

"The only people I know who live in Flin Flon..."

...are either hookers or hockey players."

Birk Sproxton

The Gateway

Tuesday, March 18, 1986

Perspectives sweep election

by John Watson

"That looks very much like a landslide to me," said now-lame-duck SU president Mike Nickel.

The Positive Perspectives '86 slate wiped out all the competition in last week's election, winning all five executive positions. It became the first slate to do so since 1980.

Jim Shinkaruk was re-elected to the Board of Governor's position with a decisive 65.5 per cent of votes cast. "I'm delighted to have such tremendous support on campus," said Shinkaruk.

Though the vote count will not be official until Wednesday at noon, the unofficial numbers display a great degree of regularity.

In each race the second place candidate was from the Students Working for Students slate. The third place finisher in all but the academic portfolio was from the Woodbridge Slate.

According to the unofficial vote count the VP external race was the closest with only 242 votes separating first and second place. The winner, Mike Hunter, garnered 38.8 per cent of the vote.

David Oginski accumulated 41.8 per cent to win the presidential race. VP internal had the largest vote spread with Barb Higgin gathering 43.2 per cent. Tom Boston took finance with 42.8 per cent, and Craig Cooper won the academic position with 36.7 per cent.

The preliminary totals show that about 5200 ballots were cast in

total, which is about a 22 per cent turnout. This is far below last year's turnout of 27 per cent, but still better than the average 18 per cent of recent years.

The three full slates (Woodbridge, Students Working for Students, and Positive Perspectives) each spent about the same amount of money. Both Woodbridge and Students Working for Students slates spent about \$1300. Positive Perspectives spent almost \$1150. In total, \$5423.44 were spent by the campaigns.

SU president Nickel feels a single slate will allow the SU to run smoothly next year. "It will assure some continuity in executive," he said.

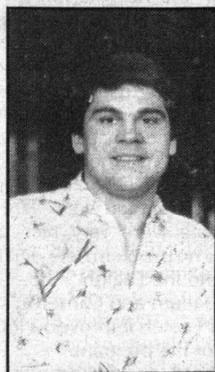
All the slates were administration, rather than policy, oriented.

One of Oginski's election promises was to increase private sector funding.

"If the university bureaucracy refuses to implement a more aggressive private funding program, I, Dave Oginski, and Positive Perspectives will set up our own program to solicit funds from the private sector."

Positive Perspectives also promised to lobby the provincial government more aggressively, to maintain the SU surplus and SU services, and to publish professor evaluations.

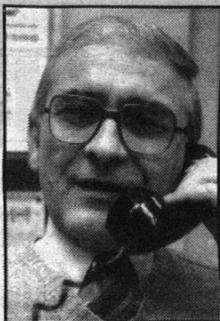
Official results will be available, along with a poll by poll breakdown of voters on Wednesday.



The winners of Election '86 (clockwise) Dave Oginski (president-elect), Mike Hunter (VP external-elect), Barbara Higgin (VP internal-elect), Tom Boston (VP Finance)



(right) Craig Cooper (VP Academic)



(left) Jim Shinkaruk (B of G rep)

Winners, losers and other stats

President

OGINSKI, DAVID - 2196
SESEK, PETER - 1570
WOODBRIDGE, JAYSON - 749
BACHELOR #1 - 395
IMPACT, RICH - 200
EDDIE THE ENGINEER - 147

FREDDIE THE ENGINEER - 216

BACHELOR #4 - 274

V.P. Internal

HIGGIN, BARBARA - 2227
TREPANIER, TIM - 1515
COLLINS, MATT - 847
BACHELOR #5 - 562

V.P. Academic

COOPER, CRAIG - 1867
HUI, KEN - 1272
BEAUCHAMP, DANNY - 834
ROBERTSON, LESLIE - 814
BACHELOR #2 - 307

V.P. External

HUNTER, MICHAEL - 1985
HARBEN, RHIANNE - 1743
DRAPER, GRANT - 751
BACHELOR #3 - 264
FIREBUTTON, MIKE - 220

V.P. Finance

BOSTON, TOM - 2194
HORTON, RON - 1538
HUMPHRYS, CAROL - 829
LAUNCHPAD, MATT - 296

Board of Governors representative

SHINKARUK, JIM - 3105
RAKOCHEY, ROB - 1635

Caravan arrives to save S Moresby

by Bill Doskoch on assignment in Vancouver

The South Moresby Caravan ended its 5000 kilometre journey last Saturday culminating in one of the largest demonstrations held for an environmental cause in recent memory.

It was greeted by 2000 cheering, clapping Vancouverites, the emotional impact of which left many caravanners stunned.

"This is exhilarating, this is the best!", exulted Dave Dodge, the executive director of the National and Provincial Parks Association. "These people are all ordinary Canadians, who came out here because they care about their environment. This has never been done on this scale before."

The caravan was organized by a coalition of environmentalist groups and the Haida Nation, who have been waging a 12 year battle to save the South Moresby area from logging.

South Moresby has been designated by UNESCO as a world heritage site for both its cultural and natural resources, one of only 12 places in the world to be designated as such.

The festive atmosphere of the crowd was maintained by clowns on stilts dressed as crows and cedar trees, and mime musicians.

However the organizers and speakers made it clear that while

they wanted to keep the mood one of joyous celebration, the issue itself was deadly serious.

"The art of the Haida is some of the best in the history of mankind", said Robert Bateman, a noted Canadian artist and photographer, and added "South Moresby is one of the few wonderful places on earth."

"I get so sick of this jobs thing", said Bateman, in attacking one of the common arguments of the forest

industry. "It's either jobs or the environment, and that has no basis in reality."

The Rev. Peter Hamill, moderator of the Anglican church of British Columbia said, "we put too much into lobbying government without challenging the industry for the immorality they are causing in this country today."

After several more speakers the crowd went on an hour long march from the CNR station to the Canada

Place Pavilion downtown with their array of Save South Moresby and Love Lyell Island, Don't Log It placards and banners

There, Emma Matthews, one of the four Haida elders arrested on November 15, 1985 for obstructing a road loggers were using, said "you have focused attention on South Moresby, one of the most beautiful areas on earth. We must protect it, and if it means going to jail, so be it."

Why has South Moresby become such an environmental cause celebre? What do the Haida Indians and environmentalists want? Why won't the BC government negotiate? Why the caravan? What's next?

For the answers to these and many other questions, there will be a full report in the March 20 issue of the Gateway.

Gateway trashed Thursday night

by Kathleen Beechinor

Several thousand Gateways were found stuffed in trash bins, industrial refuse containers, and down garbage chutes all over campus late Thursday night.

A maintenance person came to The Gateway offices around 10 p.m. to alert the Gateway about several individuals he had just seen disposing of the latest issues on the main level of SUB.

Loading dock personnel located several stacks of papers in an industrial refuse container outside the building and at least one employee claims to have seen the persons responsible.

Upon further investigation by campus security, with the coopera-



Brand new Gateways awaiting recycling.

tion of two Gateway staffers, and several eyewitnesses, it was discovered that the trashing spree had spread across campus.

In CAB the newly-printed Gateways were found in a large bin

awaiting recycling, and in HUB Mall they were stuffed down a garbage chute.

Tom Wright, SU Business Manager and Gateway advertising manager, is annoyed. "When peo-

ple pull a prank like this they seem to think that it's not going to hurt anyone and that there's no money involved — there was \$4,600 worth of advertising in that issue."

The SU has decided not to lay criminal charges because, as Wright explains "campus security intends to take it to the University Disciplinary Board." He added, "it will certainly go on the students' records."

Funding for the production of The Gateway is provided by the SU through Student Union fees.

Gateway staff members, with the help of campus security, were able to retrieve most, if not all, of the papers by 1:00 a.m. although many of them were badly damaged and had to be discarded.

Photo: Bill Doskoch

'Teaches you how to stand up, get up when you fall'

Katimavik last hope for youth to gain control

by Audrey Djuwita

What's so special about the Katimavik youth program to make Liberal Senator Jacques Hebert go on a hunger strike?

Hilary Hellum, who was in the program from July 1984 to April 1985, thinks that Katimavik is a great program and well worth the strike.

"I was really angered when I heard that the government cancelled Katimavik," said Hellum. "Brian Mulroney has no right at all to do it. What Hebert is doing is beautiful, I would like to write a letter letting him know that he's got a lot of support from us."

Katimavik paid about 1,700 young people \$1 a day to do community work, such as building camps for boy scouts, clearing the underbrushes for ski trails, or working in

nursing homes. Participants who completed the program received \$1,000.

The \$20 million program was founded by Hebert ten years ago.

The Prime Minister promised to unveil new programs for young Canadians later this month.

Hebert will give up his fast only if the government restores the program or introduces a better volunteer youth corps program.

"(Katimavik) gives a lot. It prepares you to work in jobs that you don't like and to live on a small income. It also helps you to grow up emotionally and to learn what you can and cannot take. It's wonderful," said Hellum.

"One guy in our group was a total jerk in the beginning. He was 17. He was doing an awful lot of

drugs, drank a lot and didn't do his share of the work. Finally, we got fed up and told him that we would like him to leave the program. He got down on his knees and asked us to let him stay. He said that we were the only friends he had and he promised to shape up. So, we made a contract with him. No drugs, no booze, and he also may not touch one of the girls in our group he had a crush on. It was really hard on him, but he got his act together. At the end of the program, he had really grown up," recalled Hellum.

Shona Cameron agrees with Hellum that the program helps Canadian youth in many ways.

"I learned more in Katimavik than two years in university. Living in cramped quarters really builds

up your tolerance."

"Oh yes, we fought a lot," said Hellum. "But we always worked the differences out. We would sit down and say, 'Look, we've got to do something about it'. When the whole group turns against you, it's not a good feeling; you know that you really have to change even though it hurts at the time."

"The learning experience is fantastic. We had to make our own bed, renovate the house we lived in, we had to make everything ourselves," Cameron explained.

Both Cameron and Hellum were 18 when they joined the program.

"None of us could cook in the beginning, but we made do in the end. In fact, we all gained weight," said Cameron.

"The guys in our group cooked

up some pretty weird concoctions. One time, when one of the guys made the bread, he mistook the salt for the sugar and he made seven loaves of bread that time, and guess what? We had to eat them all," Hellum laughingly described her experience.

"We actually experienced the English and French barrier," said Cameron. "How do you tell a French speaking member that the rice is boiling over when he doesn't really understand English and your French is just as bad?"

Hellum's experience with the barrier, while she was working in St. Justin (Children) Hospital in Montreal during the program, left her disillusioned for a while.

"I hated my work there. There was a big fight between the French and the English. Even though the people in the hospital knew me, they wouldn't say good morning or goodbye... just because I am a westerner. I spoke French all the time there. I talked to the man who wrote Bill 101, he was really shocked when he learned that I was a westerner and I supported him. After Katimavik, I stayed on for some time in Montreal and worked there. The people were very nice and there was no problem between the French and the English."

Both Hellum and Cameron said that their French improved a lot by the end of the program.

"It's hard to decide what I enjoyed most about Katimavik," said Cameron. "I loved meeting all the people and I enjoyed working with the disabled when I was doing my rotation in Fort Frances, Ontario. In fact, it helped me to decide to take adapted physical education at university."

"Learning about Canada was really interesting. So many different ideas, backgrounds, and languages, yet we are all Canadians. Our group became very close, sort of like a family. Saying goodbye was the toughest part," said Hellum.

"The only thing about Katimavik that's bad is that there is no pre-screening before the program. You might get people that are impossible to get along with, so it just ruins your whole experience," said Cameron.

"Katimavik teaches you how to cope with whatever problem life throws at you, to look at the problems in the face instead of turning and running away. It teaches you how to stand up, and to get up when you fall," Hellum said.

"Katimavik doesn't give you a job, but it prepares you for it. I wouldn't have gotten my job as a teacher's aide at Montessori without my experience in Katimavik," said Hellum.

"It seems so long ago now, but I am still learning from Katimavik. For example, in the middle of a sociology class I'd think: 'Yeah, right, that happened in Katimavik,'" said Cameron.

"Katimavik is virtually the last hope for our youth gaining control of their lives. We are going to be the ones running Canada in the future, and the government has taken away what's rightfully ours. I don't think it's fair. All the more power to Hebert; I hope he makes it," said Hellum.

More health

continued from page 3
lements.

As it turns out, even the natural source supplements are mainly synthetic. There are no biochemical or metabolic differences between the two vitamin forms. They are identical, except for the cost.

March is Nutrition Month. For more information on synthetic vitamins or other nutrition concerns, contact the nutritionist at your local health clinic.

