



## AUCC BRIEF ON UNIVERSITY FINANCING

A brief on the financing of Canadian Universities prepared by the Association of Universities and Colleges of Canada, was presented to Prime Minister Trudeau on January 15, by an AUCC delegation headed by the president of the Association, Dr. Michael Oliver, president of Carlton University.

Mr. Trudeau was accompanied at this meeting by The Honourable C. M. Drury, Minister of State for Science and Technology and The Honourable Hugh Faulkner, Secretary of State.

In the brief, which was addressed to the Prime Minister and to the Premiers of the Provinces, AUCC calls for a two-year extension to the current cost-sharing arrangements between the federal and provincial governments for the financing of universities to allow time for the development of a Canadian policy for universities.

The brief points out that such a policy does not now exist and that there is at the present time no mechanism for developing it. The Association notes that Canadian universities have had neither the channels nor the opportunity to consult fully with the federal and provincial governments on the kind of national policy that is both feasible and desirable for the last quarter of the century. It observes that Canada is not ready for major changes in the sharing of university costs between the provinces and the federal government because no forum exists for examining and testing the implications of such changes, and states that orderly examination of the university from the national and international perspectives is urgently needed as a complement to the provincial and regional views.

The Association does not believe university policy can be fully considered in the context of discussions on fiscal arrangements. It expresses the view that while the implications of any change in the methods or sources of funding for university priorities would undoubtedly receive consideration, this cannot be expected to be the chief determinant of a policy that must satisfy the crucial test of equity in tax-sharing.

The Association commends the present fiscal arrangement as having served Canada's universities well during a time of unprecedented growth. It says, however, that the major shortcoming of the arrangement is the resulting regionalization of the country's universities. Despite the fact that the federal government pays to the provinces, as unconditional grants, half of the operating costs of Canadian universities, the brief states that the provincial governments are seen more and more as the source or route of university revenues and there is little assurance that Canadian objectives will receive attention commensurate with their importance for balanced university development.

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PRESIDENT CARRIGAN

## UNIVERSITY GRANT

At press time, Nova Scotia Universities have just received notification of the level of government funding for the next academic year.

Saint Mary's University President, Dr. D. Owen Carrigan, said that the grants will have to be studied in relationship to the entire University budget before the full impact can be evaluated. "However," he said, "it is clear even now that the grant for next year is inadequate to meet the minimum operating costs of the University." The funding level for universities in the Province of Nova Scotia is the lowest in Canada, and even well below the level of support given universities in Prince Edward Island, New Brunswick, and Newfoundland.

"One of the most disappointing factors about the designated amount" he said "is that it does not provide a sum adequate to meet the legitimate salary increments that should be given to Faculty." The Government of Nova Scotia recently made a salary settlement with the teachers of the Province which raised the remuneration level in some cases above that of university faculty with higher qualifications, yet the Government has not provided sufficient money to give Faculty the same type of adjustments nor to maintain the traditional difference between salary scales for the two levels of education. "It is clear," the President stated, "that the grant will not permit the University to absorb the impact of the substantial increase in fixed operating costs, such as fuel and electricity, and at the same time provide adequate salary increment for the University's staff."

"The worst possible impact of the inadequate grants," Dr. Carrigan said, "is that tuition fees have to be raised by the universities in a province that already has the highest university tuition fees in the country."

## GEOGRAPHY DEPARTMENT UNDERTAKES CLIMATE STUDY FOR FUNDY NATIONAL PARK

The Geography Department has been asked by the Department of Indian and Northern Affairs to undertake a study of the climate of the Fundy National Park. The research contract was signed in February and work began immediately.

The study will attempt to identify the major climatic features of the region in which Fundy National Park is located as well as the climatic zones within the Park area. The results of the study will be used for park planning and development, nature preservation, resource management, visitor services and interpretation of the park resources to tourists and other visitors. The results of the study will become an integral part of the resource base description of the Fundy National Park.

It is expected that the study will show the climatic suitability of the Fundy National Park for recreational activities such as camping, horseback riding, picnicking, fishing, swimming and cross-country skiing. The study will also be used in the location planning and operation of campgrounds, nature trails, cross-country ski trails, swimming, golfing areas and picnic areas as well as forest fire management and control.

The project will be completed by June. It is being undertaken by Dr. Douglas Day (project director), Dr. Robert McCalla, Dr. Hugh Millward and Professor Brian Robinson. The cartography will be handled by Peggy McCalla who works for the department on a part-time basis.

In the course of the study the Geography Department will be in close contact with the Atmospheric Environment Service of the Federal Department of the Environment.

## RESEARCH GRANT TO ANTHROPOLOGY

PROFESSOR STEPHEN A. DAVIS of the Department of Anthropology has been awarded a grant of \$1,500 by the Nova Scotia Museum, Province of Nova Scotia, to complete an artifact analysis of the data collected in recent years from the prehistoric sites on the Shubenacadie River.

The project began in 1970 with an Archaeological site survey conducted by the Nova Scotia Museum under the supervision of Brian Preston. The museum sponsored selected excavations of sites the following year and the project has continued under the direction of Saint Mary's University Archaeology Laboratory with excavations in 1973 and 1974.

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## Note:

Due to distribution difficulties the October issue of The Times was not published. Consequently, material intended for release at that time is included in this issue.



Student-Businessmen's Dinner

The second annual Student-Businessmen's Dinner in February attracted a capacity crowd to hear guest speaker, The Honourable Donald S. Macdonald, Minister of Finance. Shown in conversation with the Minister are Michael Butler, dinner chairman; Michelle Walsh, students relations committee; and Professor Gregory Walsh, chairman of the students relations committee.

A highlight of the evening was the presentation of the Errol M. Davison awards for high academic standing to Miss Michelle Walsh and Mr. Allison Boehner.

## N.S. UNIVERSITIES ESTABLISH COMPUTER NETWORK

A Nova Scotia Universities Computer network has been established to allow universities to make the most effective use of existing computer resources and to plan for orderly growth of computer services.

It also offers possibilities of cooperation with universities in other provinces and with other Nova Scotia computer users, especially technical institutes and high schools.

The network is roughly patterned on a New Brunswick network, established some five years ago. Nova Scotia, with several more universities, was slower to move to an agreement. However, it became clear during a study conducted by Professor Ron MacKinnon in 1975 that the Nova Scotia universities were ready to cooperate through a network.

Professor MacKinnon reported this to the Maritime Provinces Higher Education Commission which then took the initiative to invite the universities to sign an agreement. (The Commission, along with the Association of Atlantic Universities, the Government of Newfoundland and Labrador and the federal Department of Communications, sponsored Professor MacKinnon's study).

As another offshoot of the study, the University of Prince Edward Island was admitted to the New Brunswick network. There is an eventual possibility of linking the two networks.

In the initial stages of the Nova Scotia network the single major host computer will be at Dalhousie University. However, each university has its own computer and has expertise in specific areas or languages. Eventually, there may be several host computers. Even in the early stages, each university has the option of buying a percentage of its services from other universities.

## COMPUTER COURSE FOR HIGH SCHOOL STUDENTS

Saint Mary's University Computer Center is providing an opportunity for high school students from the Halifax-Dartmouth area to become familiar with computer programming.

The first of two five-week sessions planned for the 1975-76 academic year took place in the Fall. It involved 80 students representing 10 high schools: Saint Patrick's, Queen Elizabeth, J. L. Ilsley, Sackville, Halifax Grammar School, Halifax West, Graham Creighton, Prince Andrew, Dartmouth Senior High and Halifax Ladies College.

The second session is scheduled for March and is expected to accommodate approximately 50 students.

During the three-hour Saturday morning classes, students learn how a computer works, what its capabilities are, how to communicate with it by using FORTRAN language, and how to write programs and feed them through the university's computer.

The entire course, including lectures and computer time, is carried out by the staff of the S.M.U. Computer Center. It is offered by the University to help stimulate student interest in the use of computers in careers associated with science, engineering, mathematics and business.

## AUCC FROM P. 1

The brief urges the identification of centres and programs of excellence in Canadian universities by the federal and provincial governments and the universities. It notes that in many fields, a large number of institutions with small, mediocre programs is a poor substitute for one or two institutions with first-rate programs. The Association also says that more research institutes directed at meeting national needs should be created and those that exist should be provided with the support necessary to foster first-class achievement.

## THE N.S. EDUCATIONAL COMPUTER NETWORK AGREEMENT

An agreement establishing the first Nova Scotia Educational Computer Network was signed at Saint Mary's University, following meetings of the Association of Atlantic Universities at Saint Mary's University in January.

Those signing the agreement were Dr. Catherine Wallace, Chairman of the Maritime Provinces Higher Education Commission, Dr. J. M. R. Beveridge, President, Acadia University, Dr. Henry D. Hicks, President, Dalhousie University, Sister Mary Albertus, President, Mount Saint Vincent University, Dr. A. E. Steeves, President, Nova Scotia Technical College, Rev. Malcolm MacDonell, President, Saint Francis Xavier University, Dr. D. Owen Carrigan, President, Saint Mary's University, and Dr. D. F. Campbell, President, College of Cape Breton.

In establishing the Network, the parties to the agreement have agreed to establish a permanent framework for cooperation among educational institutions in the provision and use of computer services.

The Network will facilitate access to adequate computing among the institutions. Through the use of telecommunication lines, each college and university has access to the major computer facilities and computer programs available at member institutions. This vast increase in computing resources will be provided at a fraction of the cost if each institution had purchased its own large computer.

When possible, computer services will be made available to meet the requirements of other post-secondary educational institutions and schools in the Province.

The agreement was made for a three-year period effective as of September 1, 1975. It is subject to renewal if the parties so decide.

Under the agreement, the Nova Scotia Educational Computer Network is to be administered by a board of directors which will consist of the Presidents of the participating institutions and the Chairman of the Higher Education Commission. This board is to have all the powers necessary to carry out the agreement.

