

# Mozart concertos make for good week at symphony

By BRIAN CAMPBELL

Not one, not two, but three Mozart concertos in one week. And if it wasn't a perfect week, it is the best we've had when all three performances are taken together.

Gyorgy Sebok is a tense, nervous, brittle pianist and the notes shoot from his fingers like precisely-cut diamonds. He is not an actor who found himself at the keyboard one day and applied his melodramatic talents to an art which requires something more. His interpretation was a technical masterpiece and the smallest audience at the inaugural concert of ESO's mid-week series was treated to near-perfect performance.

Unfortunately the clarity and crystal-line conception of Sebok's playing did not carry over to the orchestral portions of the D-minor Concerto, K. 466. Mozart was never made for an orchestra the size of ours or a hall as vast as the Jubilee Auditorium, and the very bril-

liance of Sebok's interpretation underscored a certain slushiness in the symphony. The strings seemed particularly at fault and the lack of synchronization was most noticeable at the beginning of the third movement. Mozart requires a light, crisp, precise touch and Lawrence Leonard's orchestra did not provide it. The orchestral decoration around the piano just did not come off.

A symphony must produce a sound, not a series of sounds. When we hear the parts, when we are forced to hear the parts, we lose that unity which lies at the root of a good symphonic sound.

A lack of co-ordination is one of the last major faults of this orchestra and I'll have more to say about it in the coming weeks.

On Thursday night the Brussels Chamber Orchestra came to town and gave us our second Mozart concerto in two nights. Mozart was not originally on the program, but the illness of the group's trumpet player had forced him to re-

turn to Brussels and they were forced to make some changes. One of those changes was Mozart's piano concerto in E-flat, K.482, and it was a happy addition to a satisfying program.

I'm sure the good musicians from Brussels are not in on the plot to make the ESO appear in its worst light, but I must say that everything wrong with the performance on Wednesday was a strong point with the Brussels group.

They are a smaller group, they know each other better as performers they were playing in better surroundings; but they also play Mozart with inspiration. They surround a solo interpretation with the ornament and support that makes a concerto complete.

Unfortunately the soloist's name was lost in the mumbling which surrounded Claude Kenneson's announcement of the changes in the program, so she will have to remain anonymous. She was competent and efficient in her interpretation of the concerto, but she lacked the

excitement of Gyorgy Sebok.

The piece is technically demanding and she seemed to be afraid of it, particularly the third movement. Even so, it was still a noble effort and worth the applause it earned.

On Saturday night it was good old Arthur Fiedler, and I was ready for another round of good old popular trash. But the grey-haired conductor has some tricks in him yet. He had chosen Mozart's Horn Concerto No. 3 in E-flat major, K. 447, with Gloria Johnson as soloist for one of the feature presentations of his rambunctious concert. The French horn is an extremely difficult instrument and I was impressed by Mrs. Johnson's handling of the cadenzas, but the real surprise of the evening was how Fiedler handled the problem of intimacy and crispness in the Jubilee Auditorium. He muted the orchestra and the effect was charming. It was obvious he had spent some time in rehearsal preparing this piece and it showed in the concert.

## Ponder that Casserole

Congratulations on your October 31, 1969 issue of Casserole re Czechoslovakia. May I urge that all members of this academic community read this, and that you particularly ponder the following two quotes:

"The fundamental thing a Czech student can tell his angry colleagues in Canada is simple: You do not know what an Establishment is. You do not know what you have."

"We agree with you that the society needs to be improved and we are quite sure that the young generation should face that task. But, for God's sake, do not think that the world can be saved by dictatorship!"

The challenge for all of us, regardless of generation is this: (1) There is no shortage of problems—real problems—which need solving. Sometimes these real problems are social (e.g., problems of racism), sometimes they are political (e.g., nationalism and wars). Some of these are real in the most grim, brutal sense of dehumanization. And some problems are of a more intellectual (the front line issues of the 80 or so departments at this University)—but, please note, not necessarily more academic or less "relevant" (especially in the long run)—nature.

(2) Let us, for man's (not God's) sake, get on with it by at least trying to be constructive. For example, even though the University is a microcosm of society and all its evils, surely we cannot solve the social and political problem of the world by making war on campus. World problems can only be resolved in the various arenas of the world. In New York, Chicago, Detroit, and the deep South if you wish to combat negro prejudice in the U.S., in South Africa and Rhodesia if you wish to combat apartheid, in the United Nations if you wish to work for peace, etc.

(3) But we are here, in a university community, and many students say they want to do something. What can they do? Assuming a student wishes to remain in University, the most constructive thing he can do is to become the best damned student he knows how to be. This implies becoming knowledgeable about some aspects of life to which he can eventually contribute—i.e., by eventually offering solutions (Problems we know about). But, you say, the world is falling apart and I want to do something now! If you really mean this, and if you actually know what medicine mankind needs to solve this or that problem, then you should surely drop out immediately, go where the problem is that you are so concerned about, and solve it!

(4) But suppose you are much

less arrogant, but still very concerned, or suppose you are fundamentally a real student (N.B. A student is "one who studies") then what? Well, again, there is no shortage of problems on campus. And students are gaining increasing opportunity to help resolve those problems.

