

NO I DON'T
KNOW WHAT
APATHY MEANS

NUGGET

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY



AND I REALLY
DON'T GIVE
A DAMN ANYWAY

VOL. 1 NO. 4

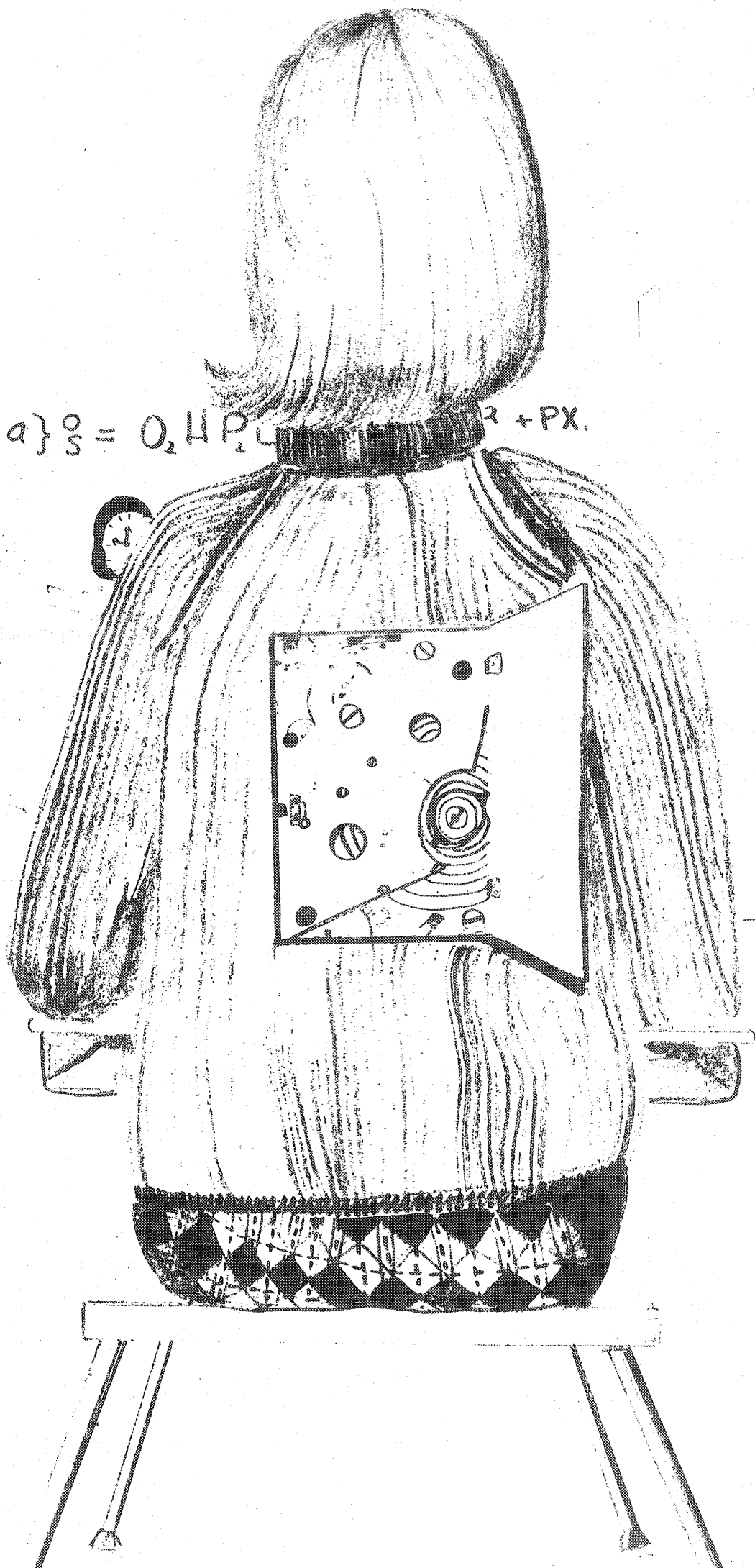


EDMONTON, ALBERTA

NOVEMBER 9, 1970

N.A.I.T.'s EDUCATION MACHINE

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IN ONE EAR OUT THE OTHER

EDITORIAL

by KEN CASPELL

The War Measures Act has finally laid its heavy hand upon NAIT. The point of impact, the Nugget. The last issue of the Nugget was to have an article in it on the FLQ, namely their manifesto. This was to be published for the students' general information as I have heard that a lot of students do not know what the objectives of the FLQ are. If they did it would be known for what it is, sheer madness and idiocy.

But the government out of some fear put a stop to it. At the time of censorship the Nugget had received several more news releases of current nature, but under the W.M.A. they could not be published. The so called "Freedom of the Press" had become a joke. Other news releases from other sources were in a similar predicament. This in the words of other knowledgeable people would be classified as panic. Panic in that the government, not quite sure as to how to handle the situation, went to an extreme to control it. This is a bad scene for we Canadians out here in the west have a right to know what is going on and what is being done in the east.

The Nugget and its staff will respect the government's wishes but do not necessarily agree with them. We will continue to hold back this information and take a stand against the FLQ in hope that this situation in Quebec will soon be rectified. Today silence, tomorrow freedom of the press.

LETTERS TO THE EDITOR

Dear Miss Stewart,

I enjoyed your witty & charming story "Sound off-Fall of Femininity." Mind you - it was disappointing to see how much you have succumbed to the conditioning of our society.

According to Montague, women are biologically superior to men -- they are not as strong physically but have more endurance, can think faster & more efficiently and have that well noted "Women's Intuition" which is primarily indepth character or situation reading.

Men are the dreamers of the world, women are the realists. It is the woman's job to keep men from forever chasing butterflies.

A word I dislike is femininity. It is used today as a standard for womanly behavior and implies a clinging, helpless, soft-spoken, eye-lash fluttering female. Unless she attains these things she is considered as somewhat masculine. Ridiculous!

A woman is a woman if she was born female. She can smoke cigars, and swear in a loud raspy voice, and as long as she is being true to herself, she is still a woman - even though you may not enjoy her company - and she can be nothing else.

If she attempts to act like a man, it may be a sad sight but she is not masculine!

Of course this applies to the males. A man who is emotional and sensitive (both supposedly female traits) is still as much a man as the hard callous male. If he wants to wash dishes, let him wash dishes; if she wants to play football - let her play football.

People today are too caught up

with the male-female role. Some will worry themselves about their (in female cases) strengths and (in male cases) weaknesses. The main thing of course is to develop each and every potential you have - use the ones you wish and control the ones you don't wish.

Don't go by the standards existing in today's society - go by what you need to be a balanced, predominately happy human being.

The above was written by the Brown Toadstool.

Dear Editor,

By the time this letter goes to press, this situation may be completely changed. This is in conjunction with the striking janitors of the public school system. I am not well informed as to their present wages or working conditions or the goals they are trying to achieve.