Management of the Network will be provided by a Committee appointed by the Board and consisting of representatives from each party.

The establishment of this Computer Network is a direct result of a recommendation of the Atlantic Universities Computer Study which was directed by Dr. R. J. MacKinnon, currently a faculty member at Saint Francis Xavier University.

The brief points out that in 1975 the level of university incomes makes it an extremely difficult exercise to allocate funds from general revenues to cover the indirect costs of research. It urges both levels of government to provide their granting councils and agencies with sufficient funds to permit them to pay for the indirect costs, excluding professional salaries, of the research they fund in universities. For mission oriented research, the brief urges that full costs be covered by granting bodies and that efforts be made to ensure that consistent policies are followed by all agencies involved in the administration of contracts and grants.

In summary the brief recommends that:

- 1) the Fiscal Arrangements Act be renegotiated for a two-year period ending March 30, 1979, allowing sufficient time for federal-provincial-university consultation;
- 2) that the federal government reaffirm its policy of participating fully in the financing of Canadian universities, and eliminate the 1972 restriction to unconditional payments, thus taking into account increased costs because of inflation and growth in student enrolment;
- 3) that consultations begin immediately amongst representatives of the universities, the provincial

## SMU FACULTY ACTIVE IN 'LIVE AND LEARN' PROGRAM

Saint Mary's University is again cooperating with the local Senior Citizens Live and Learn Committee in offering a series of eight lectures in five locations throughout the Metropolitan area.

The topics of the lectures vary and have been arranged to reflect the interests of senior citizens as expressed in a survey conducted during the fall. Topics range from the genesis of romantic love, farming the sea, and the Canadian expedition to Easter Island, to the existence of life in outer space. Most of the lectures are given by Saint Mary's faculty.

Acting Director of Continuing Education, John Battye, notes that this is the second series of lectures that the University has offered in conjunction with the Senior Citizens Committee. The previous series was one of six lectures and it was given during November and December last. Mr. Battye looks to a greater involvement of senior citizens in educational and cultural affairs generally. The elderly are suffering from a "cultural time-lag", he says, "suddenly there are many of them and no one quite knows what to do with them. Our institutions are going to have to keep senior citizens very much in mind in arranging their programs in the future."

Miss Margaret Rolfe, a senior citizen and part-time student at Saint Mary's, is helping to coordinate the program. She noted that, while the lecture series is mainly directed towards the elderly anyone, regardless of age, is welcome to attend. For retired persons who lack transportation, the Red Cross has provided means of conveyance to two of the five locations.

governments and the federal government with a view to establishing a national university policy consonant with the plans of the provincial and regional university systems;

4) that the federal government and the provincial governments, in consultation with the universities, identify existing and potential centres and programs of excellence in fields corresponding to national priorities and assure that resources are made available for their development through special grants;

5) that the federal government in consultation with the provinces and the universities support the further development of programs of university library and computer coordination and accessibility;

6) the federal government provide sufficient new funds to the Granting Councils to permit them to:

- a) increase funds for the direct grants they make for research in the universities and
- b) add 35% for indirect costs to the grants without any diminution in the number or size of such grants;

7) that both the federal and provincial governments cover full costs, direct (including all salaries) and indirect, of contract research undertaken for them by the universities;

8) that the universities of Canada continue their efforts to share resources with a view to achieving greater efficiency and working collectively in the national, regional and provincial interests.

The Prime Minister showed great interest in the Universities, their welfare and development and expressed the determination of the Federal Government not to abandon its presence in the field of higher education. He referred to the renegotiation of the Federal-Provincial Fiscal Arrangements Act as a complicated exercise involving equalization payments to the provinces, of which the universities are only a small segment.

He indicated sympathy for the Association's desire to have a Canadian policy for universities considered separately from discussion concerning their financing.

Following the presentation to the Prime Minister, the AUCC delegation travelled to each province of Canada for undivided discussions with each of the Premiers.



Nova Scotia University presidents gathered for the signing of the Nova Scotia Educational Computer Network Agreement. Left to right are: Sister Catherine Wallace, chairman of the Maritime Provinces Higher Education Commission; Dr. Donald Campbell, College of Cape Breton; Dr. J. M. Beveridge, Acadia University; Sister Mary Albertus, Mount Saint Vincent University; seated, Dr. Owen Carrigan, Saint Mary's University.



Faculty of Commerce students check final arrangements for the 1976 Student-Businessmen's Dinner. From left to right: Anne MacDonald, Stephen Ashe, Mike Arsenault and Mary-Jo Marsden.

# APPOINTMENTS

## LIBRARIAN

The appointment of Ronald L. Lewis to the position of Head Librarian at Saint Mary's University has been announced by Dr. D. Owen Carrigan, President.

Mr. Lewis received his early education in Toronto and London, Ontario. He later studied at Wheaton College, Wheaton Graduate School of Theology, University of Chicago Graduate Library School, University of Rochester and Kent State University School of Library Science, and holds degrees of Bachelor of Arts, major in Philosophy; Master of Divinity; and Master of Library Science.

In addition to English, Mr. Lewis speaks French, Greek, Latin, and Hebrew. His research studies include: *An analysis of cataloging procedures within four centralized processing systems for libraries*, (State University of New York, New York Public Library system, Illinois public library system, Ohio College Library Centre); *A comparative study of libraries services in nine foreign countries*; *A history of three monastic libraries of the middle ages: Monte Cassino, Bobbio, Fulda*.

Mr. Lewis comes to Saint Mary's University from State University of New York at Binghamton. Prior to his appointment there, he served as Assistant Librarian at Swift College, University of Chicago, and as Librarian at Wheaton College Graduate School of Theology. At Saint Mary's he will develop services in a new library building and will head a staff of thirty.



Ronald L. Lewis

## PERSONNEL

The President has announced the appointment of Fredrick McKellar as Personnel Officer at Saint Mary's University.

Mr. McKellar has 20 years experience in the personnel field and prior to his appointment to Saint Mary's, was Personnel Officer with Electrohome Limited at Stellarton, N.S.

In his new position at the University, he will be responsible for all aspects of the employment of non-academic and non-professional personnel, and all matters pertaining to their working conditions.

He is a member of the Atlantic Association of University Personnel Administrators, a recently organized groups representing all universities in the Atlantic Provinces.

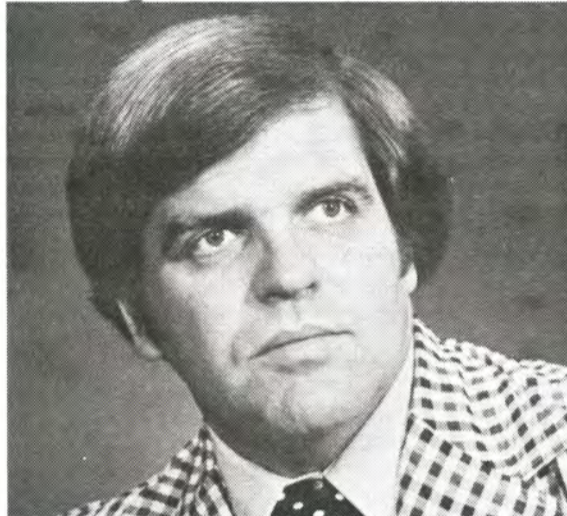
Mr. McKellar is married and has four children. Mrs. McKellar is the former Claire Woodworth of Port Williams, Nova Scotia.

## HEAD FOOTBALL COACH

Bob Hayes, Director of Student Services recently announced the appointment of James R. Clark to the position of Head Football Coach at Saint Mary's University.

Mr. Clark attended high school in his hometown, St. Thomas, Ontario, and earned his Bachelor of Business Administration degree at Acadia University. Following graduation in 1970, he was hired as Assistant Football Coach at the University of Tennessee where he worked with such highly respected coaches as Bill Battle and Stu Aberdeen.

He comes to Halifax from Clearwater, Florida, where he established his own business as a manufacturer's agent for college and university graduation supplies. He taught part-time at Clearwater High School and continued his athletic career as scout and recruiter for the University of Tennessee, and assistant coach at Clearwater High School. There he worked with veteran footballer Earle Brown who has been head coach at the Clearwater school for the past 24 years.



James Clark

The son of a policeman, Jim grew up in a houseful of trophies won by his talented father, James Clark Sr., who considered athletics an important factor in the total development of every young man. The father excelled in baseball, hockey and football and was a professional game official in Ontario.

The son was an active hockey player at the age of ten. He won both academic and athletic honors throughout his years in school and was named outstanding athlete of the year in his senior year at university. He made the All Star Conference team in football as a junior and as a senior.

Looking at Saint Mary's position as a leader in intercollegiate football, Clark says, "It's interesting to come into a winning situation. Usually it's the other way around."

He considers his experience in the U.S. extremely valuable.

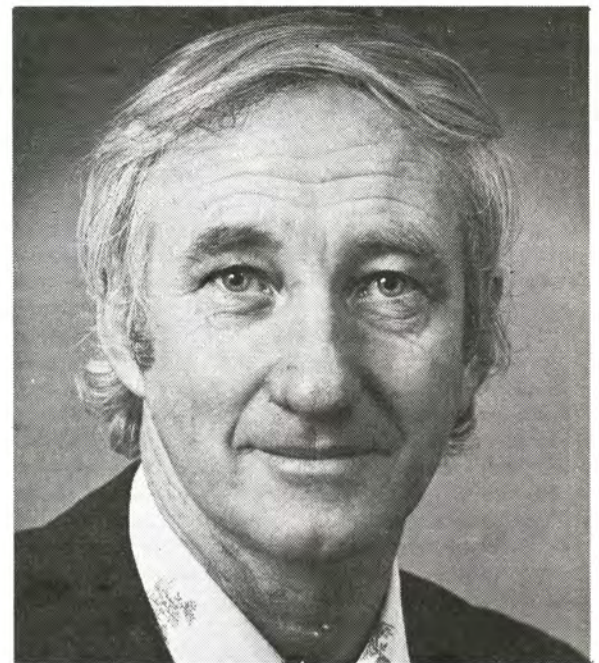
"The Americans pour money into athletic training because they are convinced that active participation in sports is a vital part of character building and contributes to education generally.