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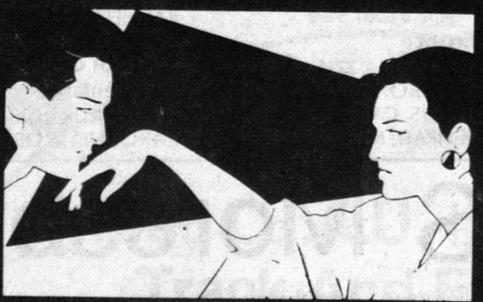
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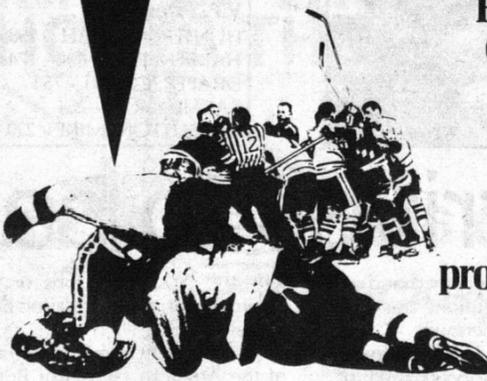
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Natural or synthetic vitamins?

by Dee Fleming

Health food advocates claim that natural vitamin supplements have marvelous properties and functions their synthetic counterpart cannot provide. For this to be the case, both types would have to have different chemical compositions and properties. By "natural", the implication is that the compound used to form the vitamin is naturally found in nature, whereas for synthetic, it is not. But a specific vitamin can only have one biochemical structure. This means that, regardless of the source, the chemical structures are identical; and so too must be their activity.

Some health food writers acknowledge that the vitamin structures are the same. But they claim that a vitamin pill made from a natural source retains co-factors from the source which are not a part of the vitamin, but aid in its metabolic properties. There are no scientific experiments to back up these beliefs. The other properties the natural source is purported to possess would not be contained in the final vitamin pill because the methods used to extract the vitamin from the food remove or destroy them via the chemical process.

Even if these elements were present in the vitamin pill, they often have no relationship to the metabolism of the vitamin. For example, natural vitamin C supplements have been said to contain bioflavonoids which health food writers claim are synergists for vitamin C metabolism. First, these substances are not in the natural vitamin C pill; they are added. Although bioflavonoids may occur naturally in the food, they are removed during the vitamin C extraction process. Secondly, the effects of bioflavonoids on the bioavailability of vitamin C were studied by the Food Research Laboratories of the Health Protection Branch. They concluded that bioflavonoids decrease the body's abil-

ity to utilize vitamin C.

Too many claims are made by health food writers or speakers which are totally unfounded. One widely respected and read writer on health says in one of his books. "In (natural) supplements all nutritive factors are present in their natural, balanced conditions which is essential for better assimilation and maximum biological effect." This is a highly misleading statement. The words natural and balanced catch the eye and feel good to the psyche, but are meaningless. If, by natural, he means the vitamin is the same structure as the one found in food, then synthetically made vitamins possess the identical structure found in food. If, by balanced, he means that there are other nutrients within the tablet to help with assimilation, then his claim has no validity.

Unfortunately, it is not illegal for an individual to make false and unsubstantiated claims about the

S. African speaker backs out

OTTAWA (CUP) — South African Ambassador Glen Babb decided March 4 to refuse the Carleton University Press Club's invitation to a debate this month. His decision came after he learned his opponent could be Donald Woods, former editor of the East London Daily Dispatch in South Africa.

"Mr. Woods was news to us," said Babb's Second Secretary Wesley Johanneson in a telephone interview. "We never knew Mr. Woods would participate."

Now living in England, Woods had to flee South Africa in 1977. "It's obvious his journalism is antagonistic to the government," said Robert McKenzie, vice president of the Press Club.

On Feb. 3, Babb accepted the club's invitation to debate "Freedom of Expression in South Africa". Johanneson said, at the time, Babb's

therapeutic value of a nutrient or food in person, or in a book, or to the mass media. There is no legal definition of the words "organic" and "natural". Organic actually means to contain carbon. As a result, both words have been widely abused. For example, vitamin packaging may seem to indicate that all contents are from a natural source. This is rarely true. Packaging on natural vitamin C tablets often gives rosehips as the only source. There is such a small amount of vitamin C in rosehips (2 per cent) that a vitamin C tablet made exclusively from this source would have to be as big as a golf ball. So you will pay \$5 to \$7 more per bottle for the privilege of having between 30 to 50 per cent of the tablet from rosehips. The remaining 50 to 70 per cent of the vitamin is made from the identical synthetic source, ascorbic acid. This principle is true for most vitamin sup-

continued on page 2

opponent was expected to be Peter Kent, a journalist with NBC TV in Miami.

But when McKenzie called the South African Embassy to set a date, he said Johanneson told him: "We won't debate Donald Woods."

The Press Club then decided to withdraw its invitation because Babb's objection to Woods was against the "spirit of our invitation", said McKenzie. Last month, the club frequently argued for "freedom of expression" when students objected to providing Babb a platform for racism.

McKenzie said this is not true. Journalists were sought only after the club received Babb's response, he said, therefore "it's impossible that we could have mentioned Peter Kent."

"We had to pursue several peo-

continued on page 9

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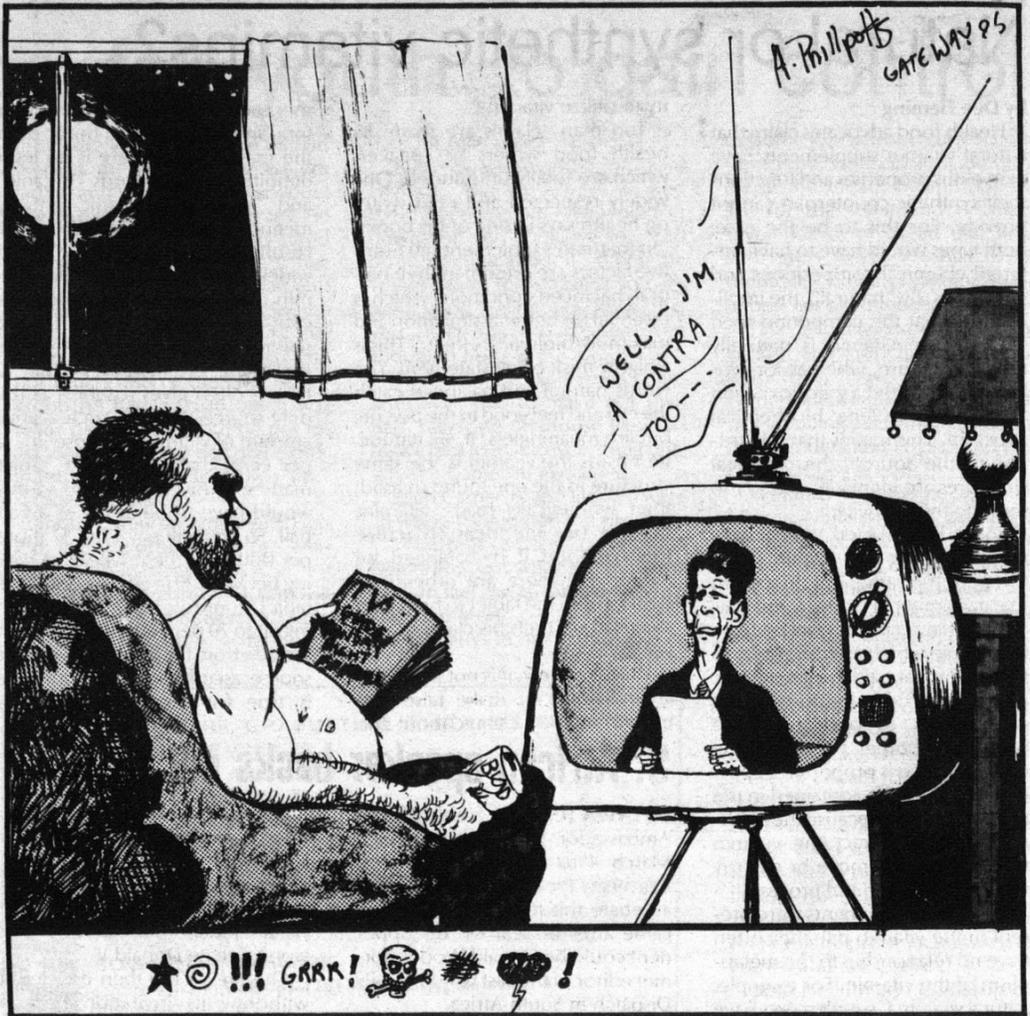
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Hebert vs. Mulroney: 2 Views

#1

Liberal Senator Jacques Hebert is now in the eighth day of his hunger strike in support of a lost generation of 700,000 unemployed Canadian youths.

The federal government decided to cut the \$17 million budget for Katimavik, a youth corps program which employed young Canadians at \$1.00 per day to do community work such as building boy scout camps and working in nursing homes.

If Hebert's protest tactics are even sillier and they present a good deal of questions.

Is the federal government planning to contract out to construction firms to have the boy scout camps built? Is there a builder in this country who can provide a construction crew for \$1.00 per day?

Nurse's aides for nursing homes are hard to come by as it is. Do the feds have some people in mind to do bed pan duty at \$1.00 per day?

Prime Minister Mulroney feels that Hebert's actions are a form of blackmail and not conducive with "democratic principles so valued in Canada."

I think that it's a damn shame that Brian doesn't seem to value Canadian youth as much as he does his own warped concept of "democratic principles."

Cheers to you, Jacques!

Kathleen Beechinor

#2

Senator Jacques Hebert's hunger strike has become a hot political and moral issue nationally and internationally. Some see him as a noble martyr. Others have called him a stubborn and infantile enemy of the democratic process.

Democracy does involve compromise and acceptance of the will of the majority. The Mulroney government was elected by a huge majority. They have a mandate to fulfill the will of the electorate. The electorate wanted the deficit reduced and public spending slashed. The Tories were elected promising to do this. It would appear the the will of the Canadian people rests with the Tories.

It has also been argued that the Tories have and will have to subject their policies to public approval. They are elected, and can be removed from office. Senator Hebert was appointed to his position by his long-time political ally, Pierre Trudeau. Katimavik is Hebert's personal creation. Hebert did not subject his policy to the scrutiny or approval of the Canadian populace. Hebert is seen by some as a spoiled brat who wants to "take his ball and go home" when the process of democracy doesn't suit his whims. He has been chastised for refusing to compromise or allow the government to accomplish its mandate. He has been accused of using extreme tactics to blackmail the government.

Is Hebert guilty? Certainly he has resorted to extreme measures but then Gandhi went on hunger strikes to preserve his personal ambitions for India. Sometimes extreme measures are required to counter tyranny of the majority. And the Tories have not asked the Canadian people their opinions on Katimavik. Hebert has raised a political issue that may have been overlooked or left uncontested.

Democracy involves enacting the will of the majority. But it involves the rights of the minority and the informed choice of the electorate too.

Shaun Cody

Editorial

by Don Filipchuk

Comic Zone



The Gateway

The Gateway is the newspaper of the University of Alberta students. The contents are the responsibility of the Editor in Chief. All opinions are signed by the writer and do not necessarily reflect the views of *The Gateway*. News copy deadlines are 12 noon Mondays and Wednesdays. Newsroom: Rm 282, SUB (ph. 432-5168). Advertising: Rm 256D, SUB (ph. 432-4241). *The Gateway*, Rm 282, Students' Union Building, U of A, Edmonton, Alberta, T6G 2G7. Readership is 25,000. *The Gateway* is a member of *Canadian University Press*.

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Vol. 76, No. 45, Mar. 18, 1986

Letters

In defense of the aged

Re: Methuselah Revisited by Shaun Cody; *Gateway*, March 6, 1986. Mr. Cody states,

1. "new measure will allow 65 year old people who are completely financially "set for life" to continue working"

What about, Mr. Cody, 65 year old people who put their children (that means you) through university, who haven't finished paying their mortgages, who still find it difficult to make ends meet?

2. "what about positions that remain filled by people who work only for personal satisfaction while qualified, eager and enthusiastic young people — that means you - remain unemployed."

Are you trying to imply that people over 65 years are not eager, not enthusiastic nor qualified? If so, it is an insult to the intelligence of the university community. Besides, how can Mr. Cody define personal satisfaction for other people?

3. "the government feels there are numerous roles that can exist without regard to trivialities such as efficiency, safety, and economy."

Is Mr. Cody trying to say that people over 65 are always inefficient, uneconomical, and compromising the safety?

4. "There has to be some way people over 65 can continue to contribute and can continue to seek satisfaction in their profession while not selfishly denying jobs to young Canadians."

How about an income ceiling for Yuppies and Wuppies who earn more than \$40,000 (allow me, Mr. Cody, to use your language) "only for personal satisfaction who selfishly deny a living for young Canadians"?

Mr. Cody, I have another good suggestion to solve the unemployment problem, lower the mandatory retirement age to 55; if that is not sufficient, make it 45.

Mr. Cody will do better if he tries to find the real reasons for unemployment, rather than setting young people against the over 65 (trying to portray old people as the culprit of the unemployment crisis).

Mr. Cody's view represents a typical case of blaming the victim, inciting hatred towards a vulnerable section of the society, making unjustified stereotypical assumptions with no regard to investigative journalism. (Qualified, eager, enthusiastic, unselfish young people with new ideas and innovative approaches, eh?)

D.E.M. O'cracy

P.S. For your information, Mr. Cody.