But here goes: What in the HELL are the school students trying to achieve by interfering? They have no right to stage a walk-out in support.

Some marijuana smoking, long-haired idiot instigates this and before you know, the kids are following like lost sheep.

These students don't give a dam about the custodial staff. This is simply an excuse for a few days out of class. Also what I think of the janitors for writing letters to the schools to invite support can't be put in print.

This all leads up to our Canadian economy as a whole. When are we going to think about inflation? Where and when will it all end? I surely hope I am not around when it does.

Enraged B.A.S Student.

Dear Editor,

I'm not sure if the article in the last issue of the Nugget "A Tribute to a Pharaoh" was trying to put Abdel Nasser on a pedestal or trying to bring out our patriotism as Canadians. But in Canadian eyes the figures chosen for either purpose is a rather dubious one. If anyone was far ways from reaching a solution to the Israel problem it certainly was Nasser. Unless you would consider annihilating the Jews a solution. Perhaps a better patriotic comparison would have had better effect with a figure like Churchill or Kennedy. Nasser is a great man to idolize, I suppose if that's what turns you on or if you happen to be Egyptian; but then there are a great many other people to idolize, people like Hitler.

Are we as Canadians really unpatriotic? Do we really need to be reminded or prodded? Did we not show patriotism several weeks ago when we thronged on to the parliament grounds in Ottawa to show support of Prime Minister Trudeau's actions in invoking the War Measures Act? Are we not thinking of Canada by trying very hard to decide whether or not to sell water to United States and not destroy our northern ecology? Is this not patriotism?

Assuming that we do need some patriotic prodding and if Mr. Johnstone is going to start a "Rally Round the Flag Boys". Maybe he should have stirred our emotions with a little more tact. A Patriotic Canadian.

STUDENTS

Students - We would like to bring to your attention one of NAIT Councils money saving ideas. As you know, you have paid for your yearbooks (1971) through tuition fees. Council is moving to have all student pictures excluded from the yearbook except those of graduates.

Are the grads the only ones who make the school? No! Do they represent all of NAIT? No! All students do. Should we stand for this? A petition will be circulated against this move.

Three Concerned Students

Interview with Lamptons Stanly Stud

Interviewer.....Where were you born?
Stud.....In Chicago.
Int.....Before the fire?
Stud.....No behind the fire.
Int.....You were born in Chicago. What part?
Stud.....All of me.
Int.....What sign were you born under?
Stud.....No loitering.
Int.....How much did you weigh when you were born?
Stud.....Three pounds.
Int.....Only three pounds? How did you live?
Stud.....I sold magazine subscriptions.
Int.....Do you have any religious views.
Stud.....No, but I have some nice snapshots of Niagara Falls.
Int.....I meant, do you have any religious connections?
Stud.....I was an atheist, but I gave it up. No holidays.
Int.....Do you participate in any sports?
Stud.....I was on the school A-Star basketball team.
Int.....How could you? You're only five-foot.
Stud.....I lied about my height.
Int.....Do you have any physical or mental handicaps?
Stud.....I just saw my doctor about my insomnia. He sent me home to sleep it off.
Int.....Anything else?
Stud.....I've got low blood pressure.
Int.....How low?
Stud.....If I cut myself, I have to do ten pushups to bleed.
Int.....When you went to college, what did you go in for?
Stud.....It was raining.
Int.....Where have you had previous employment?
Stud.....I was a lumberjack in the Sahara.
Int.....Wait a second, there are no trees in the Sahara.
Stud.....Not anymore.
Int.....Do you have any other peculiar habits?
Stud.....No, I am a man of regular habits.
Int.....Wait a second, I saw you out at three in the morning with a blonde.
Stud.....That's one of my regular habits.
Int.....I noticed your hand shaking. Do you drink much?
Stud.....Not really. I spill most of it.
Int.....I noticed on your application sheet under marital status, you checked single while under dependants you put two children, was this a mistake?
Stud.....Undoubtedly!
Int.....And under hobbies you put winemaking. Do you know how to make fruit cordial?
Stud.....Yes, but I wouldn't if I were you.
Int.....Do you have a fairy godmother?
Stud.....No, but I have an uncle they're keeping an eye on.
Int.....The job you applied for is a switchman. If you saw two trains approaching each other on the same track what would you do?
Stud.....I would switch one to another track.
Int.....If the switches were stuck?
Stud.....I'd turn the signals to red.
Int.....If the signals didn't work?
Stud.....I'd run along the track waving a red flag.
Int.....If the engineers didn't see you?
Stud.....I'd call my sister.
Int.....Your sister! What could she do?
Stud.....Nothing, but she loves train wrecks.
Did you hear about the girls softball coach. He was in the batters box all year.

THE ATTIC

The Attic. NAIT's Coffee House is open every Sunday evening in the Tower Lounge. The variety of entertainment is tremendous, from folk singers to planned fashion shows. This year we hope to bring to the student underground films, jazz concerts and special performers. Cover charge is only 50¢ which includes coffee from different countries. This is a service to the student provided by NAITSA. We look forward to seeing you this Sunday, November 8th at the Attic.

EVERY
SUNDAY
NITE



Action in The ATTIC

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Abolition of Exams

This is a very controversial issue around many post-secondary institutions across Canada at the present time. Many people are wondering should exams be abolished?

I think this is a very good question, and myself agree that they should be done away with. Any comments I present here, are related to my own experiences within my own course, Business Administration.

Firstly, for the most part, I feel that examinations are largely discriminatory in their nature. They are geared so that the student tests the exams, not the exams test the student. By this, I mean that you are not tested on what you have learned, but on what the examiner "thinks" you should know. Thus indicating to a large extent very little of the knowledge you have gained unless you think like the person setting the exam. There is very little consideration shown here for the student who works at a slower rate, but with just as much ability to learn as a person who

is a fast learner.

Secondly, in my technology, the probability of being a clear graduate after two years, seems to be about 1/6 based on the enrollment at the start of a year. There are other reasons for students "Dropping Out", but I am sure that one major factor is that of academic defeat and depression. Students are always being pressured to keep pace with the high achievers in order to obtain a passing mark because of the number of exams and the manner in which the results are used.

The third point is that I am under the impression that in Business Administration marks are still being put on a bell curve or its modification and as a result it is just about certain that a course will be dropped by many students.

Also, in hopes of keeping to the topic, are the associated pressures and workload that accompany exams. What about the people who have a chronic fear of exams and of those who just hap-

pen to be feeling bad on the day of a 40% or 50% final? Also, what about the study of 5 or 6 other courses that have to be given up in preparation for exams?

"Establishment" might say that you shouldn't have to give up this time if you are keeping up with the course; but is that the way human beings are when faced with these pressures. Is that the way when circumstances such as a constant barrage of exams from the 3rd week of the first quarter along with homework make school a 10 - 14 hour a day job, sometimes including weekends? No, I don't think it is.