"I believe, as my father did, in developing mental toughness — a discipline that enables you to think and to perform in difficult circumstances. This quality together with dedication and a strong will to win seems to me to be a winning combination. I'll continue to promote it — always urging the team to win, but still remembering that the players are student athletes, and just that. Their academic and athletic training go hand in hand. Our objective is to excel in both."

Jim is married to the former Barbara Jean Cook of Gananoque, Ontario, an honors science graduate of Acadia who is a medical technologist in Clearwater. The couple have a one year old son.

Jim Clark's activities at Saint Mary's University begin immediately.

## DEAN OF EDUCATION



Dr. Michael MacMillan

The appointment of Dr. Michael MacMillan to the position of Dean of Education at Saint Mary's University has been announced by Austin E. Hayes, Chairman of the Board of Governors.

Dr. MacMillan received his early education in New Waterford, Nova Scotia. He earned his Bachelor of Education degree from Saint Francis Xavier University, a Master's degree from Saint Mary's University, and a Ph.D. with specialization in Educational Administration from the University of Alberta in 1973.

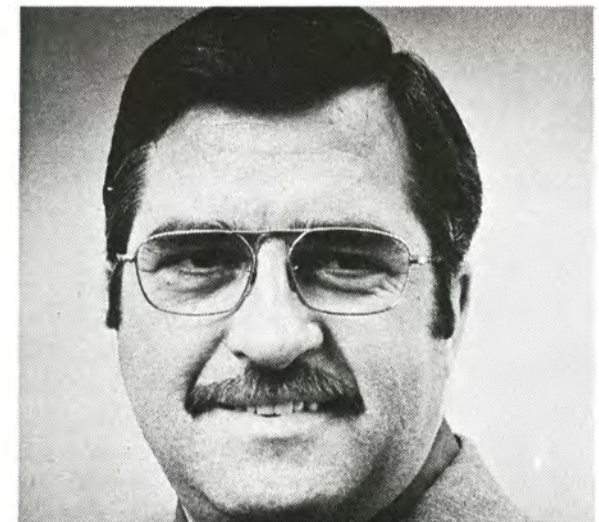
He joined Saint Mary's University as a professor in the Faculty of Education in 1969, following twelve years of teaching in junior and senior high schools, three years as vice-principal at Dartmouth Senior High School, and three years as school principal in Halifax County.

Dr. MacMillan's doctoral dissertation consisted of a formal study of school organizational control and discipline in a random sample of forty-four schools in the Province of Nova Scotia. The study was the first attempt to tap this line of educational enquiry in Canadian schools.

Dr. MacMillan is married to the former Helen MacInnes, R.N., of North Sydney, N.S. The couple have four children and make their home in Dartmouth.

The Dean's position is being vacated by Dr. D. J. Weeren, SMU veteran of 14 years, who will return to the University following sabbatical leave.

Dr. MacMillan's appointment is effective June 1, 1976.



Fred McKellar

## Winter Carnival Scenes



# THE ALL



LEE THOMAS



FRED PERRY



ERROYL BING



ED HALL

COACH OF THE YEAR

Atlantic Universities Basketball Conference

## HUSKIES BASKETBALL

by BLAINE WHYNOTT

On the basis of their 13 - 0 won/lost record the number 1 nationally ranked Huskies hosted the Atlantic Regional finals at the Forum. Acadia (10 - 3), Dalhousie (8 - 6), and UPEI (7 - 6) rounded out the rest of the finalists. The Huskies defeated the Acadia team 76 - 70 in another last minute thriller to capture the conference title.

After being deadlocked 39 - 39 at the end of the first half, the Huskies went on to handily defeat the UPEI Panthers 99 - 62. A combination of cold Huskies shooting and a rash of fouls called on both clubs held the pace of the opening half to a walk.

The second half opened with both teams settled down and playing basketball. Huskies guard Fred Perry regained his shooting eye, hitting for 13 points in the final half, Erroyl Bing had an outstanding evening for SMU, netting 34 points and 15 rebounds. Lee Thomas also made his presence felt collecting 27 points and 14 rebounds while Ken Seaward nailed down 10 rebounds. With Art Laffin slowed down considerably by sore ankles; Mark Vickers and Tom Hibbert led the Panthers in scoring with 18 and 14 points respectively.

Saint Mary's proved they possessed the poise to win the big ones as several players came through in the clutch in their 76 - 70 defeat of Acadia. Jim Collins' heads up play, calling a time-out when no one was available to receive an in-bounds pass, exemplified the composure of the Huskies.

Saint Mary's fans found the win especially gratifying, as the Huskies had to survive several tense moments.

Acadia opened the game with a bang, compiling an eleven point lead before the Huskies battled back to enjoy a six point advantage at the half. Things reached their all time low at the end of the third quarter when Lee Thomas fouled out and Erroyl Bing suffered a leg cramp. The Axemen could not capitalize as they proceeded to turn the ball over on a 30-second shooting clock violation. Fred Perry then scored and put the Huskies on top by seven.

Even though Lee Thomas only played three quarters, he still led all scorers with 23 points. That the Huskies could lose a player as important as Thomas and still win demonstrates the team effort that has made them the number one ranked club in the country.

Saint Mary's quarterback, Jim Collins, a senior, was awarded the Danny Seaman Award for his play in the tournament. This trophy displays the most sportmanship and floor leadership abilities.



DOUG CHASE  
all star center

# STARS

NANCY KNOWLTON  
AUWBC SCORING CHAMPION



CINDY BRITTEN



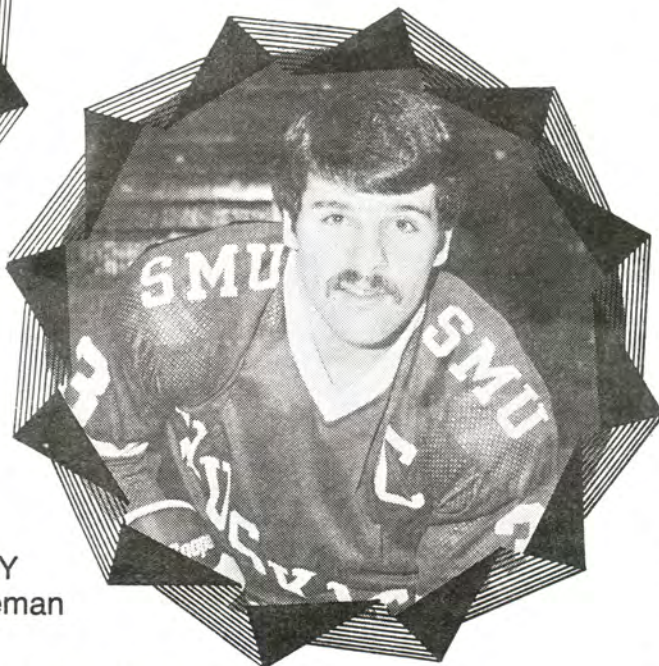
KATHY MULLANE  
COACH OF THE YEAR  
Atlantic Universities  
Women's Basketball  
Conference



DAVE NOWLAN  
all star left winger



MIKE BACKMAN  
all star right winger



SCOTT GRADY  
all star defenceman

## HOCKEY HUSKIES BURNT BY UdeM by MATTHEW ADAMSON

"Hotheads . . . they lost the game in the first period." Those words from Jean Perron of the Universite de Moncton Aigles Bleus in explanation of the Huskies' 9-5 loss in the AUAA semi-final. Adding the fact that the Huskies were outplayed forty minutes of the hockey game, I'm sorry to report that Jean Perron is definitely correct.

Is it fair, however, for a team to go 15-1 during the regular season and then after one playoff loss have to hang up its skates? I suppose the set-up is not all that equitable, but the 4th place Aigles Bleus, (Blue Eagles, si vous voulez), had the same chance. They made the best of it.

Aggressive checking is a necessity to winning any hockey game. Bad checks that are infractions can do but one thing — get a man in the penalty box and a team in trouble. Coach Perron insists that les Aigles Bleus took inspiration from the Huskies' 'slam — bam' tactics of the opening period. Ten minor penalties served by Saint Mary's in the first 30 minutes presented Moncton with numerous invitations to score, as well as giving them momentum for the rest of the contest.

But, we almost had 'em. Trailing 6-3 at the end of two, the Huskies came out flying in the 3rd period. Pumping their second goals of the game, Mike Backman and Dave Nowlan made it 6-5 with 16:31 left on the clock. Yet four minutes later les Aigles Bleus were given a gift. With the defence caught up-ice and goaltender Haskins out of the net in chase of a loose puck, Roy Halpin popped home the insurance marker. Up then by two goals, Moncton, unfortunately, did not stop flying.

When hockey clubs as evenly matched as Saint Mary's, St. FX, and UdeM battle, a psychological edge is all important. Les Aigles Bleus were not mentally set for the Championship contest that St. FX won 7-5. Moncton dumped 'X' twice during the regular season. Against Saint Mary's they were as high as any eagles could get. Of course that vociferous minority of Moncton fans that somehow out-cheered a full house of SMU supporters certainly helped.

So, we have lost our bid for an 8th consecutive A.I.H.C. Championship. That honor goes to the St. Francis Xavier X-men. However if the abundance of talent that we have returns next year; if coach Bob Boucher injects a needed measure of on-ice discipline . . . we should be top choice for the conference crown . . . perhaps even a shot at all the marbles . . . but, that's next year.