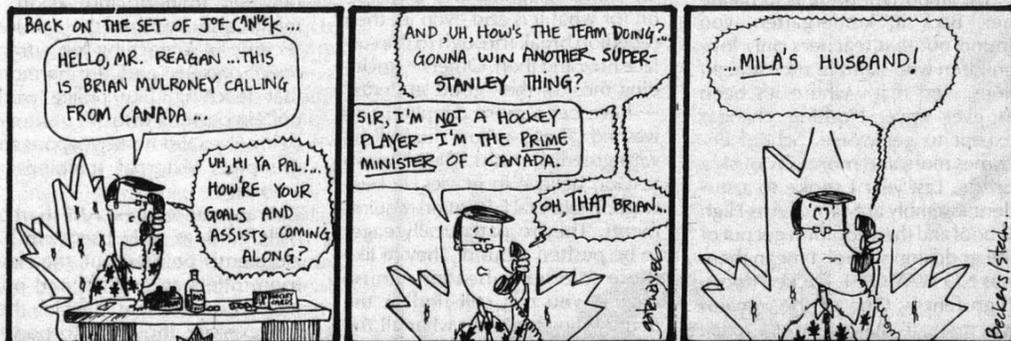
1. No more than 0.1% of the work force actually retires in any given year because they reached a maximum age. ("Mandatory Retirement Policy a Human Rights Dilemma", Conference Board Study, 1980.)

2. Quebec experience with no mandatory retirement age, for several years has shown a distinct preference for retirement at an earlier age than later. ("Committee on Equality Rights", House of Commons, 1985.)

3. Following are some of the conclusions in a survey of employers and employees conducted in 20 states in U.S.A. which accounts for close to 50% of the U.S. work force where mandatory retirement at any age is abolished in either or both private and public sector.
 a) Most workers continue to retire at relatively early ages between 60 and 65.
 b) There were very few promotional backlogs or slowdowns as a result of older workers remaining employed.
 (Report submitted to the President and tabled in Congress by the U.S. Department of Labor, 1982.)

2 cactii and three nines

by Beckers and Stech



Coming your way: March 20

- The Pink Triangle
- Interview with Jerry Rasmussen, co-creator of *Bub Slug*

Watch for these and many more exciting issues in *The Gateway*!

The Gateway

Editorial Elections

The following are eligible to vote in the election of *Gateway* editors for 1986-87. If you have made three or more contributions (photos, articles, layout help, etc.) this year, please notify Dean Bennett. The election will be held on Thursday, Mar. 20 at 4 p.m. in the *Gateway* office.

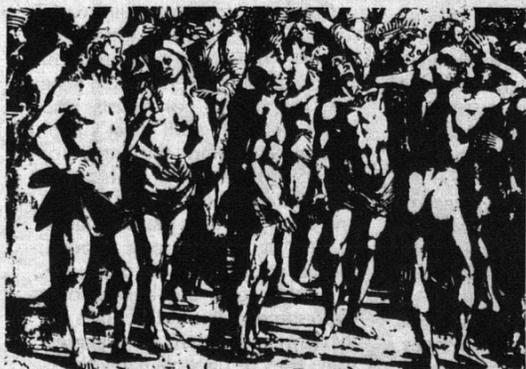
- | | | |
|--------------------|--------------------|-------------------|
| Carolyn Aney | Virginia Gillese | Ashram Mustapha |
| Susan Atkins | Ann Grever | George Onwumere |
| Hans Beckers | Greg Halinda | Blaine Ostapovich |
| Kathleen Beechinor | Glenn Hamilton | Elaine Ostry |
| Regina Behnk | Siobhan Hanely | Andrew Phillpotts |
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| Gilbert Bouchard | Louise Hill | Emma Sadgrove |
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| Vince Byfield | Ken Hui | Doug Schmidt |
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| John Charles | Tim Khin | Juanita Spears |
| Ron Checora | Gary Kirk | Mark Spector |
| Shaun Cody | Myles Kitagawa | Gord Stech |
| Ron Damant | Edna Landreville | Leif Stout |
| Brougham Deegan | Nate LaRoi | Susan Sutton |
| Gary Dhillon | Martin Levenson | Pernell Tarnowski |
| Audrey Djuwita | Maurice Lipsett | Don Teplyskye |
| David Donnelly | Blair Lowe | Marc Tremblay |
| Bill Doskoch | Suzanne Lundrigan | Lisa Trofymow |
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| Roberta Franchuk | Greg McHarg | Graeme Whamond |
| Bruce Gardave | Rachel McKenzie | Greg Whiting |
| Gary Gee | Alex Miller | Mark Wolfe |

Gateway Election Procedures

The following motions pertaining to the March 20th editorial election were passed at *The Gateway* staff meeting on March 13.

- Questions put to editorial candidates must adhere to the Canadian Charter of Rights and Freedom, the Alberta Human Rights Act, the CUP Statement of Principles, and *The Gateway* Constitution.
- All questions must pertain to the portfolio and *The Gateway*.
- Each candidate may give an introductory speech not to exceed 3 minutes. He or she will then be questioned by staffers for a period not to exceed 15 minutes.

Gateway Literary Contest



The Gateway would like to thank the poets and writers who submitted entries to *The Gateway Literary Contest*

Selected entries will be featured in *The Gateway Literary Supplement* (March 27).

Thanks to our contest sponsors for their generous support for the Arts in Alberta.

Short story 3,000 words max
 Short poem 16 lines max
 Long poem 100 lines max

First prize all categories \$100
 Second prize all categories \$65

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The student as nigger...

by Jerry Farber
Reprinted from *Writing as
Discovery*, Winthrop Publishers,
1976.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

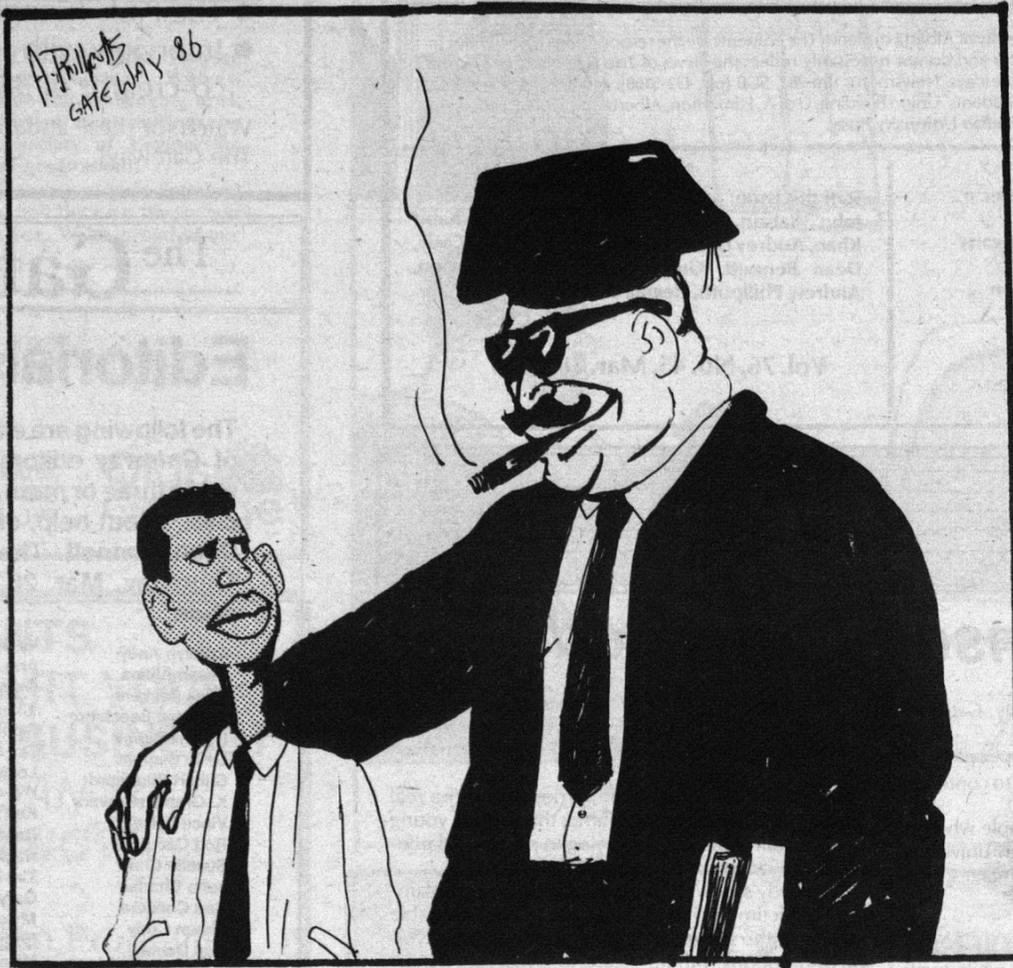
First let's see what's happening now. Let's look at the role students play in what we like to call education. At Cal State L.A., where I teach (make that taught), the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections — their average age is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" — and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor

Tuesday, March 18, 1986



Teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class.

and then screams at them in a rage when they fall asleep.

Just last week during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this master-slave approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded, and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medie-

val churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's the infamous "code of dress." In some high schools, if your skirt looks too short, you have to kneel before the principal in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change while he, presumably, jacks off. Boys in high school can't be too sloppy and they can't even be too sharp. You'd think the school board would have been delighted to see all the black kids trooping to school in pointy shoes, suits, ties and stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshmen class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others — including most of the "good students" — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those ole grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-5 and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent

spells of laziness. They misread simple questions. They spent their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, most college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in demonstrations brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say — or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim — any time you choose — you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

Continued on pg. 7

... university as plantation?

Continued from pg. 6

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear — fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance — and parade a slender learning.

The teacher's fear is mixed with an understandable need to be admired and to feel superior — a need which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him — eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the need to give and the need to hold back, between the desire to free his students and the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of joy, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety — at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless may practice the worst kind of trade-unionism in the classroom; they do to literature what Beckmesser does to song in Wagner's "Meistersinger." The avowed purpose of English departments is to teach literature; too often their real function is to kill it.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white men so fearful of integrated schools and neighborhoods, and which make the castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins before school years with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the teacher in his Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and ilogs his students with grades,

Students, like black people, have immense unused power.

tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter — sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes: everyone determined not to be embarrassed, to be very up to date, very contempo. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered." And then, of course there's still another depressing manifestation of sex in the classroom: the "off-color" teacher who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

What's missing, from kindergarten to graduate school, is honest recognition of what's actually happening — turned-on awareness of hairy goodies underneath the pettipants, the chinos and the flannels. It's not that sex needs to be pushed

in school; sex is push enough. But we should let it be, where is is and like it is. I don't insist that ladies in junior high school lovingly caress their students' cocks (someday maybe); however, it is reasonable to ask that the ladies don't, by example and stricture, teach their students to pretend that those cocks aren't there. As things stand now, students are psychologically castrated or spayed — and for the very same reason that black men are castrated in Georgia: because they're a threat.

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education.

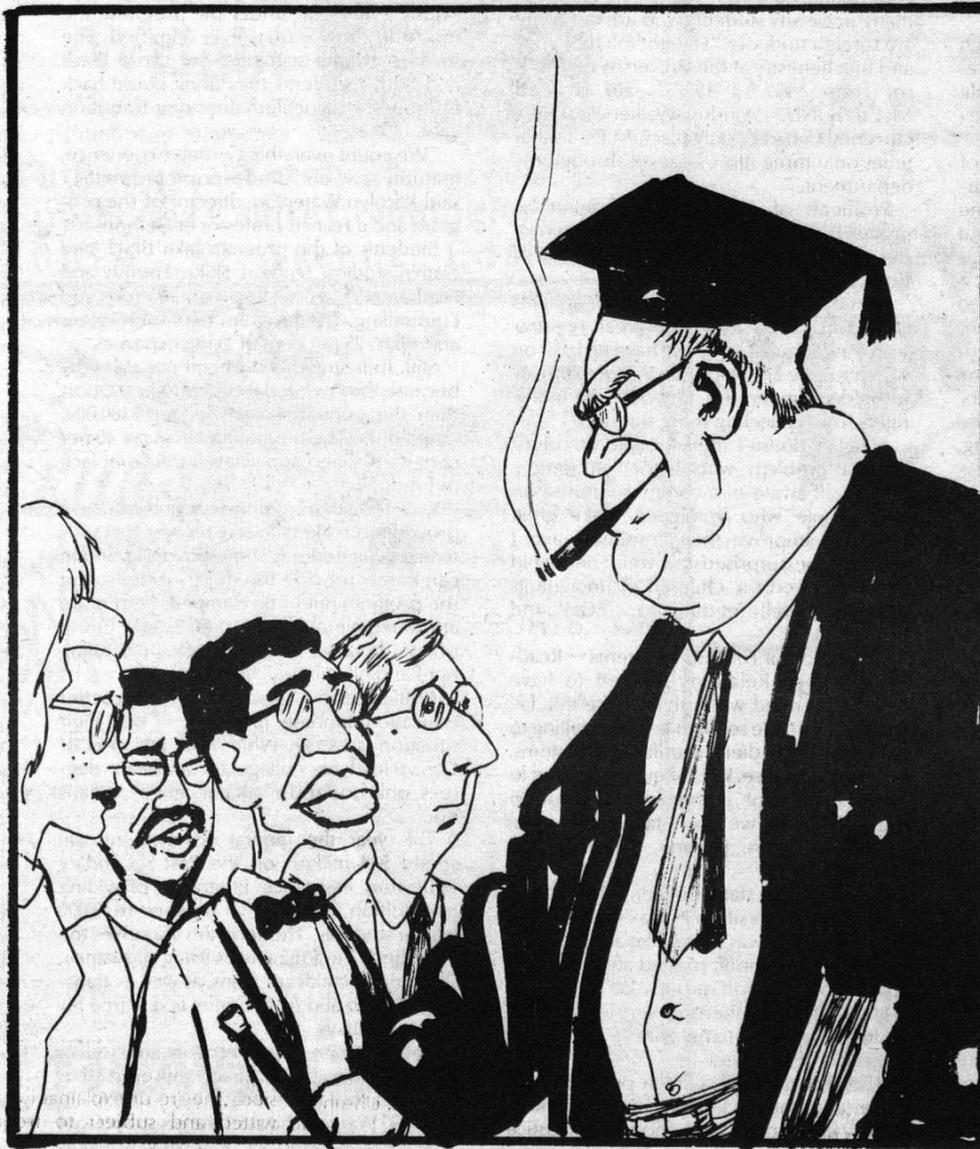
And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final, he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him, A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay? Make something? Then the teacher an-

If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover.

