anyone seriously interested in creative writing, and the membership fee is \$2.50 per year.





Number 19

## Bo Queeny

by Blaine Whynott

Forget the trivia. It goes without saying that I could load you down with numerous, useless facts about Huskie Bo Queeny. Facts like he is the twenty-sixth tallest and the eighteenth heaviest player on the thirty-five man football squad. Avoiding all jive, what I want to say is I feel that he was the most improved player on the team in 1975.

There are some facts however, that just cannot be ignored. Bo Queeny intercepted five passes this season, including two against Bob O'Reilly of St. FX. He returned these errant passes for eighty-one yards and one touchdown. Bo Queeny has in 1975 earned the

reputation of one of the finest deep-backs in the Maritime Conference.

It was merely a case of coming up with the confidence. Queeny last year was a bit apprehensive about playing intercollegiate football. It seems perhaps an uncommon misgiving coming from a Bostonian whose sports background was at least thirty per cent football, but such was the case. However, with the help of a few added pounds and a strong sense of belonging, things fell perfectly into place.

One a football team deep in talent, defensive back Bo Queeny is the most improved. This article then, is to both congratulate and thank him for a fine year of football.

## Pucksters roll

The St. Mary's Huskies have raised a few eyebrows in the three-game-old Atlantic Intercollegiate Hockey League season.

It is nothing new for the Bob Boucher-coached skaters to win their early games of the season without working up much of a sweat, but the way in which the Huskies have completely dominated things so far is surprising.

In the three games to date, the SMU squad has outscored their opponents by the unbelievable total of 40-7.

The start of the season saw the Huskies travel to St. John's to meet the Memorial University Beothuks. The first game was not too surprising as the maroon and white took an easy 12-3 decision, but the next night the Huskies went on a scoring rampage to humiliate the home-town Beothuks 20-2.

Boucher's boys came back down

to earth for the home opener against the University of Moncton Blue Eagles, scoring an 8-2 verdict.

The Huskies started the game as if they would blow the Red Devils all the way back to Fredericton. With Mike Backman in the penalty box, Greg Sanford and Doug Chase scored to give SMU a 2-0 lead by the 1:05 mark of the first period. After that the Huskies waltzed to an easy win.

Sanford added a second goal to match Al McRae's pair of markers, while Dave Nowlan, John Verran and Bob Dugan added singles for the winners.

The defense of the Huskies, led by All-Canadian Scott Grady, and ever-improving Al McRae has been as dominant as the offence.

The Huskies will face their biggest challenge of the young season this weekend when they face the St. Francis Xavier X-Men.

## Huskies open up

by Matthew Adamson

This year's St. Mary's basketball Huskies opened their season at home with a 94 to 38 trouncing of the Memorial University Beothuks. The outcome was never in doubt, as the Huskies, enjoying a distinct height advantage, rolled up a 42 to 19 first-half lead.

The Huskies kept up the pace through the second half leading 77 to 31 after three quarters. Coupled with a 102 to 51 defeat to Acadia, this was the second demoralizing loss in two successive nights for the hapless Beothuks.

The 1975-76 edition of the Huskies has five players returning from last year's roster: Lee Thomas, Ken Seaward, Willie Follette, Jim Collins, and Calvin Smith. Pivot-man Bob Taboski, who will spell the injured Lee Thomas, and guard Fred Perry are back after

sitting-out last year due to the import rule.

Mickey Fox, who last year lead the nation in scoring and whose eligibility has expired, returns to assist Ed Hall with the coaching duties.

This year's rookies include one import 6'6" Erroyl Bing from Arizona State, who will be counted on to help clear the offensive and defensive boards. The Canadians are: 6' guard Ivor Lewis from Dawson College in Montreal; 6'7" centre Bob Yuhasz, a Junior National Team veteran from Toronto; and two St. Pat's graduates, 5'10" guard, Alastair MacDonald, and 6'3" swing man, Ivan Ross.

Although one game is no real indication, it appears St. Mary's and Acadia will be battling it out (again) for the top spot in the AIBC.

# When you get 'No. two blues'

by Blaine Whynott

Let me give you a little something you can take home with you for the holiday. Doubtlessly you and your home-town buddies are going to reunite in a favourite tavern and over a few brew, exchange stories about the previous four months. It's the type of conversation I enjoy, for when the topic switches to sport, which it invariably does, I pounce upon the opportunity to expound upon the conquests of my Superhuskies.

During Christmas break 1974 I retold the tale of St. Mary's 20-9 playoff win over Acadia more times than people wanted to hear. Those of you who've engaged yours truly in a conversation on sports know this only too well. But what can you and I say when even after having bought four of the six rounds for the table some guy with a sadistic smile still keeps asking: "Whatever happened to that bunch of chokes you call a football team?"