# PERFORMING ARTS



**THE VIENNA RENAISSANCE  
CHAMBER ORCHESTRA  
MARCH 26**



**GASTON GERMAIN BASS-BARITONE  
APRIL 3**



## SMU DRAMA

Saint Mary's University Dramatic Society has been invited to stage Bernard Shaw's play *Arms and the Man* at the Nova Scotia Drama League Festival April 7 - 11 in Antigonish. The performance is scheduled for 8:30 pm Friday, April 9, St. Francis Xavier University.

The play, which is directed by Faith Ward, was well received when it was staged at Saint Mary's University in November.



Following the presentation last September of a \$1,600 donation from Sun Life Assurance Company of Canada to Saint Mary's University Development Fund, Mr. Dennis Connolly visited the new library facilities with Dr. Carrigan. The cheque is part of an \$8,000 contribution.

## BIRTHDAYS IMPORTANT IN CAREER OF JUDGE RANDALL

Birthdays, it is said, are what a child deserves, a man observes and a woman preserves. The observance of birthdays has long marked more than just the natal day of new Saint Mary's University Governor, Judge G. Hughes Randall.

Observe this list of Judge Randall's August 1 birthday notes:

- 1962, joined law firm of Pace and MacIntosh, Halifax
- 1967, began work as solicitor with Industrial Development Bank
- 1969, joined Harry Paton to form law firm.
- 1973, severed partnership with Harry Paton to form firm of Randall, MacNeil and Church
- 1974, first day on the Magistrate's Bench for the Province of Nova Scotia.
- 1975, first day of office as one of six representatives of the Alumni Association on the Board of Governors.

Judge Randall's election to the board capped a long relationship with Saint Mary's, first as a student then as teacher.

In 1957 as a 19-year-old arts graduate, Hughes Randall was advised by a campus recruiter of Shell Oil Company that he was too young for the company's management training program and should go on to further his education.

Three years later, in 1960, he graduated from Dalhousie Law School and began his articles in Halifax.

From 1969 to 1971 Judge Randall taught Commercial Law in the Faculty of Commerce at Saint Mary's University. "While the experience was a good refresher," he said, "by the end of the second year I didn't know who was happier to see May come, the students or me."

Judge Randall serves on the Board of Governors of Saint Mary's University with 29 colleagues.

### Chairman

Mr. Austin E. Hayes

### Members Ex-Officio

Chancellor: Most Reverend James M. Hayes, J.C.D., D.D.

Vice-Chancellor: Reverend Monsignor Colin Campbell, V.G.

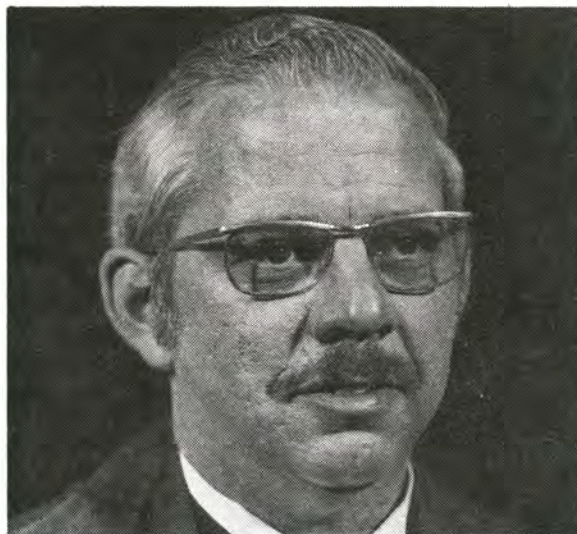
President: Dr. D. Owen Carrigan

Academic Vice-President: Dr. D. Hugh Gillis

### Members Appointed by the Roman Catholic Episcopal Corporation

Mr. Ronald J. Downie, Q.C.

Reverend Lloyd Robertson



Judge H. Randall

### Members Elected by the Alumni Association

Mr. Kenneth Butler  
Mr. Terence Donahoe  
Mr. William J. Gorman  
Mr. Arthur Leahey  
Judge Hughes Randall  
Mr. Robert Shaw, C.A.

### Members Elected by the Academic Staff

Dr. Cyril Byrne  
Dr. J. K. Chadwick-Jones  
Prof. R. H. Crowther  
Dr. A. P. Monahan  
Prof. Dermot Mulrooney  
Reverend W. A. Stewart, S.J.

### Members Elected by the Students

Mr. Wade Coates  
Mr. Brian Cooper  
Mr. Paul D. Lynch  
Miss Patricia Worsley

### Member Appointed by the Upper Canada Province of the Society of Jesus

Very Rev. M. J. Belair, S.J.

### Members Elected by the Board of Governors

Mr. M. A. Eisenhauer  
Dr. Ralph T. Vaughan, Q.C.  
Mr. Joseph Zatzman

### Members Appointed by the Lieutenant-Governor in Council

Mr. R. W. Ferguson  
Mr. D. I. Jones, Q.C.

## SMU FORMS DEBATING SOCIETY

by Jerry Mariott, Business Administration

What is debating? In the words of Funk and Wagnall's it is, "The process of discussing any question or subject; argumentation for and against; dispute or controversy." However, if any experienced debater were asked this question, his answer would surely expand substantially on the above. Any person who has participated in, or witnessed a well organized debate, would say that the art of debate is second only to freedom of speech in its importance to our democratic system. Indeed, freedom of speech in the press was won for our province by Joseph Howe's eloquent use of the art.

It is said that debate has been a part of human nature since Adam and Eve had their disagreement in the garden. Much to our chagrin, we know who won the argument. The Greeks were the earliest society to hold organized debates. These took the form of trials, as Socrates discovered. The English were next, although some time later, to recognize the value of democracy and debate. It was their wisdom which led to our present political process.

Although debate was highly regarded by the above none afforded it the universal attention and use it enjoys today. Debating is evident in almost every facet of our lives. Apart from its obvious uses in parliament and the courts, debating is used extensively in business and even in our everyday lives. It may be said that whenever and wherever two or more intelligent people get together, a debate will eventually take place. And so it should, for what type of world would it be if everyone agreed? Or worse, if people disagreed, but had no common form of resolving their differences in a peaceful manner?

You may be wondering what significance this all has to a student at Saint Mary's University. Well, last year a small group of people decided that students should have the opportunity to express their views on various controversial topics. To this end the S.M.U. Debating Society was setup. Its goals are basically simple. Through the avenue of debating it hopes to promote interaction among young people at the university level. By doing so we believe the participants will gain valuable experience and confidence in public speaking as well as learning to further their self expression through the use of logical argument.

Last year S.M.U. participated in the first annual Dalhousie Invitational Tournament, finishing just one point out of second place in a field of twelve. This year we hope to improve that standing as well as attending other tournaments. To do so we need your help. By joining our ranks you would not only improve our chances but also be gaining experience which will surely prove invaluable in the years ahead.

## CHINESE STUDENTS ACTIVE AT SAINT MARY'S

The Autumn Moon Festival of the Chinese Society of Nova Scotia was staged at the time of the full moon last September at Saint Mary's University. The annual festival, second only to the New Year celebrations in China was coordinated by Dr. Faith Chao, of the Department of Mathematics.

The traditional celebration of the Chinese community was assisted by a grant from the Multi-Culturalism Office in Ottawa. It opened with a lecture and an exhibition of contemporary Chinese art and culminated with a fashion show that featured period costumes on loan from Chinese Opera Groups of New York City. Contemporary Chinese fashions and costumes of minority groups in China were also modelled at the show which was opened by Mrs. Clarence Gosse, wife of the Lieutenant-Governor of Nova Scotia. Models were SMU students and were commended for their professional presentation. Commentary was by Dr. Mary Sun, Chairman of the Asian Studies program and Mr. Les Stoodley of CBC radio and television.

Special guests included Professor Richard Hsiao of Mount Holyoke College, Massachusetts, who lectured on the Appreciation of Chinese Art and Calligraphy; Dr. Richard Young of the Asian Branch of the Multi-Culturalism Office, Ottawa, who opened the exhibition of Chinese paintings and Calligraphy by Ho Hwai-shouh and Tong Yang-tze.

Authentic Moon Cakes were brought in from Vancouver's China Town for this occasion.



## HAPPY NEW YEAR — CHINESE STYLE

4,674 — The Year of the Dragon — was welcomed in traditional Chinese style at midnight January 30 at Saint Mary's University when Chinese students presented an evening of colorful entertainment, followed by a banquet and dancing.

A large number of faculty and guests enjoyed the fun and beauty of Chinese folk dances and opera, the exuberant lion dance and demonstrations of Kung Fu and Karate. The entertainment ended with the showing of an excellent film on life in Hong Kong featuring music by the Hong Kong Symphony Orchestra.

The students made their own costumes and produced the program in its entirety. A local television station has expressed interest in filming the performance.

President of the Chinese Students Association this year is Alice Shek, fourth year commerce student.



## TAKE A TRIP WITH A WHEELCHAIR RESIDENT

BY Karen MacLeod

I would like to remark on a subject that has never concerned me to any great extent until recently and that is the plight of the paraplegic.

I am neither a paraplegic nor a quadriplegic. I do not have to get around by means of a wheelchair, crutches or braces. I can walk. I never paid any particular attention to the unevenness of the sidewalks in the city except when I wear sandals and trip over the blocks. I knew getting around in a wheelchair wasn't easy because I generally walk with friends like Dianne Thompkins, Val Buchanan, Mack Macleod, Steven Young and Lucie Raiche when we go out somewhere and help them with bumps and curbs and uphill grades. I knew it wasn't very easy but I never realized just how hard it actually was until I did it myself.