A student at Cal State is expected to know his place. He calls a faculty member "Sir", or "Doctor" or "Professor" — and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter.



nounced a 20-page term paper would be required — with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Commandant of English 323. Simon Legree on the poetry plantation. "Tote that iamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over 16 years — to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you might want to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college for a rebel is a little like going North for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at — a "field of action" as Peter Marin describes it. And believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons — their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

Students aren't free from racism

Canada's minorities: can they fit in?

by Ron Charles
and Peter Kuitenbrouwer
Canadian University Press

Colour. That's what this story needs. Canada's colleges and universities are mainly white. Native Indians are not in university, nor are members of Nova Scotia's 200-year old Black community. And not many of the most recent immigrants to Canadian cities from the West Indies, the near and far east, are working their way up through the education system.

The country's grade school and high school teachers are not trained to teach the country's remarkable new multi-racial classrooms. So the students are dropping out and doing poorly in high school. They are not getting the chance at a university degree.

The federal government and several schools have set up programs to guide these disoriented students through university. But now, when native and coloured participation is at last improving, Conservative budget philosophy could mean the end for any university subsidies for disadvantaged students.

While several Montreal high schools have large black populations, these students disappear from the educational ladder before the post-secondary rung.

Daniel Kabaselle, who has taught Black Studies at LaSalle High School for seven years, is worried about what will happen to the students in his classes if and when they graduate. He says students' strong feelings about racism in the classroom become the method of their own academic destruction.

"Black students come into the class with confused ideas about Black power and racism," Kabaselle said. "They know in the back of their head that white people consider themselves superior... So the kid says 'they think I'm inferior, they're racist (before giving the teacher a chance to prove them wrong) so I'm going to do nothing.' They use that as a weapon."

"Some white teachers are racist," he said. "They look at these students as low achievers and say 'sure do your work later'... they let them drag it out and that's damaging."

A lot of students from the Caribbean start school with high expectations but their education and career goals shrink with increased awareness of racial discrimination, wrote Don Carlos Keizer for a doctoral thesis in Comparative Education at McGill.

Keizer concluded that Caribbean high school students set low career and educational goals on what they see as acceptable careers for Blacks, rather than what they would be good at.

According to Retna Ghosh, Director of Graduate Studies in McGill's Faculty of Education high school, teachers have to become more sensitive to the differences in student background and behaviour.

"Teachers are not to teach to a class that is entirely homogeneous... students are judged by one standard," said Ghosh. They (teachers) have not looked at the special differences... to be different is not to be a problem, not to be inferior." Ghosh said the teachers' ignorance of students' different culture sometimes affects academic streaming, which places students at different ability levels in the same grade. Special education teacher Philip Taylor has seen the results of improper streaming. "A class that I had last year, some of the black students were in the situation of having been streamed there because of language, behaviour or personality," said Taylor.

Ghosh teaches a graduate course on dealing with minorities in the classroom and has convinced McGill to offer an undergraduate course for the first time this year. She hopes the courses and the incorporation of multicultural themes in other education courses will train teachers to better deal with cultural differences. "There's a high correlation between streaming and race," said Ghosh. "Even guidance counsellors have tended to stream kids into vocational courses."

A Toronto study by Sanuda and Crawford found that 25 per cent of West Indian students were put in technical/vocational programs. The National Black Coalition of Canada discovered a similar situation in Montreal.

Not only do fewer black students make it to university, but fewer even graduate from high school. According to Keizer's survey, 21 per cent of Caribbean students planned to drop out of high school.

Tuesday, March 18, 1986



University students see lots of people of colour on their campuses and think those communities are well-respected. In fact, many university students who are not white are foreign students.

"The attitude of the dominant culture doesn't expect you to achieve except for one student here, one there... so when you go to university all the pressure is concentrated on one or two students. The dominant society is not helping at all; they are also afraid of competition," said Kabaselle.

University students see lots of people of colour on their campuses and think those communities are well-represented. In fact, many university students who are not white are foreign students. "I taught microbiology and biochemistry at the University of Windsor from 1959 to 1977," said Howard McCurdy (NDP - Windsor-Walkerville, Ont.), currently Canada's only black M.P. "In that time, only three Blacks passed through my department."

Problems of representation cannot be proven because neither Statistics Canada nor the universities gather data on the racial breakdown of students.

Asked about the racial makeup of students at McGill University in Montreal, registrar Jean-Paul Schuller said, "we have no basis on which to give any response. We're expressly forbidden under the Quebec charter of rights from collecting those statistics."

Schuller doesn't think people of colour have a problem with higher education. "We're all aware of a common impression that people who immigrate make great efforts to improve their condition, and I wouldn't be surprised if a well-conducted survey showed the children of immigrants did quite well (getting to CEGEP and university)."

The editors of Toronto's Currents — Readings in Race Relations seemed to have Schuller in mind when they wrote in a fall 1984 edition "We seem to be quite willing to talk about dress, diet and unfamiliar customs, but not about race. We are quite prepared to enjoy a pleasant international flavour to education, but we can't talk about hate, oppression, class, poverty, prejudice and discrimination."

Even without stats, the administration at Dalhousie University in Halifax knew in 1969 that something was wrong. An ad-hoc committee of the school, formed after pressure from Nova Scotian groups of people of colour, reported "there are very few Black or Indian Nova Scotians with a university degree."

The report noted a "high proportion of poverty among Blacks and Indians and a long history of discrimination and social injustice directed against both these people."

Black loyalists moved to Nova Scotia in 1783, and the community now numbers 34,000. They are very poor: 80 per cent of black Halifax youth are unemployed, according to a New York Times article last year.

Acknowledging a "special need for university-trained people in this segment of the population," Dalhousie started its Transition-Year Program in 1971.

Today 20 Blacks and Natives get into Dalhousie every year under the program, the most the program has ever admitted. The seven part-time staff seek out those Black and Native students they think could hack Dalhousie's curriculum after one transition year.

"We count everything — job experience, maturity, grit, and academic prerequisites," said Carolyn Waterson, director of the program and a French professor at Dalhousie.

Students of the program take Black and Native studies, Student Skills, English and Mathematics as well as orientation and counselling. The program pays tuition fees and up to 25 per cent of living expenses.

Still, four students dropped out this year because they needed more bursary support than the program (total budget \$180,000) could offer. The program turns away 40 per cent of qualified applicants because of lack of funds.

Even though transition-year students have proved more likely to stay on past first year than regular students, stone-broke Dalhousie can barely provide the dollars it does, and the program might be doomed. "I'm more apprehensive about the immediate future unless there's a breakthrough in funding here and elsewhere," Waterson said.

Native Indians across Canada have a better education funding program — but their situation is worse. While nine per cent of Canadians have college or university degrees, only one and a half per cent of Indians do.

This year the federal government will spend \$44 million on the Post-Secondary Education Assistance Programs, providing free tuition, books, and supplies to 9,000 Native students. The program also gives the students \$72 to \$182 a week living allowance, shelter and childcare plans, as well as transportation to and from home, and home for winter holidays.

The program which accepts any Indian that a college or university will enroll has grown to four times what it was in 1976.

David Wattie, who runs the program from Hull, Que., said Indians graduating are guaranteed a job. Because of new legal and commercial concerns of Indians, he said, "Bands and tribal councils are desperate for graduates."

But Wattie is not optimistic this program will survive. Last fall, a study team under deputy prime minister Erik Nielsen reviewed all federal education funding, looking for duplication and waste. The team's secret report went to Cabinet at the end of 1985.

"I've had to fight for the program," Wattie said. "I've had all sorts of comments: 'When I went to university I sat next to an Indian who didn't have to pay anything; and I had to work' and so on."

"The reality is if you don't pay for it, they won't go to college and university," Wattie said. "With the rate of social welfare and rate of unemployment (among Indians) how can a community produce resources to produce a core of university graduates?"

This year there is another program for Native students at Capilano College in North Vancouver. The program, which teaches study skills, college survival skills, Indian studies, and career planning in the computer age, has drawn in 60 Native students to the college compared to seven last year.

But students aren't free from racism once they get to the university. Two years ago at York University in Toronto, where the racial and ethnic mix is changing quickly, a Black residence student claimed she had been racially harassed. The tension over the incident "began to grow, and polarized the whole community," said Frances Henry, an anthropology professor at York. "Other complaints that there were problems with non-white students began to surface, to professors, to deans, and to the president."

In response the president set up the Committee on Race and Ethnic Relations to "suggest ways the university can support an environment of ethnic and racial tolerance."

"We (the committee) surveyed the country as to what they have done. Not only are there no policies anywhere, no one has even examined the question," Henry said. The committee will report in February.

The University of Toronto has backed away from expanding its Task Force on Minority Group Issues in the faculty of Medicine to encompass the whole campus. The provost's office said: "It is unclear whether this is a problem in other faculties."

Chan Shah, a professor in the university's department of preventive medicine and biostatistics, is angry the school won't examine racism at U of T overall. "There are no minorities in the university hierarchy," Shah said. "No deans, associate deans, no heads of departments. Minority groups are conspicuously absent."

Stephen Bonterre, a black certified management accountant student at the University of Ottawa, said racism is very subtle there. "I've experienced certain hostilities in the cafeteria and in the bookstore, like with the cashier sort of dropping the change into your hand instead of handing it to you."

"The whole town is a pretty white town and the school is a pretty white school," Bonterre said. "The Blacks tend to sit in a certain place in the cafeteria. There are certain social cliques and the Blacks don't seem to be fully integrated."

Kamal Dib, a graduate economics student, said he hasn't seen any racial discrimination by professors. "Even if a prof would show it (that they were racist) they would never give you a bad mark," he said.

Equality Now!, the report of the parliamentary committee on equality rights, recommended that schools establish chairs of study to make other races feel welcome. "The committee found the chair of study to be a good model for encouraging cultural retention and supports the establishment of a Chair of South East Asian studies in western Canada and a Chair of Black studies in eastern Canada."

Blacks and Arabs at U of O interviewed for this article, said the real discrimination is on the outside, in the job market. "A bilingual black student who is a friend of mine got an MA in economics and went for an MBA," Kamal Dib, an economics graduate student, said. "He said he needed to show the employer that he was more qualified than the average white to convince the employer to hire him."

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'Canada must become neutral, nuclear-free'

NORAD hinders sovereignty

by Suzette C. Chan

In order to protect its sovereignty, Canada must not renew the NORAD treaty.

That is the opinion of a group of Edmontonians who have formed the Ad Hoc Initiating Committee 100. The committee is circulating a petition which asks Prime Minister Brian Mulroney not to renew Canada's North American Aerospace Defence Command agreement with the United States. The treaty is due for renewal in two years.

"If we are a member of NORAD — and NATO (the North Atlantic Treaty Organization) — that means that our foreign and military policies are dependent on United States policy," says Harry Strynadka, the coordinator of the ad hoc group. "If we are dependent on U.S. military and foreign policy, we will lose the Canadian peace initiative."

Strynadka explained that, because of its "geographic, economic and political condition", Canada can act as a peace broker.

"We feel that Canada should have the capability and responsibility to especially restrain our closest neighbour and ally, the United States."

He said that Canada's power lies in the U.S. need for Canadian cooperation and territory for weapons testing and troop manoeuvres. He said joining the Strategic Defence Initiative would place Canada in an even more precarious position.

"Star Wars requires our land and air space. We would be sandwiched between two nuclear powers in a very dangerous way."

Strynadka says the only solution is for Canada to become a kind of watchdog between the U.S. and U.S.S.R.

"(With the petition) we are not only saying no to NORAD, but we must prepare the ground for our own foreign and military policy — not a defence policy because defence means deterrence and deterrence only gives rise to an arms race."

To protect its sovereignty, Strynadka believes Canada would have to upgrade its navy and develop its own merchant marine and air surveillance systems, but this should not lead to weapons build-up.

"Canada would have to become a nuclear weapons-free zone. Our policy must have some kind of neutrality, as does Finland."