Well here's something you can lay on 'em that's a fact. The defensive backfield of the St. Mary's Huskies is the best in intercollegiate football in Canada.

That's a quote not creditable only to myself, it's been said by many who possess a wealth of football knowledge. Captain Doug Wasson commands a fine squad of linebackers. Deep back Ray Romano will even tell you that he hasn't had a touchdown pass completed to his side of the field in three years. (Now there's a stat worth checking out!)

Regardless of the comments, the five together blanket the backfield completely and never make a mistake...well, almost never. There was one. It was a 97 yard pass and run play to former Mt. A. star Ralph Stea which went for six points. It was not the only factor in Acadia's 10-3 playoff victory over the Huskies, but it was the most important one.

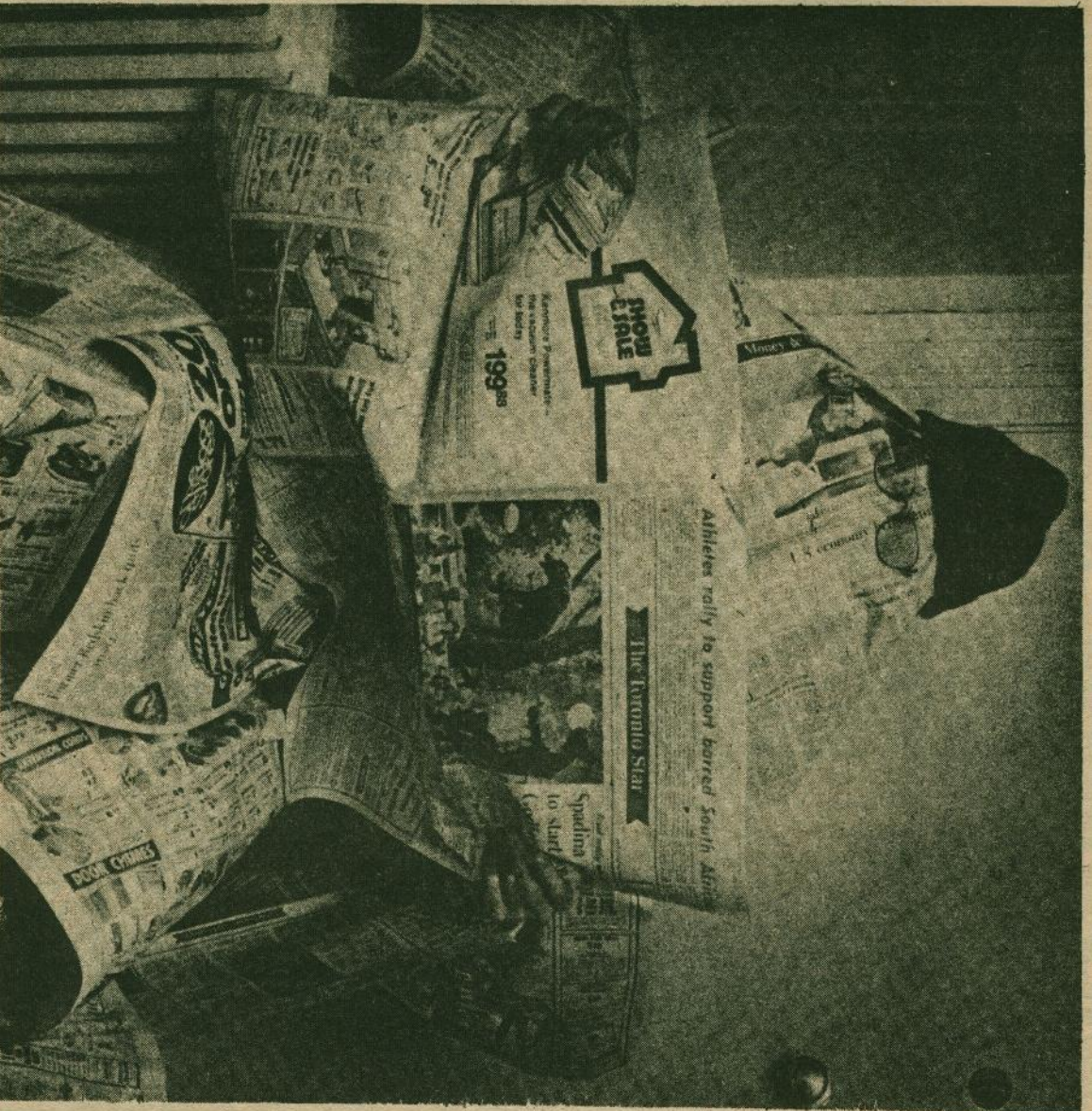
Of course, there were others. Give thought to some of these: - an inept St. Mary's offence quite possibly due to stagnant and unvaried play selection; - a super-strong and super-psyched Acadia defence; - the absence of the injured Fran Picarillo whose freewheeling style of quarterbacking would have broken up that Acadia defence; - also there was the complete absence from the game of a healthy back by the name of Jean Dufour who in season play rushed for 154 yards on only 23 carries for 10 first downs and 4 TD's; - of course, none can forget the Prendergast to Telfer pass that probably would have been worth six points had not the referee simply and unequivocally choked.