Dianne Thompkins and myself decided to wheel down to the Sub Shop on a Sunday afternoon. I had never wheeled around before and besides the fact that the wheel was very tough, it was an experience I won't soon forget. Our starting point was Dianne's apartment in High Rise 2 where we took the elevators and went down through the tunnel to High Rise 1. By the time we hit Tower Road, I was beat.

The sidewalks on Tower Road are in very good condition since the one on the right side was replaced only last year. However, Inglis Street leaves much to be desired. There are more cracks in that sidewalk and very few ramps plus the fact that the sidewalk on the left slopes to the right. Since the Sub Shop was closed, we came back uphill to my apartment building which is at 5429 Inglis. There is a huge eight-inch block before the door and I had to help Dianne over it.

We had supper and then wheeled over to Fenwick Towers by going down Inglis, up Victoria Road, up Queen, through Sobeys and up an extremely steep grade to Fenwick Street. I would not even attempt it. Dianne almost made it to the top and I pushed her up the rest of the way. I can get out of the chair and walk but when someone like Dianne is faced with the fact there is nothing to do but keep going. She taught me how to take corners and go down curbs backwards. I haven't been able to pick up the knack to do 'wheelies' because I'm frightened that I will fall over, but somehow I managed to do one over the bump going in the door of High Rise 1. Back from Fenwick Towers, we took Fenwick Street, Lucknow Street, up Victoria Road and down South Park Street. That was the best because it is all downhill. Then up Inglis and down Tower Road again.

The most frightening experience for me was in the traffic crossing the streets. I generally feel at ease crossing streets because if a car is too close, I can run the rest of the way but in a wheelchair, I feel very tiny and alone in a big world and very afraid.

I know the people at CPA are doing their best to have something done about the streets and buildings in Halifax but there is still so much to be done. The sidewalks are in despicable condition and so many buildings are impossible for those in wheelchairs. I think having to spend your life in a wheelchair is bad enough but to be unable to get around in the city is really ridiculous.

I think there should be buses for wheelchairs on a regular route. I don't know how people can afford to pay for so many taxis when it is too far to wheel.

Also there were a few mistakes made in the apartments for paraplegics in Saint Mary's University, for one thing, the racks in the closets are too high to reach unless people have extra long arms like I do, and the sinks and mirrors in the bathrooms are too high. The only lounges near SMU that are relatively easy to enter are the SMU Pub, the Lighthouse Tavern and the Newfoundland Club. The Sub Shop has wide steps, so does the Oriental. Consequently, most people in wheelchairs spend a lot of money ordering out for food. Downtown Barrington Street is also bad. The main post office on Bedford Row does not have a ramp, on Spring Garden Road the Captain's Cabin is almost impossible due to a long flight of stairs, the Tap Beverage Room on Gottingen Street has six steps. The list is endless.

I do not know how a change in the design and construction of buildings and sidewalks can be effected but surely there must be something that can be done so that people in wheelchairs can feel like the human beings they are, and not like pygmies in a giant world.

The idea of encouraging people to get around in their chairs outside and then not providing adequate facilities is almost ludicrous. They have an uphill life as it is without it being made harder still. I hope this letter will provide some insight into the matter from a different point of view.

# INCOME TAX and the STUDENT

Yes, it's that time of year again. February always means one thing — the taxman cometh.

If it hasn't already, that foreboding, despicable brown envelope will soon arrive at your doorstep via the ever-helpful postperson. And when it does, the unpleasant task of filling out the intricate, complex documents contained therein can be rendered only slightly less onerous if the taxpayer has some money-saving tax dodges — legal, of course — tucked up his or her sleeve.

Being a university publication, SFU WEEK decided to unveil some of the legal loopholes specifically related to education for the benefit of our taxpaying students and/or taxpaying parents.

Education provides a number of avenues for minimizing Ottawa's tax bite. In general tuition fees may be used as deductions and subtracted from the total amount of your taxable income. As with any generalization, however, the preceding statement needs some qualification and some qualification follows.

Almost any course taken from a credited institution qualifies for a tuition deduction including those taught by high schools, colleges and universities, and those certified by the federal department of manpower and immigration. However tuition

**Q If a student receives a research grant, will the full amount of the grant be taxed?**

**A. No. The research grant will be taxed only to the extent that it exceeds the expenses incurred by the student in carrying out the research.**

fees must amount to at least \$25 over the course of any 12-month period which started during the 1975 taxation year.

Whether or not a student attends full or part-time is of no consequence. Part-time students are eligible to deduct tuition fees unless their studies take place outside Canada. Students studying in a foreign country may only deduct fees if they attend full-time for at least 13 consecutive weeks.

Individuals working full-time and studying part-time to upgrade their working qualifications may deduct tuition fees unless those fees are paid by the employer. However if the employer covers only a portion of such fees, the employee-student can deduct the balance.

Some employers want "proof of the pudding" before rewarding employees ambitious enough to attempt an upgrading of their abilities. If the initial fee payment and subsequent reimbursement are many months apart, the employee-student may deduct the fees this year, while remembering to record the reimbursement as income the year after.

**Q. What expenses can be claimed against a research grant?**

**A. The expenses claimed may not exceed the amount of the research grant. Allowable expenses would include the cost of minor equipment, fees paid to assistants, travel for the purpose of carrying out the work (including meals and lodgings), and other expenses related to the research. Personal or living expenses or expenses for which the student has been reimbursed are not included.**

Tuition fees are not the only escape hatch open to students anxious to save money. Don't forget the education deduction — \$50 for each month in 1975 during which the student was in full-time attendance at a university or any other "designated educational institution". And in case you're wondering the school term's starting and finishing months qualify for the deduction as well.

Deductions are also allowed for library and laboratory-use fees and for any exam and certificate charges. But don't try to deduct any expenses connected with student activities (room and board, medical services, books); they don't qualify.

Moving costs are another avenue of potential saving. The full-time student who moves to take a job, — even a summer job, or to open a business may deduct those moving costs from any income made at the new location. Remember, however, that deductions can not be claimed against income earned before relocation.

Persons returning to university full-time may also deduct moving costs, but only from an academic award such as a scholarship or bursary.

Academic, athletic, and recreational scholarships are tax deductible during the year in which they are received up to a \$500 total. More than \$500 and you pay tax on the excess.

Research grants are not tax deductible, but hang on, because some of the expenses associated with

**Q. Can I claim the employment expense deduction if my only income for the year is from a scholarship, bursary, fellowship or research grant?**

**A. The employment expense deduction may not exceed \$150 or 3% of your income for the year, whichever is less. This deduction may not be claimed by a student whose income for the year came solely from a scholarship, bursary or fellowship, nor may income of this nature be used in calculating 3% of any income against which the employment expense deduction would apply. After any allowable expenses have been deducted from a research grant, however, the remainder may be included as part of your earned income for the purpose of the employment expense deduction.**

spending grants might be. Possible deductions encompass travel expenses, including meals and hotel rooms, and expenses for equipment or an assistant.

There are also a few tax tricks that families should keep in mind when searching for possible deductions, although the news for parents isn't all that good. While an employer may charge off the tuition fees it pays on behalf of employees as a legitimate business expense, similar deductions are not allowed for parent supporting offspring, or spouse supporting spouse.

**Q. Is the total amount of a scholarship, bursary, fellowship or research grant subject to tax?**

**A. The aggregate of all scholarships, bursaries and fellowships received in a taxation year may be reduced by a single exemption of \$500. This exemption does not apply to research grants.**

Although a parent cannot deduct tuition paid for son or daughter, all is not lost. The student can deduct the fees from his or her income and, in doing so, may reduce taxable income sufficiently to qualify as a dependent of the parent who can then claim a personal exemption.

Persons supporting a full-time student can also benefit indirectly from a \$50-a-month deduction allowed while the student is enrolled. If part of the monthly deduction remains after the student has reduced his or her income to zero, it can be applied against the taxable income of the student's financial backers. The person claiming whatever is left of the monthly deduction must be the person claiming the student as a dependant.

**Q. If I was engaged in full-time research or attended a university full time, and employed a babysitter while doing so, could I deduct the sitting fees from my income?**

**A. If your scholarship, bursary, fellowship or research grant was your only source of income for the year, you could not deduct child care expenses from your income. Child care expenses are deductible only if they are paid to allow you to take employment or to carry on a business. If, however, you worked during the summer months and employed a babysitter, you would be able to deduct the fees for the period of your employment.**

Parents with foresight may also want to investigate the possibility of a scholarship investment plan. We offer no advice and stress the word "investigate". Scholarship investment plans are a complicated can of worms according to the people we consulted, including the Revenue Canada official who strongly advised that we not even mention it.

**Q. If a student receives a nonrepayable grant from a government agency, would the grant be taxed?**

**A. A nonrepayable grant is taxable, subject to the \$500 exemption.**



SMU WOMEN'S BASKETBALL TEAM

L to R — Front Row — Cindy Britten, Nancy Collins, Jody Hayes, Debbie Steele, Sue Dunbrack, Mary Lou Archibald, Manager.

Back — Wanda Williams, Darlene Mossman, Kathy Ells, Neila McCabe, Nancy Knowlton, Jan May, Manager, Coach Kathy Mullane.



## SETTLEMENT GEOGRAPHY NEW GRADE XII COURSE

The vista of career opportunities for Nova Scotia students continues to broaden as the range of subjects being made available in the Province's educational institutions expands.

'Settlement Geography' is the newest addition to the curriculum for Grade XII students. Shaped to the needs of the times, the new course is being studied in a number of high schools during the remainder of the current school term and will be offered more extensively in the Fall.

The degree of importance with which the subject is regarded is indicated by the extensive preparation program undertaken by the combined forces of the Nova Scotia Department of Education, Central Mortgage and Housing Corporation and the Department of Geography at Saint Mary's University.