Strynadka urged students to sign the petition (for more information,

More South Africa

continued from page 3

ple, since they are all busy. Peter Kent agreed first."

Kent and Woods are the only two journalists who agreed, in principle, to the debate. Woods is preferred because he has more knowledge of South Africa, said McKenzie.

McKenzie said he asked if Babb refused because Woods is a banned individual in South Africa, but the embassy gave no reasons.

The principle at stake is freedom of expression, said McKenzie. "They're asking us to deny one man's freedom of expression in exercising another's."

"If they're willing to debate Donald Woods, then we'll reissue the invitation," McKenzie said, but at the moment, there will be no debate. The club still wants Woods to speak, he added.

For now, it's a resolution to a debate that saw Carleton's biggest political student gathering this year. Packed by more than 100 spectators and television cameras, the Feb. 20 council meeting was the scene of three and a half hours of increasingly emotional debate over apartheid and freedom of speech. The Press Club was decertified that night for inviting Babb.

write P.O. Box 11032, Edmonton, T5J 3K4 or phone 469-1642) and added that stopping Canada's participation in NORAD was only a

first step.

"Our main principle should be peace and cooperation, not war and confrontation."

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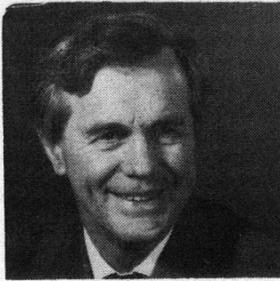
WITH
Ray Martin

Leader,
Alberta New Democrats

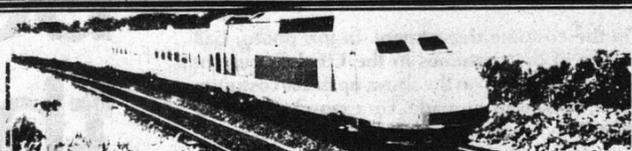
AND

Gordon Wright

New Democrats candidate,
Edmonton Strathcona



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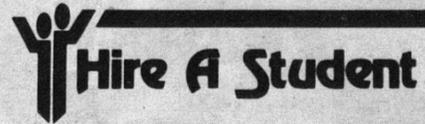
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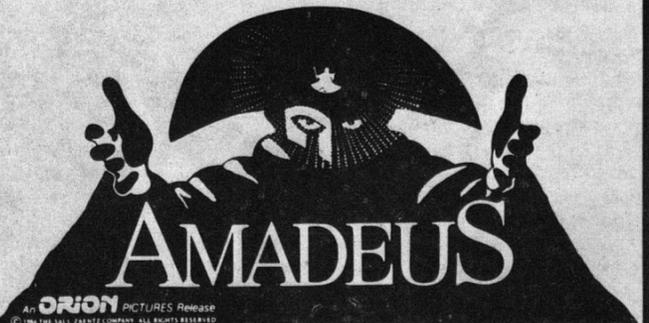
Friday March 21 • 8:00 p.m. • PG

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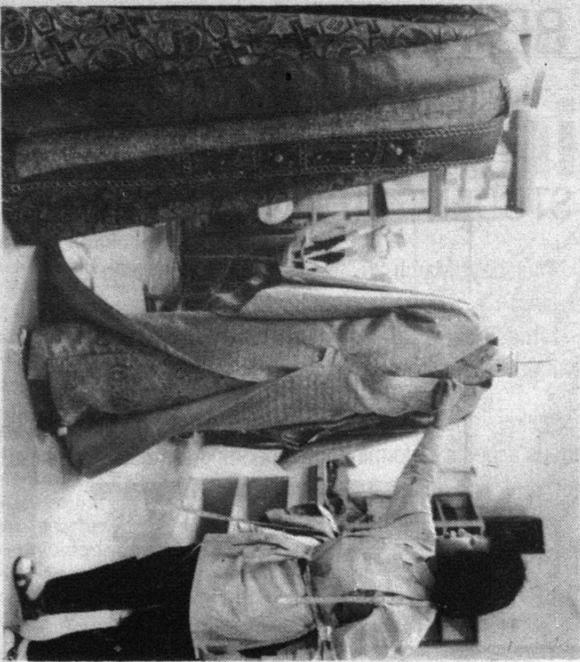
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Sunday March 23 • 8:00 p.m. • PG



Jane Ng examines some unfinished costumes. Work on costumes begins several months before a play hits the boards. The costume designer works with the director and the set designer in formulating a consistent visual design.



Jane and Philip Clarkson, the Citadel's costume designer, hard at work. The costume designer has to accommodate the look of the actor in his designs.



Jill Concannon, head of wardrobe, does a bit of cobblery. The wardrobe department interprets the design of the costumes designers, spending up to one week and dozens of hours in the construction of one costume. The wardrobe department employs six permanent staff and hires up to 10 temporary employees, depending on the show.



Let's play... behind the scenes at the Citadel

Here, Joanna Johnstone irons down part of a costume. Maintenance is also part of the wardrobe department's job. Costumes must be sewed, cleaned and pressed.

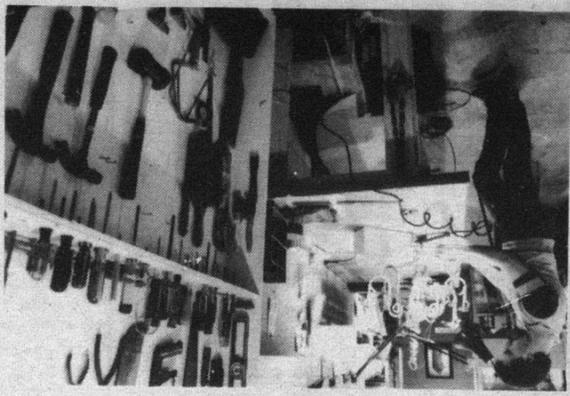


Let's start our tour in the costume department. In this photo, Gail Kennedy constructs one of the costumes in the Citadel's current production of *Top Girls*. Depending on the show, up to 200 costumes may have to be bought, borrowed or made. For example, *Pieces of Eight* had 250 costumes, *The Tempest* 65 and *Top Girls* only 35.

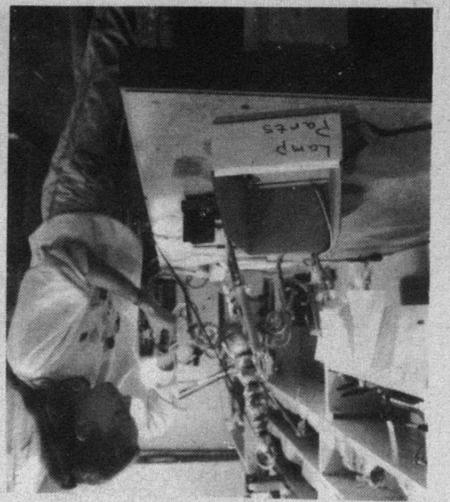




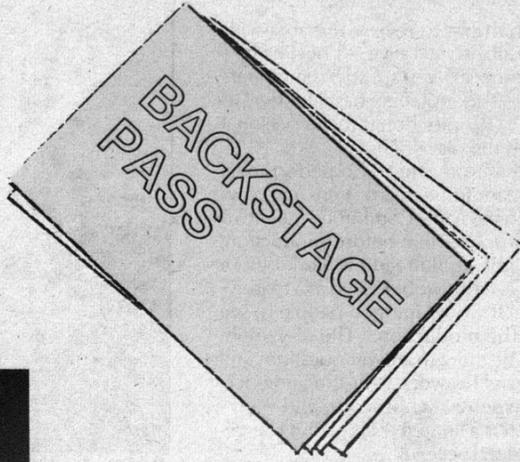
Some chairs in the prop department. But the prop department consists of not only furniture. Everything that is not classified as sets and costumes fall under the auspices of the prop department including candles, lamps, plants, rugs, even the food and drink consumed by the cast.



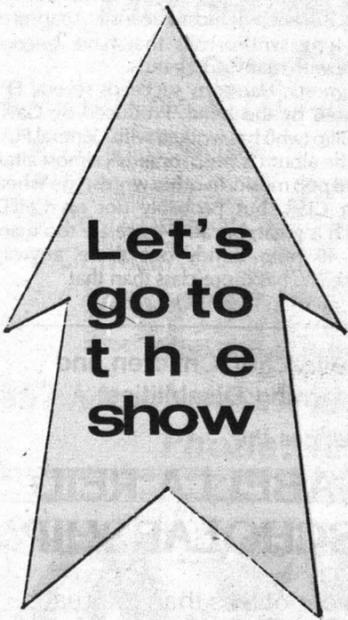
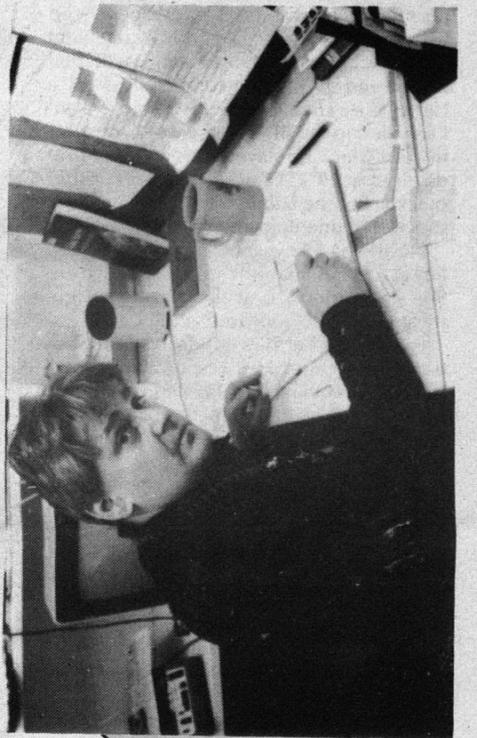
Brent Lane with the spectacular variety of tools used by the prop department has to solve problems involving mechanics, cuisine, painting, electricity and carpentry.



Shella Cleasby works in the prop department.

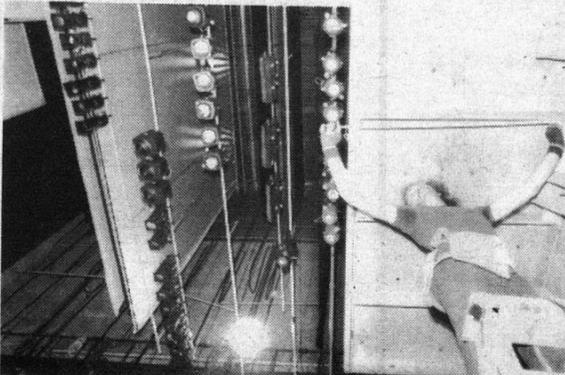
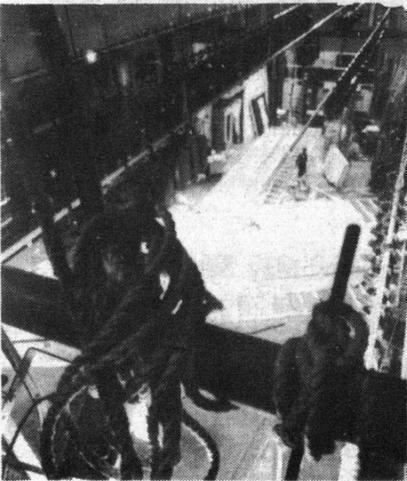


Property master Edward A. Elsbury has a background in fine arts and lots of experience — 20 years worth. He works with all the departments, looking after all the details. "It may seem trifling, but it's important."

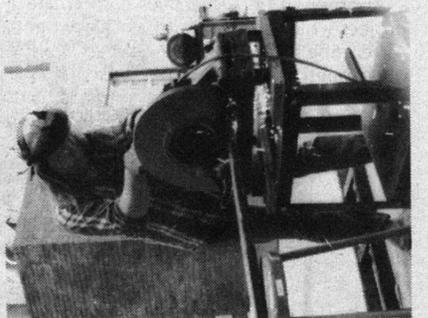


photos and design by alex miller

The Citadel hires seven full-time carpenters, four shop carpenters and three set carpenters. The basics of theatre carpentry are the same as those used in the construction of your home. It takes five days to build the sets of the average Citadel show. Ten people worked for three weeks to build the rocks for *The Tempest* while carpenters worked round the clock for 13 days for the set of *Pieces of Eight*.



One of the Citadel's carpenters helps build a set. While sets are not as sturdy as industrial or household constructions, they still stand up to a lot of wear and tear.



Brent Lane on the bench saw.

Entertainment

New head honcho

by Regina Behnk

"Workshop West is in good financial standing or Gerry Fötter would not consider leaving," says Dorothy-Ann Haug, the new artistic director of Workshop West.

Haug is planning some exciting changes for the small theatre company. But in the same breath, she says, "Continuity of running Workshop West is important, because Gerry is only leaving on a one-year sabbatical. This past year, I've worked very closely with Gerry. My take-over is a natural one because we have similar ideas about Workshop West".

Haug has been intrigued with theatre since the age of fifteen when she participated in a two week theatre workshop. It was this experience which convinced her to pursue an acting career. "I really experienced what theatre life was like and became very excited about it," she remembers. "I had considered all other natural choices for a career like journalism, law, psychology... but I enrolled in the BFA program at U of A for my first year, and stayed with it." After graduation in 1972, Haug found work rather quickly. But she admits that there were long stretches of unemployment.

