

AFS/FEA

Unanimous decision to protest govt cutbacks

by Allan Zdunich

"We don't think we're being radical, we have to be tough with the government" Dalhousie Student Union President-elect Robert Sampson stated at a meeting of the Nova Scotia caucus of the Atlantic Federation of Students (AFS/FEA) in Truro last Saturday.

Despite inclement weather conditions representatives of six of Nova Scotia's eleven post-secondary institutions were present to make a unanimous decision to protest recent actions of the provincial government to restrict ac-

Scotia government to disregard the recommendation of the supervisory body on post-secondary education (the Maritime Provinces Higher Education Commission, MPHEC/CESPM) and instead increase operating funds by 7%. MPHEC/CESPM recommendations had called for 11.5%.

As the other priority for the Atlantic Federation of Students (FEA/AFS) this spring, student leaders decided to oppose the introduction of academic criteria in the bursary program. The government would be tampering with

cess to post-secondary education. "The reduction in government funding means increased tuition fees. An increase in tuition fees means that only the rich will be able to afford a college education" AFS/FEA secretary/co-ordinator Don Soucy told delegates.

After discussing the effect of tuition increases in the range of \$50 to \$150 student leaders decided to make the financing of post-secondary education their main priority this spring. By unanimous consent, leaders agreed to attempt a second meeting with government leaders representatives after the aborted meeting in February, when Education Minister stepped out for half an hour and never returned; some members were hesitant about giving the Minister a second

chance. Some delegates expressed concern over the decision of the Nova academic freedom by deciding which students would be eligible for provincial assistance regardless of the decision of the student's university. Student leaders decided that the government was turning the bursary program into a 'scholarship program' by determining bursary eligibility by academic performance.

Unanimous decisions of delegates were made to seek support from the university community and the general public to oppose the transformation of the bursary program into a scholarship program. The Board of Governors on each campus will be approached for support.

ACADIA UNIVERSITY
SPRING AND SUMMER SESSIONS
1977

SPRING SESSION
MAY 26 - JUNE 28

Courses offered :

Business Administration

- 240 Marketing Principles and Problems
- 280 Quantitative Analysis for Business Decisions
- 370 Organizational Behaviour

Chemistry

- 160 Elementary Organic Chemistry

Classics

- 211 Greek Literature in Translation
- 222 Classical Mythology

Computer Science

- 120 Introductory Computer Science
- 161 Introduction to Cobol Programming

Economics

- 100 Principles of Economics

English

- 257 The Romantics

French

- 100 Intensive Basic Oral and Written French

History

- 371/2 World War I/II

Home Economics

- 200 Human Nutrition

Mathematics

- 100 Differential and Integral Calculus
- 130 Linear Algebra

Philosophy

- 110 Introduction to Philosophy

Political Science

- 200 Canadian Politics and Society

Psychology

- 222 Educational Psychology
- 241 Psychology of Adjustment
- 261 Human Growth and Development
- 331 Abnormal Psychology

Religious Studies

- 291 Religious Experience and Belief

Secretarial Science

- 305 Advanced Shorthand

Sociology

- 100 Introductory Sociology
- 270 Deviant Behaviour and Social Control

Spanish

- 100 Active Spanish (1st year)

SUMMER SESSION

JULY 4 - AUGUST 16

Courses offered :