I am sure our educators feel that this can be too much and some of them say it, but they are faced with the old "win, lose" situation so they still teach all they can to insure that the students get by and to insure their security in their positions. However, "they" cannot be blamed for this situation. I think the blame falls higher up. It's time that the administration of some divisions take a long serious look at this

problem. It seems pretty ridiculous to me that a student can spend \$4,000 to \$5,000 to come to school to get a diploma in his chosen field, and have this goal impeded because he could not be a specialist in 7 or 8 courses, due to lack of interest of whatever. This student will not be a full graduate because he could not quite cope with a subject in the manner that others could.

Even though this may not and in a lot of cases does not impede his future, it is rather discouraging and embarrassing to be constantly compared with students who have a more active interest and ability to learn in that particular subject and receive a "higher mark" than he does.

In keeping with these thoughts, we have been told in our section that things are being changed. By this they mean fewer class hours and a different grading system.

As far as the grading system goes, I think it is a good idea being more equitable to all, but I think that fewer hours will only

prove effective if complemented by a lesser work load. May be this means changing Business Administration to a three year program, but that is a different issue.

One thing that really bothers me is that we cannot have these problems solved currently, for it makes one feel like a "guinea pig" when given the reply that they will be used next year, you came too soon.

I hope that some of the people who are directly faced with this problem can come up with some immediate solutions to it, for they are very concerned right now with the drop-out rate and I think exams and the pressures that come with them are a large part of it. After all in management we are taught that when faced with a situation such as this while on the job, the employee can either:

1. Ride along with the system
2. "Fight" the system
3. Drop-out.

and let's face it, 10 - 14 hours a day is more than a full time job.

Sound off Canada lacks Individualism

Canadian people lack the identification with Canada that almost any other descent of people invariably possess. The question of being an American citizen would never cross the mind of any person who is an American. An Englishman or an Australian are both very proud of their mother countries and have underlying ties which bind them to their countries. What is wrong with Canadians? Why is it that Canadians will usually answer a question pertaining to racial descent with that of their European heritage, rather than just saying - I am Canadian?

Could it be that Canada's segregation problem includes not only French Canadians, but Uk-

rainian Canadians, English Canadians, and others as well? Canada is not a unified country. Our melting pot reputation is a farce. Canada is a great mass of minority groups lumped together and called by the collective noun Canadians. All minority groups are a part of our Canadian culture and should be treated with equal respect.

The queen's face is on the front of our dollar bills and coins. Why is it not John A. Macdonald or some other Canadian hero we see staring back at us? Could it be that Canadians have no hero to be proud of? Is Canada still a baby tied to her mother's apron strings?

Canada didn't have to fight for independence as Americans did. Perhaps Canada is not worth fighting for. American infiltration into Canada is abominable. American multimillionaires own a large chunk of Canada's industries and resources. Do Canadians not want to own Canada? American ownership would be utter folly.

Canada is a lady now and it is time Canadians started acting in accord. A new Canadian flag is but one step in the right direction. There are many more bridges to be crossed. Please start by being proud of the fact that you are a Canadian.
Claire Stewart-

Midis, Midis, more Midis

Only two minis were shown recently at a local fashion show sponsored by Dupont and Air Canada called "Everything Under the Sun". The manufacturers are exposing the public only to midis so that very shortly the mini will look outdated while the midi will

look chic.

Don't throw away your old minis though, they can be converted to the more modern look by adding a knee length vest or by adding a midi vest and wearing the minis over slacks. New items that were shown for the coming years were knickers and gauchers worn with matching cardigans and stockings or boots. Jumpsuits and skinny sweater-pant sets are still playing a prominent role in the fashion scene. Added features this season is the wide belt with large metal buckle, midi vests and ponchos were frequently seen accenting these outfits.

The accessories popular with the midis are the chain belts, fringe, matching knit scarves with crocheted little tams. The most popular colors seen in the midis were rust, navy, black, brown, white, old rose, plum, subdued green and mustard. The new fashions this coming year are not being looked forward to by many of the men.

Jaro Polk

The Attic has a new manager and a pretty one at that, Mary Burkun, best of luck Mary. The Attic has been plagued with problems since its conception last year. To date it has had one successful evening and that was because the group appearing had a young lady from N.A.I.T. singing with it (Friends of the Family). The Attic is attended by many council members which goes to prove that involvement is not at all contagious.

I had an opportunity to attend an Oolpik hockey practice the past week. Again I stress the improvement in the team as a whole. However if any problem arises it shall be the fault of the coaching staff. It appears that a young man, who played with a senior team is trying out for the Oolpiks. Yet this guy doesn't practice, he just shows up. Perhaps he is a good hockey player, but it seems strange that the coach would allow such behavior. I have never been to a N.H.L. camp (practice) but imagine Bobby Orr or Bobby Hall going to camp and standing along the board picking a team for their respective coaches. Well it just doesn't happen. These super stars practice with the team.

R.T.A. Film Society have had some interesting film in the past few weeks. It is my understanding that Alice's Restaurant was dropped because it is showing in a local theatre. For half a dollar it is better to run down to the Little Theatre, then to watch some of that garbage on the television Monday nights.

Poetry Dining Car

The sun was warm in my eyes
As I ate breakfast this morning.
There were no men at the table beside me.
Still waking from the murky depths
Where only cold covers the orbs,
One feel the need of heat on them
And the stimulation of unassumed light.
The god of day must be refilled
And not by food in the talk made opening.
The wretch pulled the blind down
And there I was
Sitting like a doughy lump
Trying hard to be alive enough
To lift the fork and shovel.
Rooms were made with four walls
Because some sucked thumbs
Into their seventieth year.
Starved! Almost starved with those thumbs
In the way of echoing platitudes.

Stephen D. Hanon


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The African dilemma

Far better to breathe the Canadian air

Where all are free and well,
Than live in slavery's atmosphere
And wear the chains of hell.
(words of a slave, who felt this way when he first came to Canada)

This is a period in the history of the world, when we must envision the problems of the struggle between the races of mankind. It seems to me that many of us are either blighted with political myopia or have deafened ourselves to the rhetorics of "nationalism", a sort of super-patriotism. For generations and generations students have perpetually played the role of going to school, learning and returning home. Learning what, though? The bare necessities, just to exist on. But for today, let us extend our minds beyond the shores of North America, England, Africa and the West Indies. Beyond these shores of thin-stripped sand, lies a different world, one of discontent and increasing anger to the Black African. For centuries this race has been supporting the chains of suppression and oppression. Let me right any differentiate this

situation. Those Africans in the United States, have been burdened with inequality and injustice and their brothers in Africa and the West Indies have the historical problems of imperialism, poverty and unemployment. For these reasons they have come to realize that the word emancipation is a farce. Looking for the real emancipation they have turned to their hero-father, whose teachings they have adopted. This is a man called Marcus Mosiah Garvey, who have restored to these people their pride through his scriptures of "Black Power".