For the past 13 years she has been travelling across Canada and the U.S. as an actress. She has performed at the Northern Light theatre and also appeared at the Citadel.

Haug finds her new job to be an exceptional challenge. Her responsibilities will include scheduling the 1986-87 program. She is a strong believer in Canadian works. "We have received new scripts specifically for Workshop West," she confided.

She will assist on script development, but ideally she would like raise enough funds to hire a fulltime dramaturge. The dramaturge would help the playwright to develop his script. "The dramaturge is essential to the development of Canadian playwrighting. Because Workshop West deals with new scripts, a dramaturge would be valuable." Haug continues, "I would also like to allow more time for plays to germinate, rather than rush them into production."

As well as producing new Canadian works, Haug would like to restage some productions for a second time. "A play is never the same. There is so much we learn from the first production."

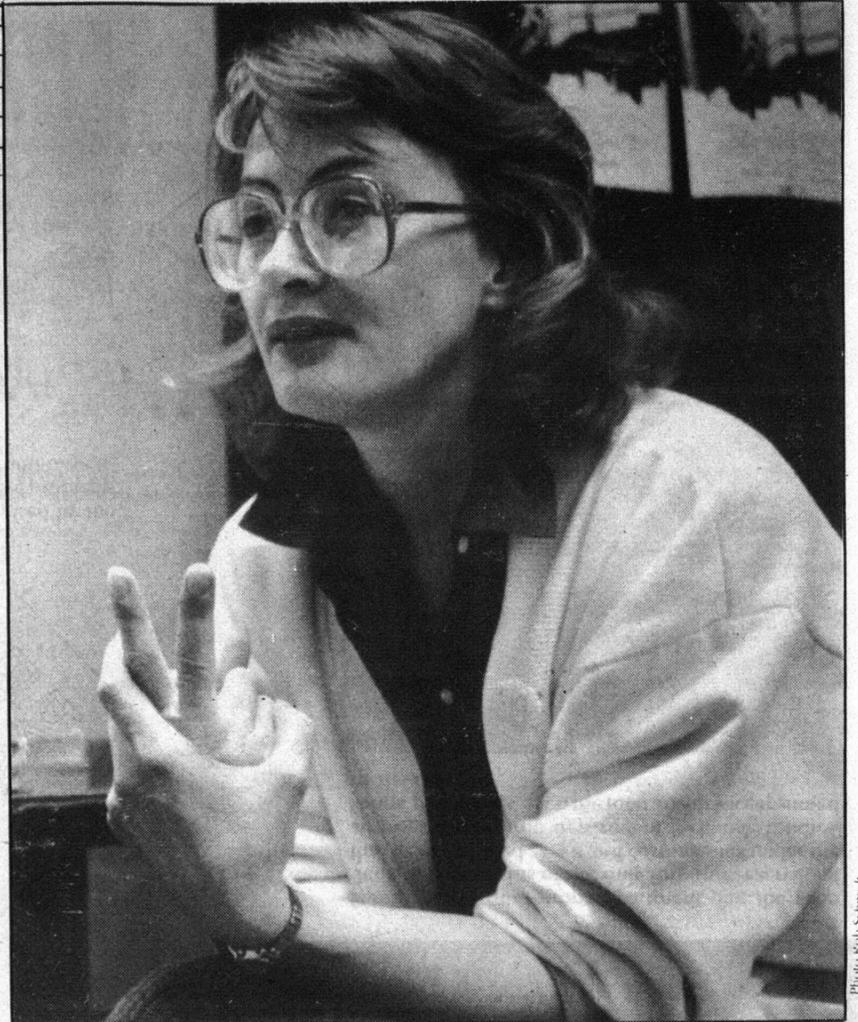
Another of her objectives is to create a project which she refers to as "Playwrights Alive". She recalls how several years ago she questioned a particular aspect of a play. She discussed the matter with a friend. Her friend, equally puzzled, suggested that Haug

"People should make personal contact with the playwright."

call the playwright to review the area with him. "After all, he's still alive, it's not like he's been dead for 400 years," she remembers being told. This instance has led her to believe that "People should make personal contact with the playwright."

"Plays are also meant to be performed... they are meant to be heard. Very few plays are meant to be read." Combining these two ideas she proposes that before production, the playwright would read his work before an audience. "This would serve as a teaser," Haug says. "It would intrigue people to see or finance the production." The playwright would also be there to answer questions and simply discuss his work with the audience. This is an expensive endeavour, and Workshop West has a limited budget, but Haug is determined to succeed.

Haug defines success as being true to her objectives of what theatre should be. The first being the desire to reflect in people. The second is to illuminate that experience and thirdly to celebrate who we are. "We must celebrate what is good," she says, "Yes, we



Dorothy-Ann Haug, the new artistic director of Workshop West.

are a society that created the Hydrogen bomb, but we have also created beautiful art, literature, and music."

For the next year her days will be filled with endless meetings, rehearsals, fund-

raising campaigns, recruiting volunteer help and much more. When Gerry returns next year Haug says, "I'll still be working with Workshop West. I'll continue acting and directing."

Do.Re.Mi. : in perfect harmony

Domestic Harmony
Do.Re.Mi.
Virgin

review by Greg Halinda

Do.Re.Mi. is Australia's latest offering to the pop music world. Their new album, *Domestic Harmony*, is an interesting collection of surreal musical histories.

The music on this disc washes over the listener like a cool Pacific breeze on a sunny afternoon, apt because here we have an Australian group using song titles such as "Cuttlefish Beach" and "Man Overboard". Even the album cover has an oceanic flavour to it. Tunes are clean, chorused, and punchy. In this case, Top 40 is not a keyword. Thank goodness.

The lyrical ideas expressed on *Domestic Harmony* are light, at times witty, at times silly. For example, this verse from the song

"Man Overboard": Squinting at broad daylight/Drumming up a conversation/Parsons brass is pealing: appealing/Drumming up a congregation/Hands reaching for a glass of water/Dry socks and razor rash/Your shoes under my bed/Dandruff doona — cigarette ash.

Listening to the album in a single sitting, one concludes this is not a concept album. Songs end abruptly and the next has nothing in common with the last — except of course for a tight studio sound which may suggest to the listener the sensation of sitting through a private audition.

Do.Re.Mi. can pull it off though. They present their material with a confidence and skill reminiscent of Jane Siberry. The Sydney foursome boasts the talents of guitarist Stephen Phillip (ex-Thought Criminal), and Deborah Conway who sings lead vocals with firmness and finesse.

Conway tastefully varies her vocal style, at times sounding like Joni Mitchell; at others, like Holly Woods in the early Toronto days. Phillip adds the chords as might an Andy Summers or Robert Fripp. Helen Carter's bass walks and runs through the rhythms backed by drummer Dorland Bray. Bray uses some electronic percussion to flavour his work, but keeps it mostly acoustic, sparing us the long synth-rolls that have become cliché with many pop bands.

Domestic Harmony succeeds several EP's released by the band. Produced by Gavin McKillip (who has worked with General Public), the album is fresh, original, almost alternative pop music. In other words, you'll hear it on CJSR, but probably not on CHED. Which is great, because there are too many Top 40 pulp bands out there anyway. Do.Re.Mi. has more class than that.

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Domestic drama: life in a nutshell

Hannah and her Sisters
Orion Pictures
Westmount Cineplex Odeon

review by Dean Bennett

In his latest film, *Hannah and her Sisters*, writer-director-actor Woody Allen is again wrestling with the age-old question of the seeming senselessness of our existence. But unlike previous films, he now seems to be coming to terms with it.

Hannah is the story of Hannah, an affluent New York City housewife and career woman (played by Mia Farrow), and the people in her life - namely her husband, ex-husband, and two sisters. The plot revolves around the people in Hannah's life trying to fill spiritual voids.

Hannah's husband Elliot (Michael Caine) feels there is a spiritual hole in his life that can only be plugged by a clandestine love affair with Hannah's sister, Lee (Barbara Hershey). Lee, in turn, feels suffocated in her relationship with the quasi-geriatric Frederick (Mac Von Sydow) and agrees to the affair. Hannah's other sister, Holly (Dianne West), needs to do something productive. she's a flop as an actress and tries to replace it with a catering company and later some playwrighting.

If there is one trait all these characters have in common it is their reliance on Hannah. Hannah financially subsidizes Holly's catering and playwrighting adventures and she gives spiritual comfort to all. Elliot later admits that she brought order to his otherwise chaotic life. All three, however, resent her because she is so perfect. They resent her for being a perfect cook, being an incredible actress, and for having a calm, quietly assured personality. They resent her and hurt her. Elliot and Lee have the affair and Holly goads Hannah whenever Hannah disagrees with her on any point concerning her career. Tension mounts and culminates in an argument between Hannah and Elliot. Hannah protests that she, too, has needs and Elliot retorts, "Well I can't see them and neither can Lee or Holly."

Interspersed with these affairs is the story of Mickey Sachs (Allen). Mickey, Hannah's ex-husband, is a harried television producer who thinks he might have a brain tumor. When the medical tests came back negative,

Mickey is alternately elated and depressed. He's elated because he isn't going to die, but he's disillusioned about a world that can grant and rescind life so quickly and so arbitrarily. He quits his job and goes out in search of the meaning of life. He tries philosophy, Catholicism, Hare Krishna, and even contemplates suicide until he finds contentment at a Marx Brothers movie. At the movie he sees the screen characters enjoying themselves and he thinks life can't be all bad. "So what if it is true and you do only go around once?" he asks himself. "Why reach for answers you'll never get? A maybe is a slim reed to hold onto, but it's all we've got."

For the rest of the characters, coming to terms with their relationship to Hannah gives their lives purpose because, on one level, Hannah personifies life itself. She represents life in that the characters like her when things are going well, but resent her when things go sour. They take life, like Hannah, for granted. They don't know what they have. Elliot and Lee eventually end their affair. Lee marries her Lit. professor and Elliot chides himself for even thinking about leaving Hannah. He realizes the verity of Lee's earlier statement that Elliot loves Hannah more than he realizes. This line is similar to Mickey's when he first found out he might have a brain tumor. He wishes he could be as happy as he was earlier in the day. An aide says, "But Mickey, you were miserable," and he replies, "I was happy. I just didn't realize I was happy."

Allen's script is tight, filled with the oft-brilliant Woody wit. The film cleverly begins and ends on Thanksgiving dinners two years apart — Thanksgiving of course being a time to give thanks for what you have.

The city of New York almost becomes another character in this movie. Allen is careful never to separate his characters from their environment. He uses long tracking shots of characters dwarfed by the buildings behind them. The film was shot entirely on location and includes shots of such famous civic landmarks as the Waldorf Astoria, Mt. Sinai Hospital, and the RCA building.

Hannah and her Sisters is an excellent film because it is effective on all levels. It's a witty domestic drama that is also clearly and intelligently explores the insecurities inherent in the human condition.



Woody Allen and Mia Farrow in *Hannah and her Sisters*



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Albums

1. Euthanasia — Pro-Life (demo)
2. 39 Steps — 39 Steps (Line Records (Canada))
3. Screamin' Jay Hawkins & The Fuzztones — Live (Midnight (US))
4. Fastbacks — Seven Days (demo)
5. Zamboni Drivers — Skating Ghost/Drained Of Blood (Signpost (Canada))
6. The Colour Field — self-titled (Chrysalis/MCA)
7. Gordie Uranus — South Beach (SEED (Canada))
8. U-Men — Stop Spinning (Homestead/Dutch East India)
9. Langham Wheel — Again (demo)
10. Blue Trapeze — Sanctuary (Fullspeak (US))

Singles, EP's and Tapes

1. Mecca Normal — self-titled (Smarten UP! (Canada))
2. Denny Christenson Big Band — Doomsday Machine (Justin Time (Canada))
3. Various Artists: Deep Six — (C/Z Records (US))
4. Pere Ubu — Terminal Tower: An Archival Collection (Twintone (US))
5. Peter Nardini — Is There Anybody Out There? (Temple/Celtic)
6. Various Artists — Restless Variations (Restless Enigma(US))
7. Buckwheat Zydeco — Waitin' for my Ya Ya (Rounder/-Stony Plain)
8. Rhythm Mission — Wild Mood Swings (Mo-Da-Mu/Canada)
9. Elvis Costello — King of America (CBS)
10. Various Artists: 77KK — (77KK/New Rose) (France)

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Bards chase away Ides of March

by Tim Kihn

It was the evening of the Ides of March. The shielded back-lights threw macabre shadows on Don Kerr's face as he stepped up to the podium in the Jubilee banquet room. Kerr, the chairman of the U of S English department, paused and then announced the title of his first poetry reading: "In Praise of Drinking."

Beware the Ides of March? Not on this night.

So began the readings of the Bards of March last Saturday night in a benefit for the NeWest Institute for Western Canadian Studies. Seven writers presented their works including Don Kerr, Henry Kreisel, Smaro Kamboureli, Birk Sproxtion, Doug Barbour, Aritha van Herk, and Rudy Wiebe. bpNichol read for Robert Kroetsch.