Art

- 220 Canadian Art

Biology

- 270 Field Biology

Business Administration

- 100 Accounting Principles
- 320 Managerial Finance

Chemistry

- 010 General Chemistry

Computer Science

- 100 Introductory Computer Science

Economics

- 260 Empirical Analysis

Education

- 403 Social Function of Education

- 404 Comparative Education

- 411 Educational Psychology

- 412 Principles of Guidance

English

- 100 Approaches to Literature

- 278 Modern Drama

French

- 109 Conversational French

Geology

- 140 The Earth and Man

History

- 270 Military History

- 397 Maritime Provinces

Mathematics

- 200 Differential/Integral Calculus and Equations

- 310 Differential Equations

Music

- 290 Kodaly Institute - see separate brochure

Physics

- 110 Topics in Physics

Psychology

- 100 General Psychology

- 200 Quantitative Methods

Religious Studies

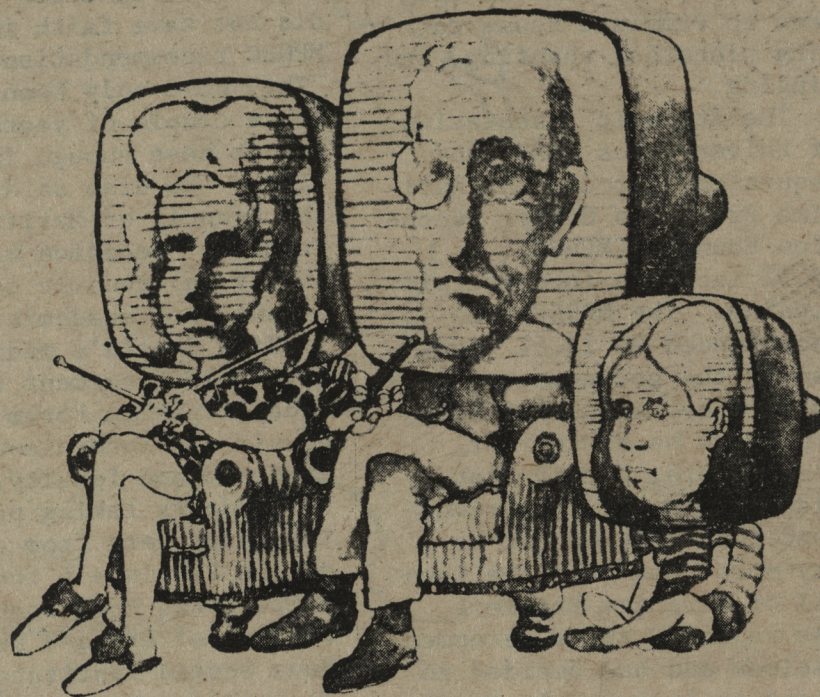
- 292 Introduction to Islam

Sociology

- 110 Introductory Anthropology

- 231 The Sociology of the Family

- 402 Seminar : Social Change



LNS-CUP

TV kids cannot adapt

by Jennifer Robinson and Marc Cassini

MONTREAL (CUP) -- Claiming that the TV generation is rebelling against the set norms of western society, Marshall McLuhan extended the "brain hemisphere" theory to explain the roots of many of our social ills.

Key speaker at a Montreal symposium on "Life, Death and Psychical Research", McLuhan, renowned communications theorist, captivated a standing-room only audience March 4.

Central to McLuhan's argument was his differentiation between the functioning of the right and left brain hemispheres. Characterizing the left hemisphere as controlling logical, rational and linear thought, McLuhan stated that western culture is dominated by the left, rational hemisphere. The right hemisphere of the brain, he claimed, is more dominant in eastern and third world cultures and philosophy and is typified by artistic, disconnected and intuitive behaviour patterns. The Chinese ideogram is a characteristic of a right hemisphere-dominated society while the alphabet belongs to left hemisphere societies.

Prior to the appearance of the Roman alphabet, all societies were dominated by the more qualitative right brain hemisphere.

Referring to the findings of Harold Innis, a pioneer in the study of the effects of technology on human society, McLuhan asserted that the implementation of the alphabet and papyrus by Graeco-Roman cultures enabled them to send messages and thereby control their armies. McLuhan traced the origins of imperialism and military bureaucracy to the alphabet. The natural consequence of the Graeco-Roman societies was rationalism,

agnosticism, orderly linear thought and, thus, technology. Insisting that the dominance of either the right or left brain hemisphere is solely dependent on environmental influence, McLuhan explained the evolution of today's highly technological electronic Western society as opposed to the highly developed eastern and third world cultures that find their roots in less sequential thought.

He claimed that television viewing sensitizes the right hemisphere of the brain because it has the same effect as addictive drugs, adding that the TV generation was made up of predominantly right hemisphere people. The younger generation does not readily fit into the society created by left hemisphere thought and behaviour, nor do 'TV kids' adapt to the school system that was created for and by left brain hemisphere people. Misfits, or as McLuhan said, "Mystics are right hemisphere people plunged into a left hemisphere society."

McLuhan added that the western trend towards eastern philosophy was matched by an eastern trend towards more rational and linear thinking. This eastern trend he attributed to the imposition of the western alphabet, ideals, technology and imperialism on eastern and third world countries.

The contemporary school system is devoted to developing the left hemisphere of the brain, reflected McLuhan and added that it teaches the gifted right-hemispheric child the "correct" culturally dominated left hemisphere line of thought.

The symposium covered such themes as "Intimations of Immortality", "Psychic experience and the history of religion" ending up last night with a PSA Demonstration under the direction of Marilyn Zwaig Rossner.

Additional information may be obtained by writing :
THE REGISTRAR, ACADIA UNIVERSITY, WOLFVILLE, N.S. B0P 1X0