From there on, this cloak has been worn by every individual, of our race who has pride and respect for himself. Again I must make differentiation between the happenings in America and the West Indies. The tempo of Africa and the West Indies lies in the fact that the existing government is black, so are the opposition parties, while the black people who hold meaningful positions in the Nixon Administration are virtually non-existent. What is the cause of the Black Power extremism? Is it illiteracy or

bigotry? Will this condition continue much longer? Ten, twenty, thirty years, perhaps? How is this problem to be solved. I will leave this with you to ponder. Before I deal with the construction of this problem, let me take the opportunity to remind you, that one of the chief objectives of the Black Power movement is brotherly love and togetherness.

In America, everything is designed to keep the Black man down. He is fed at restaurants from plastic plates while the white man will eat from a proper plate. He is denied jobs, good housing conditions, a proper education and many other rights. I have changed my mind and have decided to answer a few of the above questions. Inevitably, oppression leads to extremism! Crime and riots follow. It is not always easy for whites to understand that crime and riots not only hurt the whites but blacks too. It is often the result of desperate oppression for which the

blacks are not to be blamed. In this case, what does Black Power mean to these people? Freedom? Granting of civil

rights? Economic power and supremacy? That is easily sighted.

With this in mind, let our thoughts drift back to the small conflict in the tiny West Indian island of Anguilla, just a few months ago. The blacks of this island were trying to settle a national problem by themselves. Instead of being left to it, England interfered by sending forces to uphold and maintain oppression.

Also, a few months ago, the Trinidadians demonstrated at home, against outright discrimination against them at Sir George Williams University in Toronto. What happened in Trinidad? Was it not America who alerted warships, marines and missile frigates to their shores?

Let us look at another side of the globe. Nigeria, in 1967, a civil war was staged between the Ibos and the Hausas, a war between the black people. War it not England who gave assistance to the Government troops, in the form of arms and funds? The situation undoubtedly seems to be growing worse. Look what Premier Vorster in South Africa is doing to the Blacks. First he has taken away their land, placed

them on reserves, and generally taken away their freedom. According to him, he is "removing the black spots in the white society..." These helpless people have time and time again called on the United Nations to help them, but nothing has come about. Now, I begin to hear a lonely cry in the wilderness. Does "Black Power" mean anything to these people? Yes! Supremacy and Economical power! After all, are they not the rightful owners of the land?

Lastly, come with me to England. Even here the blacks are deprived. Denied good housing conditions and decent jobs, and, being second class citizens, they are subjected to many discriminatory practices. England, "the mother country" to many of these black nations, has enslaved her people and exploited their land. She does not look to free them. Look at how oppressive these imperialistic countries are. Who is their enemy?

With this information in mind, I am appealing to you, who will be the leaders of tomorrow, pause for a while and examine your philosophies.

Richard Johnstone.

B.
A.
S.
does



it
again



NAIT
yearbook
need your
TALENT,
PHOTOS...

EDMONTON CENTRE
PROGRESSIVE
CONSERVATIVE PARTY



BOB NEVILLE
I AM SEEKING THE NOMINATION FOR THE EDMONTON CENTRE RIDING FOR THE P.C.'S. I WISH TO GET INVOLVED AND SOLICIT YOUR HELP AND INVOLVEMENT IN ALBERTA POLITICS. IF YOU HAVE ANY TIME TO SPARE PLEASE CALL ME AT 429-3374.

Shattering the myths of Consumption and Technology

by Ed Broadbent
REPRINTED FROM
CHEVRON
JUNE, 1970

I want to sketch a picture of the political situation in Canada today and make some suggestions about the direction in which I think the country should move in the next decade.

Looking at the provinces, what we find (with the notable exception of Manitoba) are governments that are neither reactionary nor progressive: They are mildly conservative regimes whose governing principle seems to be "change if necessary, but not necessarily change." There are no imaginative innovations—no new medicare schemes, no programs to rebuild the decaying cores of our large cities, no province-wide housing plans, no attempts to redistribute power or income.

At the national level, of course, we have Pierre Trudeau, the darling of all those who prefer the illusion of change to its reality.

Following world war II, there were a number of well-meaning "progressive" liberals who believed that unemployment was bad and that wars were bad. They believed that something should be done about them, as long as it didn't threaten their income or positions of status or power. And along came Mackenzie King, the pious prude of Canadian history: He gave the Liberals what they wanted—the rhetoric of progress and the reality of the status quo.

By the mid 1960's the social attitudes of Canadians had changed—even Liberals. They no longer frowned upon drinking (many actually enjoy the pastime). They no longer couched their arguments in terms pleasing to a fundamentalist's view of god (some are even agnostics). They no longer thought sex was not to be discussed (rumor has it that many of them indulged).

All of which made Pierre Trudeau very enticing. But what made Trudeau much more than merely

enticing to the Liberals—and to many other Canadians—was that he promised to solve the "Quebec problem" without changing the structure of Canadian federalism, and promised modernity without redistributing wealth or power. As a result, he evoked not only the enthusiasm of the young but that of all the pseudo-progressives in the nation—all those who prefer form to substance. Pierre Trudeau, as Canadians have discovered, is a Mackenzie King who likes to dance with Funny Girl. Inflation, he believes, is more serious than unemployment.

What's wrong with what we now have in Canada? Have not all the needed basic changes in our privately owned market-economy been made?

In the past few decades alone the following important innovations have taken place in Canada: 1) trade unions have been permitted to exist and strike; 2) universal old-age security programs have been introduced; 3) income tax has been made somewhat progressive; 4) unemployment insurance and manpower retraining programs have been established; 5) the foundation for a universal system of hospital and medical services has been laid.

These changes have improved the lives of millions of Canadians. Taken together they constitute the essentials of the modern welfare state. But there are still glaring deficiencies. Among the most important of these are: 1) grossly inadequate housing accommodation; 2) serious economic inequalities between regions; 3) no guaranteed annual income; 4) an antiquated system of taxation (the recent white paper on taxation would constitute an improvement, but would still have taxes imposed on thousands of Canadians who, according to the economic council of Canada, live

with incomes at the poverty level).

These problems can be looked after without making basic changes in our social and economic structure. And it is my impression that Canadian in the 1970s will pressure our governments into providing the required remedies.

Thus, without minimizing the importance of the fastest possible action in this direction, it is important that we think also of what lies beyond. We must ask ourselves if a welfare state democracy is what we ultimately desire. I suggest it is not.