CMHC became involved in 1974 following a Federal-Provincial Government meeting on urban problems in the Maritimes. Regional Director, Calder Hart, said that CMHC realized that young people must begin to understand the problems of an urban society and particularly those problems which had not been adequately controlled in the past — urban problems that will confront them as adults.

The first stage in the development of the course was the publication of a teaching kit for use in high schools on 'The Internal Structure of Urban Areas'. Produced under the auspices of the Nova Scotia Department of Education in association with Central Mortgage and Housing Corporation, the kit was authored by Dr. Hugh Millward of Saint Mary's University Geography Department. Chairman of the Department, Dr. Douglas Day served as editor and coordinated the production. Plans are underway for a second, or complementary kit on 'The Internal Structure of Rural Areas'.

The new geography teaching kit was introduced to high school teachers from all parts of Nova Scotia at a two-day January Workshop, conducted at Saint Mary's University by Thor Manson, chairman of the Settlement Geography Committee of the Nova Scotia Department of Education, Dr. Millward and Dr. Day.

The reaction of teachers at the workshop was enthusiastic. They expect that the kit will stimulate the interest of high school students in urban problems.

It is hoped that it will contribute to a better appreciation of modern geographical approaches in Nova Scotia, to a fuller understanding of the urban environment by high school students, and so eventually to a more intelligent approach on the part of future adults to modern urban problems.

### SUMMARY OF CONTENTS OF GEOGRAPHY TEACHING KIT

The kit comprises sixteen student exercises dealing with urban land use and planning, and employing a variety of graphics and illustrative material. The basic objective of the kit is to show the student how to look for and identify order in the urban environment, using examples drawn from a number of Nova Scotia communities.

Each exercise deals with a particular facet of the total urban planning problem. The topics include studies of population and income distributions, shopping patterns, the downtown business district, patterns of urban growth, the location of high schools, and the planning of a new town.

In the introductory exercises, students are presented with slides, maps, and aerial photographs of Truro. Through the use of these materials, the students are guided into an understanding of the different types of land-use within the urban area, and the typical patterns of association between these uses. They learn, for example, that residential areas typically are separated from industrial areas, but the industry is typically adjacent to the rail lines. A similar analysis of land-uses in Kentville illustrates the fact that all urban areas tend to develop in the same broad fashion.

Several of the exercises make use of games to highlight the process of urban development. One such game uses a large map of the City of Dartmouth, on which students 'build' residential areas for either high or low-income groups. Landcosts force the students to build at high-densities for the low-income group, lower densities for the high-income group. The game is won by the student who places his developments to gain the highest score for residential satisfaction.

A second game concerns the development of the downtown area in Halifax. In this exercise, students duplicate the growth and expansion of the commercial area by using numbers drawn at random to assist new retail and office facilities, with the harbor and citadel acting as barriers to expansion.

The third game in the kit deals with the locating of high schools in Halifax. Students attempt to find locations which will cut down on student travelling and still be inexpensive to run. They compare the costs and benefits of their solution with the existing pattern of high schools.

In the last exercise, students are given free rein to design the land-use pattern in an urban neighborhood, as they wish. The interest in this exercise is to compare the designs and assess the amount of agreement between the students. This is intended to make students aware of differing opinions and value-systems regarding the planning of urban areas.



Dr. Hugh Millward and Dr. Douglas Day of Saint Mary's Geography Department and Calder Hart, Regional Director of Central Mortgage and Housing, examine new Geography Teaching Kit at the Teachers Workshop held at Saint Mary's University in January.

### STANFIELD SCHOLARSHIPS ANNOUNCED

In honor of Robert and Mary Stanfield, the Progressive Conservative Party has inaugurated a scholarship fund in their name.

The fund which is initially \$125,000, is financed by Conservative party members across Canada. It is intended to provide bilingual exchange scholarships for undergraduate students who wish to pursue studies in Canadian affairs. Details of the award follow with notation of JUNE 1, 1976 as closing date for applications for the first awards.

#### ROBERT AND MARY STANFIELD FOUNDATION BILINGUAL EXCHANGE SCHOLARSHIPS IN CANADIAN STUDIES

Canadian Studies, i.e. Canadian Northern Studies, Canadian Plains Area Studies, French Canada Studies, Indian-Eskimo Studies, Native Studies, Canadian Politics, French Canadian Language & Literature, North American Literature in English, History, Canadian Economics.

Each scholarship is valued at \$2,500 annually.

Two scholarships will be awarded annually:  
One to a man and one to a woman.

One academic year.

Candidates must be Canadian citizens. This programme is offered to undergraduate students who, in June of the year of competition, have completed at least one year of a university degree program, and attained an average grade of 80%.

Preference will be given to those under 30 years of age who have clearly demonstrated an aptitude to pursue their studies in the language of the institution they wish to attend.

Any Canadian university which is a member or affiliated to a member of the Association of Universities and Colleges of Canada. English-language winners will be required to attend a Canadian French-language university. French-language winners will be required to attend a Canadian English-language university.

This program is administered by the Association of Universities and Colleges of Canada and pre-selection of scholarship winners is made by a committee of university representatives chosen by the AUCC with appropriate regard to geographical distribution. Decisions will be made not only on academic merit but on extra-curricular activities, letters of reference and candidates' reasons for wishing to attend an institution in a language other than their own.

Payment of scholarships will be made by the Trustees of the Foundation on the advice of the AUCC through the university attended. Payment by the university to the scholarship holder will be according to the usually accepted practice of the university in this regard.

Further information and application forms should be requested from:

Awards Officer  
National Programs Division  
Association of Universities and Colleges of Canada  
151 Slater Street  
Ottawa, Ontario K1P 5N1

Completed applications in triplicate are to be sent to the above address to arrive NOT LATER THAN JUNE 1st.

## C.I.M. — BOUNTIFUL WARTIME BABY

The Canadian Institute of Management, formerly the Canadian Industrial Management Association, was born in 1941 in southern Ontario — offspring of the Dominion Provincial War Training Plan, which was initiated for the purpose of aiding the war effort by increasing efficiency and raising the level of production throughout Canadian Industry.

The war ended but, fortunately for all of Canada, the young protege did not. In 1946 it changed its name and its purpose and began to travel. With the objective of providing professional training for management personnel, it reached out from its Ontario base to offer its services in other provinces.

C.I.M. was introduced to Nova Scotia in 1967 by Frank Westhorp, M. J. Belair, S.J., and Charles McGuire of the Adult Studies Department at Saint Mary's University. Under their guidance, the program was established at the University and has developed and prospered to become an important influence in the Halifax-Dartmouth business community. C.I.M. now functions in Sydney and Moncton as well, and its benefits are being realized throughout the Maritime Provinces.

The C.I.M. program is now available in 23 centers across Canada and to date, over 30,000 Canadian men and women have participated in the four year study.

In 1973, consistent with the rise in interest in management development, the Federal Department of Industry, Trade and Commerce authorized a substantial grant to C.I.M. with a mandate to broaden the appeal of its program to meet the management development needs of as many segments of the economy as possible. In gathering data to achieve this objective, C.I.M. involved authoritative business consultants, leading academics and scholars, as well as business and professional organizations. The resulting program is expected to have national impact on management development in both large and small organizations.

The course is effectively used by some companies for systematic training of candidates for advanced managerial positions. Other companies find that it provides an appreciation of all management functions for technical people in such fields as quality control, design engineering, industrial sales and production planning. Various departments of federal, provincial and municipal governments recognize the value of the course and have not only approved it for their management development program but have made it mandatory for some positions.

The method of instruction employs both lectures and case discussions, affording the student the valuable experience of meeting practical problems and expressing opinions to other class members through open debate and discussion of assigned problems. Meeting people from other businesses during class discussions provides an insight into alternative approaches to problems in business.

### C.I.M. COURSE IN MANAGEMENT AND ADMINISTRATION

#### YEAR ONE:

##### A. ORGANIZATION AS SYSTEMS

Concerned with helping students understand organizations as functioning systems. On completion, they will be aware of the interactive nature of organizations and will better understand the importance of continuing their studies in preparation for increased responsibilities as managers.

##### B. MANAGERIAL ACCOUNTING

Concerned with the exposure of students to accounting theory and logic, cost control and profit planning, and an appreciation of the techniques of financial analysis. Emphasis is on the interpretation, analysis and use of accounting data.

#### YEAR TWO:

##### A. QUANTITATIVE INFORMATION FOR DECISIONS

Concerned with the expression of facts about the organization in quantitative terms; involves a discussion of models for analysing data that are in common use and how they contribute to decision making.

##### B. ORGANIZATIONAL AND HUMAN BEHAVIOR

Explores the inter-relationship of individual personality and work; discusses the structure of the organization in relation to its goals; includes the management of communications.

#### YEAR THREE:

##### THE OPTION YEAR

Students select courses in their particular area of interest.

#### YEAR FOUR:

##### APPLIED MANAGEMENT

Focusses on the previous three years of study, analyses the type of problem encountered at the 'general management' level; provides opportunity for exchange of views and experiences and through discussions, develops individual and group administration abilities and a capacity to express ideas coherently in both spoken and written form.

## BANKING — A CONTINUING EDUCATION

The greying, well dressed gentleman walking confidently through the halls of Saint Mary's with books under his arm is likely not a professor, but a student in one of the largest continuing education programs in Canada — the Institute of Canadian Bankers.

The ICB is a division of the Canadian Bankers' Association and is charged with the responsibility for determining and meeting the educational needs of the banking industry. Its foremost goal is that of equipping the bank employee with a way of thinking and a general knowledge of the profession and its environment rather than with specific working tools.

Since the advancement of knowledge in the various disciplines concerned is bound to progress even faster in the future, the program is intended to give men and women an ability to grasp and apply new knowledge quickly, as it develops. In addition, in view of the very special role that a branch manager plays in the community, the program stresses the profound need to adapt to a changing environment with competence and foresight.