(5) But this raises the question of the older generation of students on campus—the faculty. What is their role in all this? Surely their role is to contribute their considerable knowledge and experience, not only to advance their own discipline, but to the difficult problems of higher education. But in this endeavor they must do it in a spirit of openness—openness to the questions of the younger generation, openness to alternatives to our present practices, and openness to the potential contributions of students.

(6) In short, the challenge I wish to urge upon this particular academic community, the University of Alberta, is that we set our own house in order. Our main task is to do what we can right here—and there is plenty for us to do. I suggest that essence of what we (students and staff) must do is to engage in an extended (and continuing) dialogue on how we can improve the educational process, try out a variety of ideas (surely any university worthy of that rubric should always be exploring a variety of learning strategies), and implement those with the most promise. The major task of a university has to do with teaching, knowledge, and learning. It is my personal guess that the administration of this university would welcome the efforts of its scholars (i.e., both those who are called students and those who are called professors) to improve the situation.

Joseph R. Royce

### This is Page Five

Another reminder that it is much better, both from our point of view and yours, if you type your letters. It makes for less mistakes in translation and keeps the staffers from screaming as loudly about the rotten typewriters. It is also very helpful if you type a 60-stroke line and double space. That keeps the make-up people and linotype operators from screaming about you.



## It's time to resign Liz

On Tuesday, October 14, 1969 I had the pleasure of observing our great students' council in action, and man, did I get turned off. The fact of the matter is, people like myself need a jolt. This meeting turned me off to such an extent that it turned me on again.

Since that fateful Tuesday night I have attended every meeting so as to get turned off more and more. Miss Law, to you, I can only say one word: resign, and this goes for the rest of your supporters (puppets) also. I'll fling just a few of the statements you uttered in the past few weeks, back at you.

During the October 14th council meeting you stated and I quote: "I would much rather prefer having bound copies of the 'Gateway' than a token memory booklet of things I didn't do," unquote. (What about the rest of us sheep?)

Another of your famous statements goes something like this, quote: "Let's tube the yearbook; if the students (U of A) feel strongly enough about their year book they can organize and petition the council to reinstate the E&G; so let's see what will happen: let's tube the year book" unquote.

My "Dear Miss Law", who the hell do you think you are? If these statements would have been made by an ordinary student they could have been classified as stupid or irresponsible, but coming from you, an executive, they are malicious, and dangerous to the union.

Then after many debates and verbal battles the E&G was scrapped and again reinstated. It was at this time that you swallowed both your feet Liz Law because on October 27, 1969 you stated that if service functions (including the E&G) were given precedence over "education" (whatever that means), when council decides its priorities during 'the budget' debates, you would resign. It so happened that on November 3, 1969, council accepted the budget as amended, with full priorities given to service functions. Now either put up or shut up! In all clear conscience you are compelled to stand to your convictions and resign; that's if you have the guts and the stamina you would like us to think you have.

It is sad and probably one of the major faults of a democratic system, that those who are elected to represent the masses, too often only represent their own chauvinistic ideals and goals.

George P. Kuschminder  
Commerce 1

## Now the errata

One of the errors in "Tenure reps ask your help (Gateway, Nov. 6) is the statement that I am applying for tenure. I am not.

M. H. Kelley

## Fodder blasted

Wha an interesting new economic theory you propounded in your article "Students are Fodder". (Gateway, November 6).

Initially, I thought that there were some hitches to your theory that "the drudge jobs be eliminated", but I was able to resolve them as follows:

1. How will I travel anywhere since there will now be no bus drivers, pilots, engineers? Of course, I could drive my car.
2. But no one will be making cars anymore, nor drilling to provide fuel. Well, I can still walk or ride a horse.
3. How will I feed my horse since no one will be raising feed that I can buy? Of course, I'll get a patch of land and raise my own feed.
4. How will I build a house since no one will be producing lumber, cement, nails, etc.? That's an easy one; I'll find a grove of trees and make myself a log house, or I'll dig a cave in the river bank.
5. How will I obtain my utilities since there will be no power, gas, water or sewage services? Well, I could cook and heat with an open fire, go to bed at dark, get my water from a river or well and use an outhouse.
6. What will I eat since no one will be growing crops or animals for market purposes? Simple. I'll enlarge the patch of land needed to feed my horse so that I can grow my own crops and animals.

So where will I be? I'll be back with my "Neanderthal ancestors, spending the bulk of my waking hours providing myself with means of physical survival." And I won't have to "undertake a detached search for the truth" that life is a survival of the fittest.

J. A. Robertson, P.Ag.,  
Assoc. Prof. of Soil Sci.

## Prophylactics are a non-issue: David

I was very disappointed indeed to see the rather primitive and unduly sensational treatment by the media of the matter of prophylactic vending machines in SUB.

The proposal came to Council in the routine way via our Finance Board and was handled with responsible debate and reasonable dispatch. Unfortunately, there seem to be some topics which even in the face of matters of far greater importance, are easily exploited by the media without inordinate research or insight. One such topic is sex.

Many students have commented that the whole discussion is insignificant and essentially a non-issue. I agree. David Leadbeater