For the old parties—the Liberals and the Conservatives—a society is democratic if it meets three requirements: 1) all adults have the right to vote; 2) there are periodic elections in which those who wish to may compete for political office; and 3) there is the right of all to criticize the government. But that is not enough. Two further qualities are required: 1) a fully democratic society is one in which the opportunity for self-realization is equally available to all (and self-realization means the free development of our moral, intellectual, esthetic, and sensual capacities—not the ability to get ahead of and control or out-consume our neighbours); and 2) in a fully developed democracy the average citizen should possess direct or indirect control over all the decisions that have a serious effect on his day-to-day life.

Given all the real benefits made possible for Canadians by a welfare state, two great and glaring deficiencies of our society will remain unless some changes are made in our social and economic structure. These are the great inequalities in power and wealth on the one hand and the acquisitive worship of technological change on the other.

It has been recognized for a

long time that an economy that retains vast powers for those who own capital is inevitably unjust and acquisitive. It is unjust because it gives a minority authoritarian power over the majority. It is acquisitive because it required that we accept the myth that unlimited consumption is essential to civilized life. Allowing for all its benefits, the welfare state, based as it is on the concentration of private economic power, cannot change these conditions.

It is time we Canadians asked serious, open-minded questions about what rights of power should be included in the legal right of ownership. It is arguable that under certain conditions interest should be paid on loaned capital, but on what grounds do those who lend their capital justify their exclusive control over decision concerning investment, pricing and production of a corporation? These decisions represent power over the lives of others, over communities, provinces, and the nation itself.

Consider the following example: In Oshawa, a company employing 300 men decided recently to move to another part of the province. Including wives and children, at least 1,000 people in the community were directly affected. If you consider the merchants, housebuilders, school authorities, recreation planners, etc., it affected indirectly almost the whole community. My point is that we should put an end to decision-making that is responsible to no one but the shareholders. Such decisions should involve the voice of both employees and of the municipal and provincial authorities. Share power is desirable in itself and for the results it can produce.

Technological development is good only when it is designed to further genuine human develop-

ment. Unless we shatter the twin myths that man was made to consume and that the perpetuation of technological change is fundamental to sound public policy, our cities will become sterile tombs for the living; we will remain sports spectators instead of participants; there will continue to be more salesmen than doctors; we will still emphasize "having" over "creating"; and catching a fish will remain more important than the activity of fishing. In short, the human possibilities of the industrial revolution will be lost.

Only by severely curtailing the rights of private corporate ownership will it be possible to break the pattern of consumption as a way of life. Only by involving workers and the community at large in the making of decisions will we be able to partially work and adjust our priorities in favor of more non-consumer goods like parks, theatres, athletic programs, hospitals, community television and medical research.

We can make a civilized Canada, if we try.

Ed Broadbent is an NDP member in the House of Commons and was previously a political science instructor at Toronto's York University. Reprinted from the Toronto Daily Star.

Attention all Technologies

The Electronics Club is putting forth a challenge to all groups interested. They are putting up the beverage in a test to see who can consume the most in the least time. The contest will be held at 9 p.m. on Tuesday, November 10, at the Eastwood Hall on 11938 - 86 St.

Political charges dropped

REGINA (CUP)—A Regina court has dismissed charges laid against three of twelve anti-war demonstrators, who were accused of "participating in a riot" after clashing with people attending a concert by the U.S. Army field band and soldier's chorus.

Three others have not yet been served their summons for the May 14th demonstration, and charges against five more were dropped last week.

Charges were dismissed for

lack of evidence, but the twelve, who were engaged in ongoing left-wing political opposition, community newspaper, and organizing work, were forced to spend considerable time and money this summer in preparing a defense.

Supported by notables Robert Fulford, Rabbi Abraham Feinberg, Melville Walkins, Dalton Camp, and Pierre Burton among others, the twelve had charged that the trials were "political tribunals" based on their known left

wing sympathies, and had little to do with the actual events at the Kinsmen organized concert.

In a telegram to the mayor of Regina, Fulford, Feinberg and ten others explained their objections.

They pointed out that the demonstration was not declared a riot, nor charges laid, until June, almost four weeks after the demonstration.

Michael O'Sullivan, who was charged with participating in the

riot, had been in Mexico at the time, but this did not prevent police from releasing his name to newsmen. Police refused to serve him his summons, however, when he returned to Regina in September.

Further, the telegram states, through the twelve were charged with participating in a riot, "no person who supported the U.S. Army band's visit has been charged."

"It is imperative," the telegram sums up, "that the use of the Canadian courts for the suppression of legitimate political opposition be guarded against by all possible means."

Chamber of Commerce rejects French as working language

MONTREAL (CUP)—Delegates to the Quebec Chamber of Commerce Friday rejected a proposal by the Chamber of Montmorency demanding the Quebec government adopt legislation making French the working language of Quebec.

The delegates at the conference were heavily influenced by the new director of the Quebec Chamber of Commerce, Donald Byers, an English speaking man who advised the delegates to reject the Montmorency proposal.

He said he preferred to leave

the decision up to the discretion of the individual chambers of commerce. Most of them favored French, he said.


There is little evidence to support Byers' last statement.

Byers, the new president of the Quebec Chamber of Commerce, is a director of the Royal Trust, one of the most important finance companies in Canada.

Royal Trust played a significant role in the past Quebec provincial elections when it announced a few days before the elec-

tion that it was moving some of its concerns out of the province to Ontario. They paraded a dozen Brinks trucks down the main streets in a grand show as they left Quebec. Royal Trust was taking part of the psychological warfare that was being waged against the Parti Quebecois.

Byers is also president of Renold Canada and R.M. Breains Canada, secretary of Canadian Steel Wheel, and an administrator of Zeller's and Major Box and Wire Works Ltd.



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Flying Club swings into 70-71 season

This week heralds the beginning of the 197-71 membership campaign for one of NAIT's oldest and largest organizations - THE NAIT FLYING CLUB. The Club has one of the largest staff-student memberships in the institute and in the past year, membership has been extended to those interested in club activities although not active students or staff.

The purposes of the club are many:

- (A) To provide members with flying training leading to a pilot's licence at lowest possible cost. Such training shall use government approved courses and equipment and follow all appropriate safety practices.
- (B) To provide members with continuing flying training leading to endorsements and licence upgrading and opportunities to enjoy the privileges of a pilot's licence.
- (C) To provide members with opportunities to meet and discuss matters pertaining to flying training and aviation in general.
- (D) To provide for the recreation of the member and to promote and afford opportunity for friendly and social ac-

tivities.

- (E) Generally to encourage and foster among its members (both flying and non-flying) appreciation of aviation as a way of life and the enjoyment pertaining to people with such association and common bond of interest.

Pilot training is mostly done in co-operation with the Edmonton Flying Club, who in the past, have provided their facilities, at the best possible rate for students.

The NAIT Flying Club tries to help in every possible way, those individuals taking flying training. Senior members in the past have offered individual coaching, reduced prices for books and reduced rates for training.

As well our affiliation with the Edmonton Flying Club, we are members of the Alberta Aviation Council with whom we have taken part in various activities such as our Charter trip to Seattle, Washington last spring to tour the Boeing 747 Assembly Plant.