Despite the *Dr. Caligari*-like setting, the evening began in an upbeat way with MC Shirley Neuman praising the variety and vitality of western Canadian poetry and fiction. "The days of gloom and doom are over," she enthused. Neuman is a founding member of NeWest Press, which is in its tenth year of existence.

First among the invited speakers was Don Kerr, reciting poems such as "In Praise of Drinking," a lighthearted rebuttal of temperance advocates in Saskatchewan during the late 1960's.

Told in anecdotal style with frequent dramatic pauses, Kerr's poetry was at once thought-provoking and humorous.

Henry Kreisel's first reading examined how a person may describe Canada to those unfamiliar with its nuances.

Customs officers in India, for example, are unable to comprehend what temperatures of -20 F. are like. "Is it 100 times colder than here (80 deg. F)?" one official asked.

Kreisel's next reading dealt with the imposition of hunting regulations on native groups. If the Indian is confined, then so too must be the bird. Kreisel's reading demonstrated his well-crafter writing style and his natural gift for story-telling.

Leaning forward slightly and speaking earnestly, Smaro Kamboureli read from her

Flin Flon, according to Sproxtion, is a place where, "the only people I know who live there are either hookers or hockey players."

poetry/non-fiction work *In the Second Person*. In an intense, ten minute reading, Kamboureli spoke about a Greek immigrant to Canada and her struggle with writing, speaking, and thinking in a foreign language. Even when one is able to speak the new language, "the accent accentuates the difference."

Birk Sproxtion was next. He is from Red Deer, and is president of NeWest Press. Sproxtion related portions of his recent novel *Head Frame*, the story of a boy growing up in Flin Flon, Manitoba. Flin Flon, according to Sproxtion, is a place where "the only people I know who live there are either hookers or hockey players."

Included in his reading was a depiction of two boys "pissing on a lake" and forming intricate and artistic patterns on the water. He cited the mythical story behind the town's name as proof that Flin Flon is a literary place, full of meaning.

U of A professor Doug Barbour read three poems. An example of sound poetry sandwiched between two straight poems. Most memorable was his sound poem, "That Gone Tune," inspired by listening to jazz at the Yardbird Suite. Barbour became the "bradd, bass, and percussion" for five minutes as he expressed his poem. As the words/noises progressed, one blending into the next, Barbour demonstrated the "smooth" and "fantastic" appeal of his jazz poetry, from the soulful bass "notes" to the shrieking brass blasts.

Reading for Robert Kroetsch, bpNichol articulated well Kroetsch's style of poetry called "a dispatch of silences," and "the destruction that allows the new." Nichol emphasized the unorthodox rhythmic pattern of

the readings with a staccato vocal delivery and expressive arm movements.

"Sonnet 1" dealt with the "primordial nothing... North of America," a.k.a. Canada, that "resists the temptation to (be given) form." Kroetsch's other sonnets included moving accounts of the poet's attempt to deal with the death of his mother and his loss of part of his nature: "In the fall of snow I hear my mother/... In the weight of the snow I hear her silence... where are you?"

From her latest novel *No Fixed Address*, currently in press, Aritha van Herk presented a selection that relates how the picara (female form of picaro) of the novel encounters a vain and egotistical poet who is flogging his latest collection of poetry. By coincidence, the picara has breakfast with the boorish poet. She observes the poet as a curiosity while eating, "watching his performance from a distance as though he were an orchestra hired to accompany a meal."

Van Herk read in a witty and lively way, poking fun at self-centred males like the poet in her novel. As with her previous novels *The Tent Peg* and *Judith*, the protagonist is a female, with male figures portrayed as insensitive brutes. Why is this the case? "Because I don't understand men," said van Herk jokingly.

Rudy Wiebe was the final reader of the evening. Wiebe selected readings from his novel *The Temptations of Big Bear*, in particular, Big Bear's eloquent defence of himself and his people after his conviction. The room almost shook as Wiebe narrated Big Bear's powerful statement, documenting a lost way of life. If Wiebe became Big Bear, then the 200 or so in attendance became the



Poet bp Nichol

all-white jury at the trial. One could not help but feel a sense of guilt for the circumstances which lead to Big Bear's conviction. Wiebe, dressed completely in black, symbolized a dark memory in Canada's past that will not be forgotten.

According to Shirley Neuman, the success of the Bards of March "surprised even ourselves, those connected with NeWest enterprises." Even the fellow who grumbled about losing his place in the bar line to claim his door-prize left the room impressed with the quality of western Canadian writings. It was an Ides of March that Julius Caesar himself would have enjoyed!

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Sports



It's a familiar tune in CIAU track

Track stories by
Mark Spector

It was a CIAU finals meet in which the established dynasties in Canadian University track and field kept right on establishing themselves, as the men from Toronto and the women from Saskatchewan once again claimed their respective team titles.

Toronto easily took the men's team title with 89 points, more than doubling second place UBC (43), third place Calgary (42), and fourth best Alberta (39). Meanwhile Saskatchewan had a much tougher time on the women's side, outlasting Toronto by five points (50-45), and conference rivals Alberta (31) who did well to claim third place.

Toronto had previously one the men's team title in '81, '82, and '83, while the Huskies won the women's in '81 and shared it with Alberta last year.

But aside from the deja-vu in the team awards, this past weekend's meet in the Butterdome was an exciting one.

When it was over five CIAU records had fallen, two of them to Paul McCloy from Memorial University of Newfoundland. On Friday night McCloy set a new standard in the 1500m, nipping 0.27 seconds off the old mark with his time of 3:48:23.

Then on Saturday afternoon McCloy blew the field away in the 5000m.

His time of 13:57:28 not only upended his own CIAU mark (set in September '85) by almost seven seconds, he finished over 29 seconds ahead of the rest of the field. This from an athlete who doesn't even have an indoor track to run on at home.

But if anyone had a chance to upstage the Maritimer it was middle-distance runner John Graham from the University of Calgary.

The 20-year-old ran in four events in the two days and, with a cache of four gold medals, was named Outstanding Male Athlete.

Graham started his CIAU hardware collection on Friday, with a victory in the 600m with a time of 1:18:41, a personal best. Alberta's Brian Monaghan was originally awarded third in that race, but a protest ensued and Monaghan ended up fourth.

Then on Saturday Graham cleaned up in the 300m, and with the help of his teammates, the 4x200m and the 4x400m relay.

"I changed gear a lot in a short period of time," understated the third-year economics student. "I could have tried for the national record in the 300m but I wanted to save my energy for the 4x400m (which ran a scant hour and 15 minutes after the 300m)."

Was he surprised with his success however? "I'd have been disappointed with anything less than four wins here," deadpanned Graham.

The women's Outstanding Athlete award went to UBC high jumper Jamie Lutz, who bettered the old CIAU mark by one centimetre with a jump of 1.87 metres.

Other CIAU records were set by Paul Just in the pole vault, who's vault of 5.15 metres beat the old mark of 5.00 set by UBC's Dave Parker in 1981; and Calgary's 4x400m relay team, who crossed the finish line in 3:17:26, just 0:11 under the record.

Somewhat lost amidst the various outstanding individual performances by all the visiting athletes were some excellent showings by the Golden Bears and Pandas.

Gold medals went to Danny Lanovaz in the triple jump (15.06m), Nancy Gillis in the long jump (5.87m), and the husband and wife team of Noella (7.61) and David Lee Pong (6.88), who ran away with their respective 60 metre sprint events.

The women's 4x200 relay and the men's 4x200 team earned the bronze.

Joanne Otto's bronze in the 600m event rounded out the medals for Alberta.

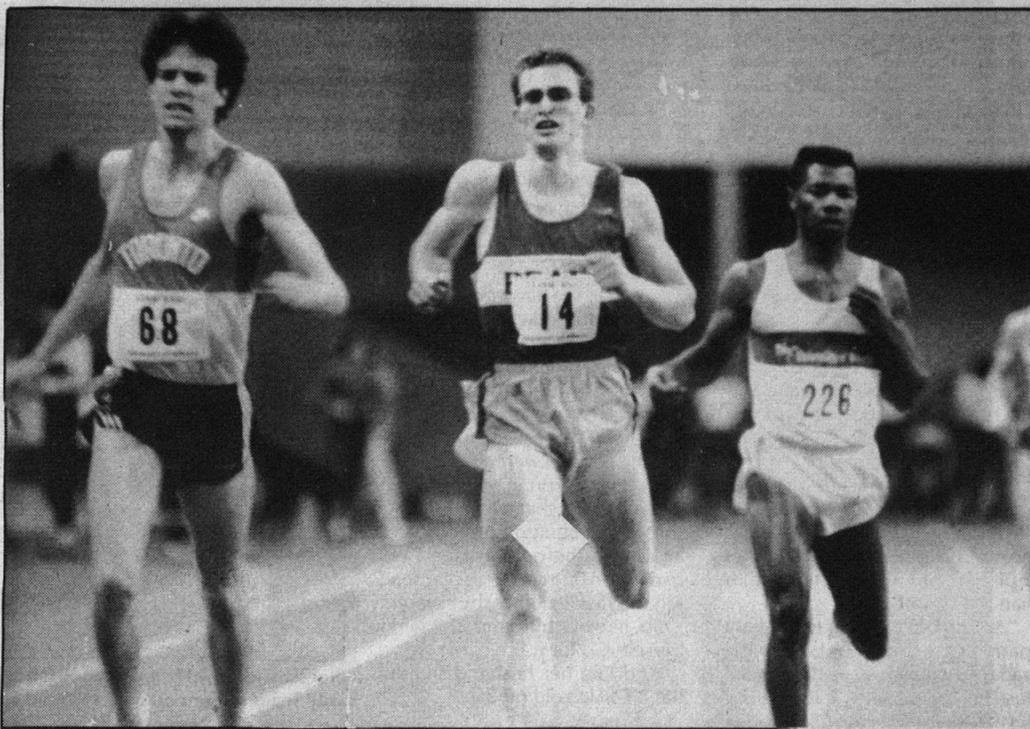


Photo Bruce Cardave

(Above) Alberta's Brian Monaghan (middle) relaxes after the finish of the men's 300m. (Below, left) Calgary's John Graham stole the show, though, with gold medals in the men's 600m, 300m, 4x400, and 4x200 relays.

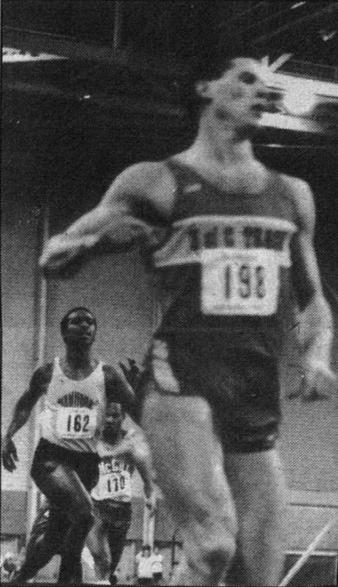


Photo Mike Hunniph

Football on ice

by Tim Enger
Bears 4 Wildcats 3

In the inaugural game of the UofA football Bears-Edmonton Wildcats hockey clash for Uncles at Large, the Bears have come away as the champions.

In a game where emotion made up for lack of skill, quarterback Mark Denesiuk scored on a great individual effort with 16 seconds left to secure the victory for the Bears.

The Wildcats had tied it up moments earlier on a controversial goal. With 1:12 left, Bears' coach Jim Donlevy was fingered for holding, which had prevented a breakaway. But before the first stoppage of play, Donlevy slid into the net knocking it off its moorings. Then,

with the sixth man on the ice because of the delayed penalty, the Wildcats put the puck in the net. After a lot of discussion, the referees ruled that Donlevy had intentionally knocked the net off, so they counted the goal.

This then set up Denesiuk's second goal of the game, and earned him game MVP honours.

Also scoring for the Bears, were linebacker Andy Shinke and tight-end Brian Cable.

Both the Bears and the Wildcats would like to thank all those who showed up for supporting their clubs and Uncles at Large.

Next year's game is as yet unscheduled.

Otto is through paying dues

Mark Habscheid, Manny Lee, and Joanne Otto. What do these three athletes have in common?

Well, here's a hint: Habscheid couldn't crack the Edmonton Oilers' lineup on a permanent basis because of the presence of two other scoring centers, Mark Messier and Wayne Gretzky.

Need another hint? How about middle infielder Lee riding pine on the Toronto Bluejays' bench in favour of second baseman Damaso Garcia and shortstop extraordinaire Tony Fernandez.

Okay, so I gave it away. But can you name the two 600-metre runners that stand between Otto and a CIAU gold medal?

They are Saskatchewan's Gwen Wall and Sherbrooke's Susan Durell. They placed first and second respectively ahead of Otto in the 600-metre on Friday.

But Joanne Otto, who also took the bronze in that event last year, isn't complaining at this stage of her career. "I'm happy with the bronze because the two girls that beat me were the best in Canada," said the 19-year-old.

"After being injured all of last year I think I've really improved this season," explained Otto as she applied ice to a right foot that suf-

fered a stress fracture early last year.

Older brother Dave plays on the Golden Bears hockey team while studying medicine. Joanne is in her second year of pre-med.