To meet the demands of modern banking, the program is, of necessity, both rigorous and stimulating. The quality of instruction and the standard of work expected are of a calibre equal to any degree course in university. One of the characteristics of the Fellows' courses is the general and liberal approach which avoids mechanical repetition as much as possible. Students are expected to participate actively in classroom discussions and avail themselves of library facilities.

The Fellows' Program complements rather than replaces the training program of the individual bank. It provides opportunities for a broad education, whereas specific training in each organization's practices, procedures and policies is a matter best dealt with in each bank.

About 15,000 bankers, from tellers to regional officers, are enrolled in the program which utilizes facilities and faculty at 51 Canadian universities.

In Halifax, about 230 bankers are enrolled in ICB courses, according to Jerry Redmond, a Saint Mary's alumnus, who is the Eastern Region Director of the Institute. Courses are conducted at both Saint Mary's and Dalhousie.

The Program, Mr. Redmond said, is comprised of 10 courses and is divided into three parts.

On completion of a specified number of courses, a student proceeds from a *Letter of Accomplishment* to an *Associate of the Institute of Canadian Bankers (AICB)*, to finally the title of *Fellow of the Institute of Canadian Bankers (FICB)*.

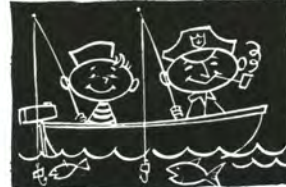
Mr. Redmond, who has an undergraduate and education degree from Saint Mary's, was a Halifax secondary school teacher prior to his move to ICB. He finds the challenge of working with adults particularly rewarding.

"The more mature student can enter into a dialogue with the professor rather than just sit back and be lectured to," Mr. Redmond said. "Now that's real education."



Mr. Peter G. Wood, Director of the Institute of Canadian Bankers, with Dr. D. Owen Carrigan during a recent visit to the University.

### Get a BIG ONE



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\$1,200

150 acre McLeans Island at Jordan Bay, Shelburne County, N.S.

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Beaches — swimming — boating.

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Little Harbour, Box 280

Lockeport, N.S.

Phone: 656-2113



**ENGINEERING  
TALENT SHOW  
MARCH 19  
8:30 PM Theatre  
Auditorium**

# SUMMER SCHOOL 1976

## FIRST SESSION MAY 13 - JUNE 25

<b>Anthropology</b>			<b>Economics</b>			<b>History</b>		
260.0	Introduction to Physical Anthropology and Archaeology	5:30 - 7:30 p.m.	202.1	Principles of Economics: Macro	7:00 - 9:00 p.m.	121.0	Civilization in the West	7:30 - 9:30 p.m.
320.0	World Ethnography	7:30 - 9:30 p.m.	201.2	Principles of Economics: Micro	7:00 - 9:00 p.m.	320.0	The Atlantic Provinces and New England 1534-1974	5:30 - 7:30 p.m.
399.0	Directed Independent Studies	T.B.A.	230.1	The Atlantic Economy	5:30 - 7:30 p.m.	329.0	History of Canada 1849 - 1920	7:30 - 9:30 p.m.
			321.2	Canadian Economy Seminar	5:30 - 7:30 p.m.			
<b>Asian Studies</b>			<b>Education</b>			<b>History of Art</b>		
400.0	China's Developmental Experience	6:30 - 8:30 p.m.	550.0	Dynamics of Curriculum Through Philosophy	6:30 - 8:30 p.m.	301.0	Primitive Art	7:30 - 9:30 p.m.
<b>Astronomy</b>			<b>Engineering</b>			<b>Mathematics</b>		
201.0	Introduction to Contemporary Astronomy	5:30 - 7:30 p.m.	113.2	Surveying (Labs to be arranged)	5:30 - 7:30 p.m.	110.1	Algebra and Trigonometry I	7:00 - 9:00 p.m.
			203.1	Engineering Mechanics (Statics) (Labs to be arranged)	5:30 - 7:30 p.m.	111.2	Algebra and Trigonometry II	7:00 - 9:00 p.m.
						113.0	Mathematics for Commerce	7:30 - 9:30 p.m.
<b>Business Administration</b>			<b>English</b>			<b>Philosophy</b>		
240.0	Principles of Financial and Managerial Accounting	9:30 - 12:30 p.m.	200.0	Introductory English	7:30 - 9:30 p.m.	200.0	Basic Logic	7:30 - 9:30 p.m.
380.0	Principles of Management	5:30 - 8:30 p.m.	302.?	Contemporary Canadian Literature	7:30 - 9:30 p.m.	355.0	The Existentialist View of Man	5:30 - 7:30 p.m.
321.1	Introduction to Computers	5:30 - 8:00 p.m.	313.0	Introduction to Folklore	7:30 - 9:30 p.m.			
324.2	The Use of Cobol in Data Processing	5:30 - 8:00 p.m.	341.0	A Study of the Novel Defoe to Lawrence	5:30 - 7:30 p.m.	<b>Physics</b>		
341.2	Intermediate Financial Accounting Part I	9:30 a.m. - 12:30 p.m.	411.0	Theory and Practice of Criticism	5:30 - 7:30 p.m.	111.0	General Physics	5:30 - 7:30 p.m.
342.2	Intermediate Financial Accounting Part II	9:30 a.m. - 12:30 p.m.				<b>Political Science</b>		
360.1	Business Finance — Part I	5:30 - 8:00 p.m.	<b>French</b>			200.0	Introductory Political Science	7:30 - 9:30 p.m.
361.2	Business Finance — Part II	5:30 - 8:00 p.m.	200.0	Introduction to University French	5:30 - 7:30 p.m.	303.0	Government and Politics in the USSR and Eastern Europe	5:30 - 7:30 p.m.
370.1	Introduction to Marketing	5:30 - 8:00 p.m.	418.0	The Civilization of French Canada	7:30 - 9:30 p.m.	312.0	Government and Politics in the United States	7:30 - 9:30 p.m.
371.2	Marketing Management	5:30 - 8:00 p.m.				<b>Psychology</b>		
382.0	Organizational Behavior	5:30 - 8:00 p.m.	<b>Geography</b>			201.0	Introduction to Psychology	5:30 - 7:30 p.m.
505.0	MBA Management Science I Tuesdays and Thursdays, May 13 August 18	5:30 - 8:30 p.m.	200.0	Geography of Canada	5:30 - 7:30 p.m.	305.0	Psychological Statistics and Experimental Design	7:00 - 9:30 p.m.
571.1	MBA Marketing Management: An Overview Mondays and Wednesdays, May 12 July 23	5:30 - 8:30 p.m.	305.0	Rural Geography	7:30 - 9:30 p.m.	433.0	Psychology of Personality	5:30 - 7:30 p.m.
516.2	MBA Operations Management Mondays and Wednesdays, July 5 August 18.	5:30 - 8:30 p.m.				<b>Religious Studies</b>		
			<b>Geology</b>			100.0	The Religious Dimension of Human Life: Introduction to Religious Studies	5:30 - 7:30 p.m.
<b>Commercial Law</b>			<b>German</b>			202.0	Introduction to the Bible	7:30 - 9:30 p.m.
301.1	Legal Aspects of Business - Part I	5:30 - 7:30 p.m.	100.0	Introduction to the German Language	7:30 - 9:30 p.m.			
302.2	Legal Aspects of Business - Part II	5:30 - 7:30 p.m.				<b>Sociology</b>		
						200.0	Introductory Sociology	5:30 - 7:30 p.m.
						303.0	Criminology	7:30 - 9:30 p.m.
						308.0	Urban Sociology	7:30 - 9:30 p.m.

## SECOND SESSION — JULY 6 — AUGUST 18

<b>Anthropology</b>			<b>French</b>		
201.0	Women: Anthropology's Other Half	5:30 - 7:30 p.m.	301.0	Advanced Conversation and Cultural Studies	5:30 - 7:30 p.m.
<b>Asian Studies</b>			310.1	French Phonetics	9:30 - 11:30 a.m.
401.0	(Education 539.0) Content and Methods in Asian Studies	9:30 a.m. — 12:30 p.m. and 1:30 - 3:30 p.m.	424.0	The Theatre of J.P. Sartre	T.B.A.
<b>Business Administration</b>			<b>Geography</b>		
203.1	Introductory Quantitative Methods for Commerce	9:00 a.m. - 12:00 noon	201.0	Man and the Environment	9:30 - 11:30 a.m.
204.2	Introductory Statistics for Commerce	9:00 a.m. - 12:00 noon	320.0	A Geography of Europe	5:30 - 7:30 p.m.
317.2	Introduction to Production Management	5:30 - 8:00 p.m.	406.1	Field Studies in Southwestern Nova Scotia	
346.1	Introductory Cost Accounting	5:30 - 8:00 p.m.	<b>History</b>		
348.2	Planning and Control	5:30 - 8:00 p.m.	203.0	The Twentieth Century	5:30 - 7:30 p.m.
385.1	Personnel Management	5:30 - 8:00 p.m.	331.0	The American Revolution, 1763 - 1789	5:30 - 7:30 p.m.
386.1	Industrial Relations	5:30 - 8:00 p.m.	344.0	A History of Nova Scotia	9:30 - 11:30 a.m.
388.1	Business and Its Environment	5:30 - 8:00 p.m.	<b>Mathematics</b>		
489.2	Business Policy	5:30 - 8:00 p.m.	110.1	Algebra and Trigonometry I	5:30 - 7:30 p.m.
<b>Commercial Law</b>			111.2	Algebra and Trigonometry II	5:30 - 7:30 p.m.
301.1	Legal Aspects of Business — Part I	5:30 - 7:30 p.m.	113.0	Mathematics for Commerce Students	5:30 - 7:30 p.m.
302.2	Legal Aspects of Business — Part II	5:30 - 7:30 p.m.	210.1	Differential Calculus	5:30 - 7:30 p.m.
			211.2	Integral Calculus	5:30 - 7:30 p.m.
<b>Economics</b>			<b>Philosophy</b>		
201.1	Principles of Economics — Micro	5:30 - 7:30 p.m.	200.0	Basic Logic	5:30 - 7:30 p.m.
202.2	Principles of Economics — Macro	5:30 - 7:30 p.m.	<b>Political Science</b>		
<b>Education</b>			304.0	Canadian Government and Politics	5:30 - 7:30 p.m.
526.2	French Phonetics: Content and Methods	9:30 - 11:30 a.m.	418.0	International Law and Organization	5:30 - 7:30 p.m.
539.0	(Asian Studies 401.0) Content and Methods in Asian Studies	9:30 a.m. — 12:30 p.m. and 1:30 - 3:30 p.m.	<b>Psychology</b>		
622.1 and 622.2	Curriculum in Historical Perspective	9:30 - 11:30 a.m.	201.0	Introduction to Psychology	5:30 - 7:30 p.m.
<b>Engineering</b>			301.0	Psychology of Learning	9:30 a.m. - 12:30 p.m.
107.1	Design and Descriptive Geometry	5:30 - 7:30 p.m.	331.1	Child Psychology	
304.2	Mechanics of Deformable Bodies	5:30 - 7:30 p.m.	350.1	Behavioral Techniques and the Problem Child	1:30 - 3:30 p.m.
			432.0	Abnormal Psychology	5:30 - 7:30 p.m.
<b>English</b>			<b>Sociology</b>		
200.0	Introductory English	6:30 - 8:30 p.m.	200.0	Introductory Sociology	7:00 - 9:00 p.m.
308.0	Literature in Atlantic Canada	5:30 - 7:30 p.m.	302.0	Social Problems Involving Disorganization and Deviance	5:30 - 7:30 p.m.
312.0	Children's Literature	5:30 - 7:30 p.m.	323.0	The Individual and Society	7:00 - 9:00 p.m.
403.0	Romantic Poetry	5:30 - 7:30 p.m.	<b>Spanish</b>		
			101.0	Introduction to the Spanish Language	5:30 - 7:30 p.m.