Not to be left out, are those people who enjoy aviation and its many interesting facets but for one reason or another don't learn to fly. The Club's social activities include film shows, fly-

ins, forums and dances. And as each event is planned members are notified.

The fly-ins have been to various places in the previous years but the most popular is to Nisku International Airport on Sunday mornings. These trips are sometimes keyed up through the Club as a whole but more often a small group of members will get together and plan one themselves. The benefits are time and money. A shared cost of renting an airplane is very small when two flying members and two non-flying members pool their money. Fly-ins on larger scales are undertaken occasionally but once again time and money are the determining factors.

Another important function of the Flying Club is the sponsoring of Charter Flights. Last June we ran one flight to London for five weeks. This year we are running four flights at various intervals- The first to be Hawaii for Christmas. The second flight is a week-end in London, England. The off-season rate enables us to get a Charter, plus

hotel, bus tour, a pub party as well as the second in our series of visits to aircraft assembly plants - all for only \$180 (there are a few other extras squeezed into that price too!). The first visit to an assembly plant was made last year when we made a one-day trip to see the giant 747 assembly in Seattle (note: picture). We would like to have offered this trip again this year for the benefit of those people we couldn't accommodate last year but unfortunately shortly after our visit, Boeing discontinued its week-end tours.

The third flight has taken a lot of work and involves a great deal of planning. This is a three month trip to Europe from May 27th to August 31st. This trip is geared for those student-members wanting to get jobs or visit relatives in Europe. The Club is in the process of compiling a list of agencies who get jobs for Canadian students and also we are trying to get a few job openings for members. As well as employment we are exploring the possibilities of summer courses in technical institutes

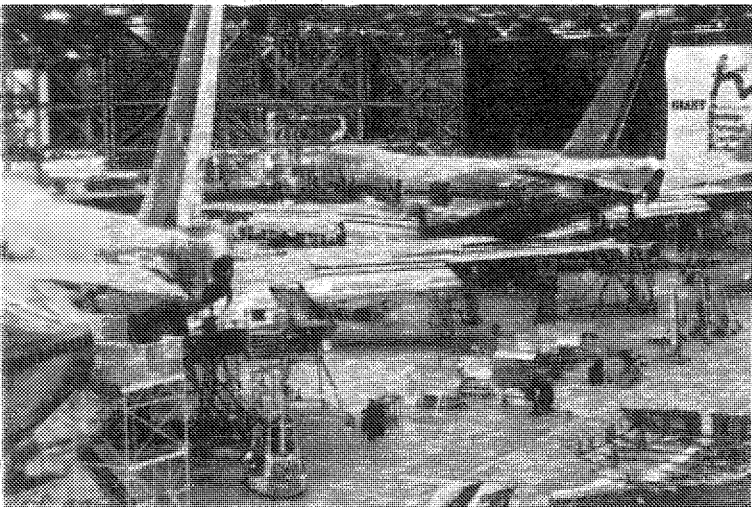
and universities for those interested. The interest shown in this venture will determine future endeavours of the same nature.

The fourth Charter from July 6th to August 11th is geared for those members who because of work, can only get away for a short period of 5 weeks.

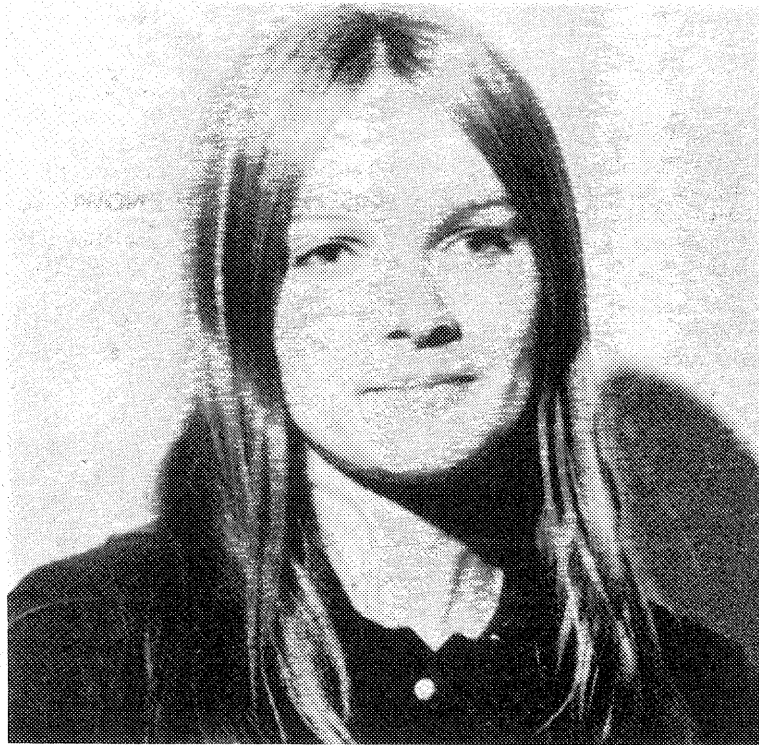
Scheduled events of the NAIT Flying Club:

- (a) Oct. 23rd & 24th A.A.C. Meeting at Jasper Lodge
- (b) November 7th NFC Dance at 8:30 at the Rosslyn Community Hall
- (c) November 18th General Meeting in Room A121 at 5:15 p.m.
- (d) February Visit and tour through Boeing 747 (pending)
- (e) Spring Fly-in
- (f) April 23rd to April 27th Week-end in London (tour of Aircraft Plant)
- (g) May 27 to Aug. 31 Europe Charter
- (h) July 6 to Aug. 11 Europe Charter

*Other dances, meetings and Fly-ins will be posted.



Boeing 747 plant in Seattle



Yvonne Gibeau

NAIT-MATE of the month

A new project is underway. A girl of the month is the thing to watch in the Nugget. There is to be four choices per month out of which will be chosen one who will reign as NAIT-MATE of the Month. All interested girls stop in at the yearbook office or the photo directorate E127. The girl of the month will be presented a copy of the color photo that will appear in the NAIT yearbook.

Octobers NAIT-MATE of the month



Vikki Cooney

THE NAIT FLYING CLUB

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Knowing the Real Nature of EDUCATION

REPRINTED FROM
"The CHEVRON"
July 10-1970

The school is an entry into the life of the mind. It is, to be sure, life itself and not merely a preparation for living. But it is a special form of living, one carefully devised for making the most of those plastic years that characterize the development of homo sapiens and distinguish our species from all others. School should provide more than a continuity with the broader community or with everyday experience. It is primarily the special community where one experiences discovery by the use of intelligence, where one leaps into new and unimagined realms of experience, experience that is discontinuous with what went before.