So there you have a few retorts for those anti-Huskie fans you'll most definitely run into at Christmas. I like to say that we have got the best defensive backfield in the country. Their play is a study in perfection. Well, maybe not quite perfect. I'm forced to retract that. Alex Walling keeps reminding me of that 10-3 score.

## SOUTHERN COMFORT



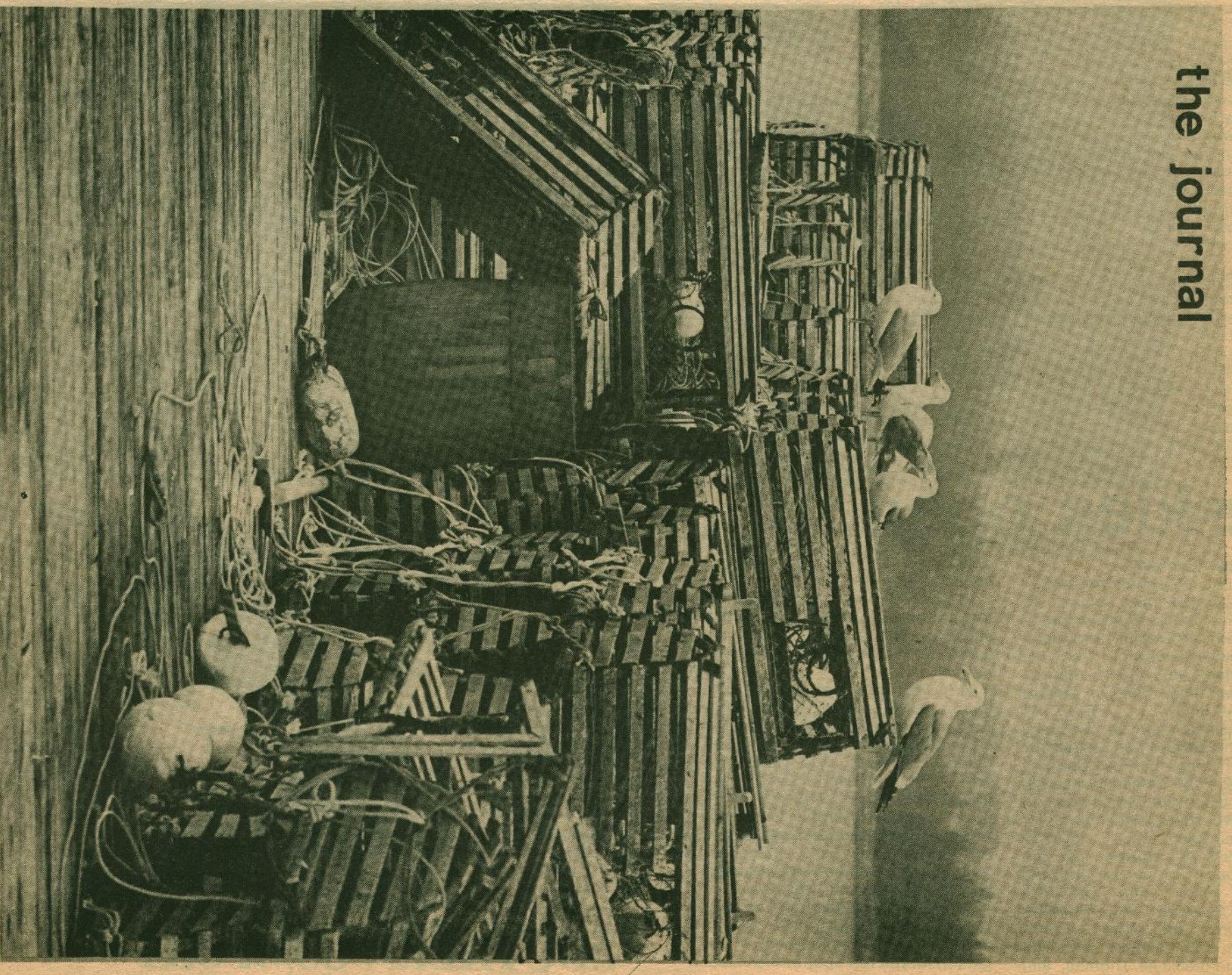
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Gulls at Seal Point. Photo by Stephen Nickerson.