## 1976 EXTENSION CENTRES SMU SUMMER SCHOOL MAY 13 — JUNE 24 (CLASSES MONDAYS THROUGH THURSDAYS)

<b>BRIDGEWATER</b>		
<b>Geography</b>	200.0BR	Geography of Canada 6:30 - 9:30 p.m.
<b>DARTMOUTH</b>		
<b>English</b>	311.0DA	Contemporary American Fiction 7:00 - 9:30 p.m.
<b>Geography</b>		
220.0DA		Cultural Geography 7:00 - 9:30 p.m.
<b>History</b>		
333.0DA		A History of Canada in the 20th Century 7:00 - 9:30 p.m.
<b>KENTVILLE</b>		
<b>Sociology</b>	200.0KE	Introductory Sociology 6:30 - 9:00 p.m.
<b>LOWER SACKVILLE</b>		
<b>Political Science</b>	200.0SA	Introductory Political Science 7:00 - 9:30 p.m.
<b>SPRINGHILL</b>		
<b>Geography</b>	200.0SP	Geography of Canada 6:30 - 9:00 p.m.
<b>TRURO</b>		
<b>Sociology</b>	200.0TR	Introductory Sociology 6:30 - 9:00 p.m.
<b>YARMOUTH</b>		
<b>English</b>	313.0YA	Introduction to Folklore 6:30 - 9:00 p.m.

# The Road to Petra

Professor V. J. Tobin, Department of Classics, visited the Middle East last summer. Some of his impressions are reported here together with a few of his souvenir pictures.

by V. J. Tobin

The land of Palestine has always been one of the most interesting and significant places in world history. Hebrews, Greeks, Romans, Byzantines, Arabs and Crusaders have all left their monuments in this relatively small quarter of the Middle East. The part of Palestine which lies to the east of the River Jordan is to a great extent an arid desert region, but in this area is situated one of the most astounding remains of antiquity — Petra, the ancient capital of the Nabataeans, a little known Arab people. Situated in the desert south of the Dead Sea and built about the



A partial view of es-Siq (the Narrows). At points the cliffs almost meet overhead, completely cutting out the sunlight. Along the side of the cliff is an ancient aquaduct used to bring much needed water into the city.

beginning of the fourth century B.C., Petra lies about ninety kilometers north of the border of Saudi Arabia, and is thus close to the original home of the Semitic peoples. In the later history of the ancient Near East Petra played an important role, but after the Muslim conquest in the seventh century was virtually forgotten and unknown until its discovery in the nineteenth century.

In ancient times the traveller who desired to visit Petra would have had to undertake a long and difficult journey, best made by camel, across the desert; but in modern times the trip can be made in the relative comfort of a car in about four hours from the city of Amman, a distance of just under three hundred kilometers. In the course of the journey one passes a few Islamic and Crusader castles, but on the whole the route passes through a rather monotonous desert area. (The trip can be made somewhat more eventful, though not more pleasant, when your car breaks down in the middle of the desert, and you can only hope that Allah will send a sympathetic motorist your way.)

The territory around Petra provides some relief from the desert which characterizes so much of the Kingdom of Jordan. A few springs and wadis make some greenery possible and provide sufficient water for the relatively few inhabitants, many of whom still follow the bedouin way of life. The outstanding mark on the terrain, however, is the long and stark mountain of red sandstone which conceals the site of ancient Petra. (The very name Petra is Greek for "rock".) The city itself is completely hidden, being located in a large valley in the interior of the mountain. The only entrance to the site is by way of a very narrow and winding gorge known to the Arabs as es-Siq, which can be traversed only on foot or by horse, a ride of about forty-five minutes.



El-Khazneh. The rock from which the tomb is cut is coloured with various shades of red. The lower part of the tomb consists of three large burial chambers.

The ride through es-Siq must be one of the strangest adventures that one can ever undertake. The winding passage is so narrow that at points one can stand in the centre and almost touch the walls on either side. Sandstone cliffs of unusual shapes and colours tower to heights of two and three hundred feet overhead. One can appreciate why Petra remained unknown for so many centuries and why in antiquity it was able to remain independent for so long. The natural fortification would make the task of leading an army into Petra almost impossible. After a seemingly endless ride the gorge turns a sharp corner and the traveller finds himself face to face with the first gigantic structure of Petra. This is a huge tomb built in the late Greek style and hewn directly out of the red rock. A two-storied building adorned with Corinthian columns and various Classical motifs, and consisting of three large chambers, this tomb so impressed the Arab conquerors that they named it el-Khazneh (the Treasury).

After passing el-Khazneh the road continues into the heart of the mountain and opens out into a broad plain where are to be found the other remains of the ancient city. The most imposing remains at Petra are the tombs, cut into the solid rock. Many of these are quite simple, consisting of no more than a small burial chamber with little or no adornment. Others, like the so called Palace Tomb, testify to the architectural artistry of the inhabitants of ancient Petra. Many of the tombs contain Christian inscriptions and one is marked with a cross, evidence of only one of the cultural influences on the city throughout its long history. From the Roman period comes a small theatre, now very poorly preserved, as well as a magnificent triumphal arch. Greek influence is strongly felt in the various styles of



The interior plain of Petra is quite dry and has very little vegetation. It is still inhabited by a few bedouins (not pictured here). In the background is the Jebel Khubtha, the protecting wall of Petra, with its line of tombs.

columns, notably Ionic and Corinthian. Proofs of early Semitic religious practices are evident in the large obelisks, twenty feet in height, standing opposite the principal high place of Petra, known as el-Madhbeh (the Altar). One also finds evidence, scanty though the remains may be, of a gymnasium, public baths, temples, and market place, enough to point to the fact that Petra was once a prosperous and thriving city. Apart from the remains of Petra, much of its interest comes from its fantastic situation. Built in the very heart of the mountain, it is a monument to the engineering skills of its inhabitants, the Nabataeans, who made it the capital of an extensive kingdom.

The ancient records afford very little information about the Nabataeans, but enough can be pieced together to give a general idea of their history and importance. An Arab people, the Nabataeans first make their appearance in the seventh century B.C. By gradual infiltration they took over the territory of ancient Edom and Moab, and by the fourth century had gained their independence from both Assyria and Persia. The Nabataeans are mentioned several times in the Bible where they are seen as merchants and traders, an occupation in which they had engaged from earliest times, their territory being situated on the major trade



Part of the triumphal arch of Petra, built to commemorate the visit of Hadrian in 129 A.D.

routes of the Near East. This explains much of their building activity which consisted of fortresses designed to protect their trading interests. By the second century B.C. they had occupied most of the desert area east of the Jordan as well as much of the negev and, according to Josephus, were constantly engaged in conflict with the Jews over territorial and trading rights. The height of their power came under el-Harith III when their influence reached as far north as Damascus. Even during the period of Roman domination in the Near East the Nabataeans retained almost full independence, being finally conquered by Rome only in 106 A.D. After the third century the Nabataeans disappeared from history and lost their identity among the various people of the area.

The importance of the Nabataeans can be seen when one considers that they held the principal trade routes of the ancient Near East. Agriculture also played an important role in their life. By the use of cisterns they were able to store enough water for wide spread cultivation, to the extent that during their era the area was more highly populated than at any other time in history. Their language testifies to their international involvement: although originally speakers of Arabic, the Nabataeans adopted Aramaic, the general language of the Near East, but the use of Koine Greek was also extensive.

To return at the last to Petra: The city remained intact and inhabited down until the start of the seventh century, but with the coming of the Muslim conquerors was destroyed and abandoned. For almost twelve centuries Petra was hidden and forgotten. Today the site of ancient Petra is one of the wonders of the Middle East and stands as a monument to the creativity and artistry of the ancient Arab world.

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