A child recognizes this when he first understands what a poem is, or what beauty and simplicity inhere in the idea of the conservation theorems, or that measure is universally applicable. If there is one continuity to be singled out, it is the slow converting of the child's artistic sense of the omnipotence of thought into the realistic confidence in the use of thought that characterizes the effective man.

In insisting upon the continuity of the school with the community on the one side and the family on the other, John Dewey overlooked the special function of education as an opener of new perspectives. If the school were merely a transition zone from the intimacy of the family to the life of the community, it would be a way of life easily enough arranged. In the educational systems of primitive societies, there almost always comes a point, usually at puberty, marked by a rite de passage that establishes a boundary between childhood ways and the ways of the adolescent.

It would be romantic nonsense to pattern our practices upon those found in preliterate societies. I would only ask that we attend to one parallel: education must not confuse the child with the adult and must recognize that the transition to adulthood involves an introduction to new realms of experience the discovery and exploration of new mysteries, the gaining of new powers.

SUBJECT MATTER OF EDUCATION

The issue of subject matter in education can be resolved only by reference to one's view of the nature of knowledge. Knowledge

is a model we construct to give meaning and structure to regularities in experience. The organizing ideas of any body of knowledge are inventions for rendering experience economical and connected. We invent concepts such as force in physics, the bond in chemistry, motives in psychology, style in literature as means to the end of comprehension.

The history of culture is the history of the development of great organizing ideas, ideas that inevitably stem from deeper values and points of view about man and nature. The power of great organizing concepts is in large part that they permit us to understand and sometimes to predict or change the world in which we live. But their power lies also in the fact that ideas provide instruments for experience. Having grown up in a culture dominated by the ideas of Newton, and so with a conception of time flowing equably, we experience time moving inexorably and steadily, marked by a one-way arrow. Indeed, we know now, after a quarter of a century of research on perception, that experience is not to be had directly and neatly, but filtered through the programmed readiness of our senses. The program is constructed with our expectations and these are derived from our models or ideas about what exists and what follows what.

STRUCTURE OF KNOWLEDGE

From this, two convictions follow. The first is that the structure of knowledge—its connectedness and the derivations that make one idea follow from another—is the proper emphasis in education. For it is structure, the great conceptual inventions that bring order to the congeries of disconnected observations, that gives meaning to what we may learn and makes possible the opening up of new realms of experience. The second conviction is that the unity of knowledge is to be found within knowledge itself, if the knowledge is worth mastering.

To attempt a justification of subject matter, as Dewey did, in terms of its relation to the child's social activities is to misunderstand what knowledge is and how it may be mastered.

There is one consideration of cognitive economy that is paramount. One cannot "cover" any subject in full, not even in a lifetime, if coverage means visiting all the facts and events and morsels. Subject matter presented so as to emphasize its structure will perform better of that generative kind

that permits reconstruction of the details or, at least, prepares a place into which the details, when encountered, can be put.

What then of subject matter in the conventional sense? The answer to the questions, "What shall be taught?" turns out to be the answer to the question, "What is non-trivial?" If one can first answer the questions, "What is worth knowing about?" then it is not difficult to distinguish between the aspects of it that are worth teaching and learning and those that are not. Surely, knowledge of the natural world, knowledge of the human condition, knowledge of the nature and dynamics of society, knowledge of the past so that it may be used in experiencing the present and aspiring to the future—all of these, it would seem reasonable to suppose, are essential to an educated man. To these must be added another: knowledge of the products of our artistic heritage that mark the history of our aesthetic wonder and delight.

Finally, it is as true today as it was when Dewey wrote that one cannot foresee the world in which the child we educate will live. Informed powers of mind and a sense of potency in action are the only instruments we can give the child that will be invariable across the transformations of time and circumstance. The succession of studies that we give the child in the ideal school need be fixed in only one way: whatever is introduced, let it be pursued continuously enough to give the student a sense of the power of mind that comes from a deepening of understanding. It is this, rather than any form of extensive coverage, that matters most.

For this reason, as well as for reasons already stated, it is essential that, before being exposed to a wide range of material on a topic, the child first have a general idea of how and where things fit. It is often the case that the development of the general idea comes from a first round of experience with concrete embodiments of ideas that are close of a child's life. The cycle of learning begins then, with particulars and immediately moves toward abstraction. It comes to a temporary goal when the abstraction can then be used in grasping new particulars in the deeper way that abstraction permits.

OBJECTIVE OF SELF- DISCOVERY

Insofar as possible, a method of instruction should have the objective of leading the child to dis-

cover for himself. Telling children and then testing them on what they have been told inevitably has the effect of producing bench-bound learners whose motivation for learning is likely to be extrinsic to the task—pleasing the teacher, getting into college, artificially maintaining self-esteem. The virtues of encouraging discovery are of two kinds. In the first place, the child will make what he learns his own, will fit his discovery into the interior world of culture that he creates for himself. Equally important, discovery and the sense of confidence it provides it provides is the proper reward for learning. It is a reward that, moreover, strengthens the very process that is at the heart of education—disciplined inquiry.

Most important of all, the educational process must be free of intellectual dishonesty and those forms of cheating that explain without providing understanding. I have expressed the conviction elsewhere that any subject can be taught to anybody at any age in some form that is honest. It is not honest to present a fifth-grade social-studies class with an image of town government as if it were a den of cub scouts presided over by a parent figure interpreting the charter—even if the image set forth does happen to mesh with the child's immediate social experience. A lie is still a lie—even if it sounds like familiar truth. Nor is it honest to present a sixth-grade science class with a garbled but concrete picture of the atom that is, in its way, as sweeteningly false as the suburban image of town government given them the year before. A dishonest image can only discourage the self-generating intellectual inquiry out of which real understanding grows.

I believe that education is the fundamental method of social change. Revolutions themselves are no better and are often less good than the ideas they embody and the means invented for their application. Change is swifter in our times than ever before in human history and news of it is almost instantaneous. If we are to be serious in the belief that school must be life itself and not merely preparation for life, then school must reflect the changes through which we are living.

This is an adapted section of Bruner's book, *On knowing*: essays for the left hand. Bruner is a respected American psychologist and is director of the Harvard center for cognitive studies.

Western Students Refused say in Faculty Hiring and Firing

LONDON (CUP) — Once again in the continuing saga of anti-democratic university bureaucracy, students have been refused a role in deciding who will teach them.

Regulations governing the hiring and firing of faculty at the University of Western Ontario,

have been approved after two years of discussion by the university senate and board of governors.

Though pressured by student representatives, the faculty unanimously supported the regulations, which allow no student participation.

Western students' council president Larry Steinman said that the regulations are also supposed to determine a professor's status, based on student evaluation, his research, and his "value to the university community."

But there is no provision for feedback from the students in the regulations," he said.