Making the best of a tough situation, Otto learns from rival Gwen Wall rather than being discouraged by her.

"She's something for me to strive for, which is really good for me. I've been catching up to her slowly, though," admits Otto of last year's provincial Female Athlete of the

Year in the wheat province.

But the good news for Otto is that Wall ran the last CIAU race of her life on Saturday. She has now finished her fifth year of competition.

Joanne Otto was Alberta's top female athlete in this writer's opinion. She ran in the 4x800 and turned in a remarkable leg in the 4x400 as the Pandas finished fourth.

And with two bronze medals in her first two years at the university level, this third-stringer is going to be a first-stringer mighty quick.

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Lee Pongs run to a pair of golds

Talk about a couple that does everything together. Noella and David Lee Pong both went into the CIAU nationals ranked number one in their respective 60 metre events.

Both, however, had suffered slight injuries just a week previous.

In fact, they each incurred injuries to their left thigh, and were both doubtful about competing for the U of A relay teams.

Getting ridiculous? Well, as fate would have it, the husband and wife team of David and Noella both walked away with gold medals after running away from the field in the 60m sprints.

"That made it for me, when I heard that Noella had won her event," said an elated husband and coach. "To see the fruits of my labour and my influence was just... How can you describe it?"

David, who receives his own coaching from Jack Finstad, actually had the most serious injury of the two, a pulled hamstring that kept him out of all action other than the sprints.

"Around 40 metres I felt a slight spasm in my thigh, but I was in the lead by then so I just said to myself 'Just go for it', and that's what I did." He won the race in 6.88 seconds.

Lee Pong won his heat on Friday, but had the third best time overall. Noella also won her heat, but won it in fine style, running a 7.60 to claim top heat time despite a quadricep pull of her own to deal with.

"It was a big confidence builder to win on Friday," admitted the 25 year old Medicine student. "I felt so good coming in this (Saturday) morning." Good enough to post a time of 7.61 seconds.

"There was an awful lot of pressure before this meet. In the past I was never the favorite so people were surprised when I did well. Now they expect it."

She was entered in the 300 metres but withdrew, and almost had to scratch herself from the 4x200 metre relay as well.

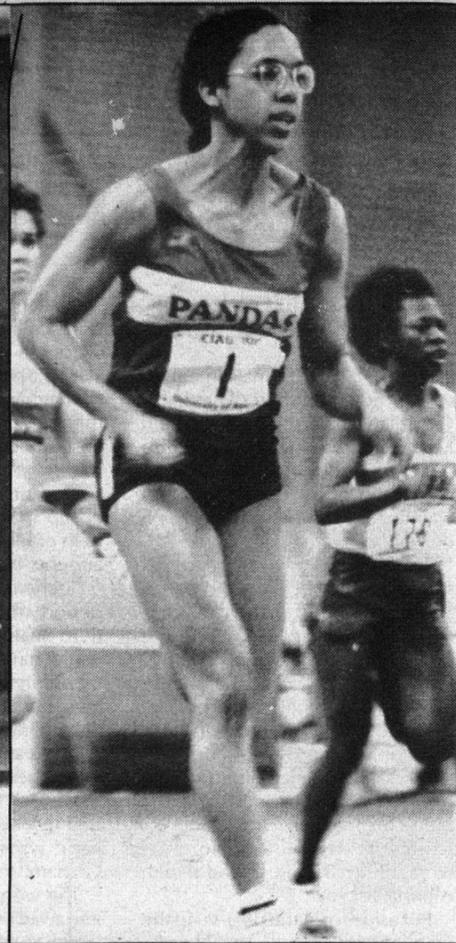
"The coaches weren't even going to ask me to run in the relay until we found out that we had the outside lane. I couldn't run corners at all, but in the outside lane I only had to run one corner (because she ran the first leg off of the stagger)."

So, like her husband, she said to herself 'Go for it.'

And like her husband she now has a CIAU gold medal.



Noella and David Lee Pong both struck gold on Saturday. The husband and wife team took no prisoners in the 60m sprints at the CIAU finals.



Gillis and Lanovaz jump into first

Nancy Gillis and Danny Lanovaz would both like to forget the high jump competition at the CIAU Track and Field championships this past weekend.

And if they can keep their minds on the gold medals that they earned in the long jump and triple jump respectively, that shouldn't be too much of a problem.

Gillis, who entered the meet ranked third in the high jump, dropped out with the bar at 1.65 metres, good for a tie at seventh place. Her previous personal best was 1.72.

Lanovaz, on the other hand, was forced to drop out of the men's high jump event because he was too busy winning the gold medal in the triple jump.

"Yes, I'm a little surprised that they don't schedule the two events on different days, because there's a few of us that compete in both events."

The 22 year old out of Grande Centre High School has always been a specialist in the triple jump, and coming off a serious foot injury last year, he reacted incredibly well.

"I was jumping on the wrong kind of spikes last year at the first meet of the year, the Sled Dog (at the U of Saskatchewan). That won't happen again." Lanovaz has made great strides this year, however, earning top male athlete honours two weeks ago at the Canada West championships, and now a gold at the CIAU's.

In Nancy Gillis' case, the long jump event was simply an exercise in confidence.

"I was ranked number three going in, but the two girls ahead of me had personal bests that were the same as mine, and I had beaten them both twice before. So I knew that I could do it."

And as for her winning jump of 5.87 metres, "I knew that it was a good one right away." In fact, it was two centimetres over her personal best and nine better than her second best effort of the meet.

Gillis also copped a silver medal with the Pandas 4x200m relay team. "We've had bad exchanges all year, but everyone just hogged the inside lane for the whole race and things went really well."

Nancy Gillis and Danny Lanovaz will both not soon forget the high jump events at the 1986 nationals, and with a pair of gold medals between them, it's no surprise.

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Bears face number one Moncton in semi-final

by Mark Spector

The Final Four of Canadian university hockey was decided this past weekend, so the battle lines are drawn for the upcoming CIAU hockey championships this weekend at the Northlands Agricom.

In the Thursday night contest, our own **University of Alberta Golden Bears** will host the number one ranked **University of Moncton Aigles Bleus**. Moncton defeated **Wilfrid Laurier** in two straight games to claim a berth in the national tournament.

In the other semi-final slated for 2:00 p.m. Saturday afternoon, the defending Canadian champions **York Yeomen** will take on the **Universite de Quebec a Trois Rivieres**. UQTR beat Canada West champions **Calgary** two straight, while York won over **Dalhousie** in a deciding game on Sunday to advance.

As for the Golden Bears, they, of course, lost out to the **Saskatchewan Huskies** in a Canada West semi and have been idle for the past three weeks.

But instead of getting healthier over the extended break, Alberta, if anything, has gotten more bruised up.

CWUAA Freshman of the Year defenceman **Eric Thurston** (back), leftwinger **Curtis Brandolini** (back), and **Bill Ansell** (knee), are all questionable for the Thursday encounter. Meanwhile, some kind of a 'flu' bug has been circulating throughout the team, with the latest victims being rearguards **Colin Chisholm** and **D.J. Havrelock**, as well as coach **Clare Drake**.

Between the guys that are injured and those that are just sick, Alberta has barely had enough guys to run a decent practice. They had to call up an alumni unit of **Don Spring, Dave Souch, Rick Carriere**, one of the **Zapernick** brothers, and assistant coach **Kevin Primeau** just to be able to have an intra-squad at the Agricom on Saturday night.

On that note, the Bears have called back **Jay Reid**, whom they had cut earlier this season. Reid played for Alberta last year as well, but ended up the year in **Sherwood Park** of the **Alberta Junior Hockey League**.

The figures on ticket sales are not out yet, but they have been getting the push from minor hockey organizations, the **Knights of Columbus**, and the **S.E. Zone**. If you're looking for single games, the two semis are

\$6 apiece, while the final is \$8. The entire package is going for \$15.

Finally, one of the two major sponsors, **Cooper**, wants all the teams to wear Cooper equipment

exclusively. Three of the clubs are willing to comply, but UQTR is not. It seems that they had struck a deal with **Koho** at the beginning of the year and want to stick to it.

Cooper doesn't have much say in the matter really, but would no doubt be better hosts to the Quebec team should they decide to buckle under.

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MARCH 19

April fools mixed doubles tennis tournament April 2,3,8, 10th 7:30 - 10:30 pm. Entry deadline today - Green office.

Lutheran Campus Ministry noon hour Bible study. Study of Evangelical Catechism, from Germany. Room 158-A SUB

USS Presents the "Universe and Man" speaker series - free lecture. Dr. James — Dept. of Biochemistry. "Diffraction Methods in the Study of Muscle Contraction." 12:00 noon, V-102

U of A Debating Society General meeting room 2-42, Humanities centre, 5 pm. Cub round to follow!

Christian Reformed Chaplaincy Soup'n Sandwich supper/Discussion - an Educator and his faith. SUB 158-A, 5:00 pm.

MARCH 20

U of A Fencing Club Annual election/meeting 8:30 pm - Phys. Ed. Bldg. - Room W-14. Members please attend. U of A Flying Club General meeting CAB 269, 6:00 pm. '86 - '87 Executive Nomination deadline.

Anthropology Club - Arctic Archaeology slide presentations in back room of Power Plant - 7:00 pm

Lutheran Campus Ministry 7:30 pm Worship at the Lutheran Student Centre, 11122 - 86 Avenue

MARCH 21

Edmonton Chinese Christian Fellowship Cell group - presentation SUB 158A, 7:30 pm.

Slavic Department: guest speaker: Vladimir Bukovsky: 3:00 pm/TLB-1 (Tory Basement); subject: "The Mind of Man Under Communism: Life in Prisons and Work Camps in the USSR."

MARCH 22

Caribbean Students' Association Social: 6:00 pm in L'express cafe, SUB 142. Tickets: \$4.00 advance/5.00 door "Ekankar and Consciousness" - Book discussion at #201 8908 - 99 St. 2:00 pm. Info/431-0739

MARCH 23

Lutheran Campus Ministry 10:30 am Worship on Palm Sunday in SUB 158A Christian Reformed Chaplaincy Bible study and Fellowship - Discussion on Gambling and Lotteries. SUB 158A, 6:30 pm.

MARCH 24

Slavic Department - guest speaker: Vladimir Bukovsky: 10:45 am/2-114 Clinical Science Building; subject: "The abuse of Psychiatry in the Soviet Union."

MARCH 25

Drama Club General meeting to vote on special bylaw ammendment resolution

MARCH 26

U of A Chaplains 5:00 Seder Meal in SUB 158A. \$5.00 tickets available from the Chaplains' offices.

MARCH 27

Lutheran Campus Ministry - 7:30 pm Maundy Thursday Worship at the Lutheran Student Centre, 11122 - 86 Ave.

MARCH 28

Lutheran Campus Ministry 7:30 pm Good Friday Worship at The Lutheran Student Centre, 11122 - 86 Ave.

MARCH 29

Lutheran Campus Ministry 10:30 pm Easter Vigil Worship in SUB 158A

MARCH 3 - 15

U of A Industrial Design Club presents: "Ideas", an exhibition of recent furniture and product design. BeaverHouse 427-3368 8:00 -10:00 am

MARCH 17 - 21

GALOC presents "Gay and Lesbian Awareness Week". Displays in Gallery lounge, HUB. 10:00 - 3:00 pm daily. Wind-up social March 21 in 034 SUB

GENERAL

University Women's Club of Edmonton Scholarship 1986 - \$1,000 academic award to any graduate student. Applications: Rm. 252 - Athabasca Hall. Deadline: April 18/86-INFO: 436-9323

U of A New Democrats Activist meetings. Thursdays, 5 pm, Rm. 614 SUB. All members welcome.

Society Against Mind Abuse - Check the tables every Friday for information cults.

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FS: I take it you're reading the personals in search of a scandalous morsel. I'll only say that I like you. (Even with your clothes on). Happy 5th lover. C.

5K Alumni Party March 21/86. Info. call: 433-9898 or 433-6386

LOST & FOUND

Reward offered for the return of a pair of mittens. Have white curly lambswool an top and brown leather bottoms. If found, please call 434-3261

Lost: Wire(brown) rimmed glasses in brown leather case (from Campus Optical). If found please call Bruce Todd at 432-2624 or 432-7177

Found: 1 set of keys, south end of Hub, near newspaper boxes. Claim at Campus Security.

Found: Black scarf, @ Saucy Noodle, March 13, 1986, call Cynthia at 433-5019

Found: Ladies watch in Parking zone Z. 482-3709

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Thursday, March 20, 7:30 p.m.

U of A Golden Bears Vs. Universite de Moncton

Saturday, March 22, 2:00 p.m.

York University Vs. Universite du Quebec a Trois-Rivieres

FINAL

Sunday, March 23, 12 noon

Winner Semi-final 1 Vs. Winner Semi-final 2

Reserved seating: Tournament Pass \$15.00

Semi-finals: \$6.00

Final \$8.00

Group Game Packages: Semi-finals (4 tickets for) \$18.00

Final (4 tickets for) \$24.00

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Tickets Available From:

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FRIDAY, MARCH 21, 8:00 P.M.

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VOICE —

TIM FEEHAN —



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University of Alberta Butterdome

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