THE
NUGGET
NEEDS YOU

F.B.I. agents obstruct investigations on South Carolina students slayings

Agents of the Federal Bureau of Investigation deliberately misled Justice Department officials during an investigation to the 1968 shooting of 30 black students at

SPORTS

by Ken Earl

On October 18, the cross-country races were held in Red Deer. All conditions were favorable except for the cold. This prevented the runners from being as loose as they should have been. The NAIT team made a fine showing but due to unfamiliarity with the course and weather they did not do as well as planned. The team spirits remained high both before and after the race despite the results.

The girls did surprisingly well considering they had little practice. The competition was stiff with Red Deer College coming out on top in both races.

The winning time in the men's meet was taken by Mount Royal with a 16:28. In the women's SAIT took over with a time of 7:18. The distances run for the men were 3 miles with the women running 1 1/8 miles.

CANOEING

The NAIT Canoeing Team managed to come in second just behind Red Deer. Again competition was extremely keen with our team displaying good initiative and school spirit.

After all the races were completed the teams gathered for a banquet. In all the atmosphere remained very friendly throughout the day with the various teams thoroughly enjoying themselves. To our team, good showing men.

Orangeburg, S.C., according to a book by two newsmen who covered the incidents.

In "The Orangeburg Massacre," Jack Nelson of the Los Angeles Times and Jack Bass of the Charlotte Observer, contend that the lack of co-operation shown by FBI impeded for months the Justice Department's own investigation.

In addition, the authors contend, the FBI agents at the scene told their superiors at the Department of Justice that they had not witnessed the shootings while in fact three of them had been at the scene.

Mr. Nelson and Mr. Bass also charge that the FBI agents said they had heard gunshots from the directions of demonstrating students before the police fired, although no evidence of such gunfire was ever uncovered, and that the agents contended that Cleveland Sellers Jr. of the Student Non-Violent Co-ordinating Committee played a major role as "an outside agitator in the racial confrontation," while in fact Mr. Seller's only role that night was as a victim of the shooting.

The authors also charge that FBI agents had "disconcertingly close relations" with state law enforcement agents who were themselves subjects of the federal investigation.

The Justice Department's inquiries to the trial and acquittal of nine state highway patrolmen on charges of violating the constitutional rights of the three students slain and 27 were wounded by the firing seem to conclude this.

The shooting incidents took place Feb. 8, 1968 on the campus of South Carolina State College, an all-black college in Orange-

burg. The confrontation that night was the climax of a week of racial conflict touched off by the refusal of the owner of a local segregated bowling alley to admit blacks.

The police on the scene - both highway patrolmen and members of the South Carolina Law Enforcement Divisions - contended that the police had been fired on first by the students. However, Mr. Nelson's book reports that no guns or cartridges were found on the campus after the shootings and that all but two of the thirty students had been shot in the side or in the back while trying to flee or while lying or crawling on the ground.

Subsequently, under orders from Attorney General Ramsey Clark, the Justice Department began a series of investigations that the two writers labelled increasingly frustrating, in efforts to put together a case showing that the students who were shot were in fact victims of "summary justice" by the police and their constitutional rights were thus violated.

"The civil rights division (of the Justice Department) soon found that some of the FBI agents assigned to investigate the patrol gunfire maintained disconcertingly close relations with the state law enforcement officials during the tense period preceding the shooting and even after the FBI had begun its probe," Mr. Nelson and Mr. Bass said.

Among other evidence the two authors cite for this contention is that FBI agents and state policemen searched the area of the shooting the next day for shotgun shells fired by police weapons and could find none. Subsequently at least a dozen were

turned up by the Justice Department officials.

Also, the book says, Deputy Assistant Attorney General D. Robert Owen the next day found Charles DeFord, agent in charge of the Columbus S.C. office of the FBI, staying in the same room at the Orangeburg Holiday Inn occupied by J.P. Strom, chief of the state police, himself one of the subjects of the investigation.

"Regardless of the motive, the FBI had, at the very least, hampered an important Justice Department investigation," the book

concludes.

A spokesman for the Federal Bureau of Investigation reached by telephone in Washington on Saturday (Sept. 19), said the bureau would "have no comment on the incidents."

The incident was one of the first major confrontations between police officials and students on a campus in which death and violence resulted from the use of police fire arms - two years before the incidents at Kent State University in Ohio, and Jack State College in Mississippi.

Dear Abby

Dear Abby:

Ever since the advent of the pill, I have been at my wit's end trying to assert myself to the unbelievable fact that it is here to stay. The fact that it is totally immoral seems to instill no attack of conscience on the masses. Women by the thousand are using this little "have your cake and eat it too", device, to their advantage. I find myself constantly depressed because of this. What should I do?

JUNIOR ABORTIONIST

Dear Junior:

Try getting a job at a meat-packing plant. In the slaughter house!

Dear Abby:

My straight-laced boyfriend has grown long hair, wears beads, and has a complete wardrobe of faded jeans. He has literally "gone to pot". What should I do?

COUNTRY GIRL AT HEART

Dear Country Girl At Heart:

Try a little "ACID" treatment

of your own for a while. If that doesn't work, develop a little "pot" of your own. In 9 months, you should have the desired results. If not, write back in a year.

Dear Abby:

I can't figure it out. After I buy a pair of jeans, within 3 weeks, they all have rusty zippers. I'm tempted to give up and start wearing kilts to school.

I.P. PANTS

Dear I.P.:

We all know NAIT has a very understanding rule concerning dress regulations but before you do anything that drastic, I suggest "DODD'S KIDNEY PILLS" and "RUBBER PANTS".

Dear Abby:

I have fallen hopelessly in love with my Phys. Ed. teacher. Please help me.

TOM

Dear TOM:

Dye your hair blonde and try some bust exercises.

Abby

Employment Corner

It's that time of year again. The first employer, Zellers Ltd., will be interviewing graduates of Business Administration and Marketing Administration on Wednesday, November 4, 1970.

This year, each graduating student who registers with the Canada Manpower Centre, Student Placement Office, receives free a copy of the 1970-71 Employment Opportunities Handbook.

If you would like our assistance in finding employment for you upon graduation or summer employment, please complete an application for employment form, available in Room E132, as soon as possible.

Each week we will post a list of employers who are coming in the following week recruiting students. This bulletin board is located in the Jay Wing opposite Room J101 and I suggest you check it frequently.

N. McLeod,
Officer in Charge.

McGill approves

expenditure cutbacks

MONTREAL (CUP) - McGill University Senate has approved a plan to reduce the university's projected 1971-72 deficit of \$8 million by between \$2.6 and \$2.8 million.

Cutting the deficit will mean the suspension of intercollegiate athletics, (the original report recommended elimination of the Program), closing of McGill's former principal H. Locke Robertson recommended the university reduce its projected deficit by \$3.5 million.

The senate presented its plan to administration principal Robert Bell as "advice" when he prepares the 1971-72 budget submission to the board of governors.

The senate presented its plan. The senate is made up mostly of senior professors and administration, with seven or eight students.

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