

SCM LIKES KEMP

... dislikes tenure

## Ted Kemp's supporters plan attack on tenure priorities

By Bob Blair

Students meeting Thursday in SUB to discuss Ted Kemp's failure to receive tenure decided that Mr. Kemp should be used as a lever for changing priorities in criteria for tenure.

The students questioned why student representatives on the review board refused to reveal how they voted on Mr. Kemp's tenure. It was explained that the representatives did not feel that they should reveal their votes as the meetings were closed and revealing these votes would give a better indication of how the other members had voted. The fact that the meetings were kept closed then came under attack.

Some students recommended that the philosophy undergrads "de-elect" their representatives, who had been elected by a meeting of 14 students, and replace them with others who would be willing to reveal how they voted. However, the consensus reached was that it is doubtful that this could be done.

Organizers explained that the main thing that has to be done so far is simply to draw students out and get their ideas on strategy. Also a minor poster campaign has been started, but this has run into difficulties because someone has been tearing down the posters. Some students suggested that this was because the posters had not been approved. Most students believed that no approval was needed for placing the posters in Tory or the Rutherford Library (the buildings from which the posters had been removed). Nevertheless, it was decided that someone should discuss this with the building managers. It was further decided that should it be found that there was no legal way of placing posters in these buildings, all other posters there should also be removed. In the words of Gaye Lounsbury, they would "drop our poster campaign and drop all other poster campaigns."

Miss Lounsbury also announced that she and David Leadbeater have an appointment with Dean Smith next Wednesday in order to discuss the Kemp matter. It was initially recommended that as many students as possible show up at this appointment to show student support for Mr. Kemp. However it was pointed out that this would conflict with Women's Day activities to be held on campus. Also, it was generally believed that Dean Smith is already aware of student sympathies in this matter. The idea was dropped.

Several students were concerned as to whether this was being done to help Mr. Kemp or to change priorities of criteria for tenure. Many of the students felt that Mr. Kemp should be used as a lever for changing priorities. Since he is more popular among students than Fisher or Whiteside it is believed that his case will be more effective than either of theirs. Some objection was raised to this goal; however, since changing priorities of criteria for tenure and helping Mr. Kemp go hand in hand, these objections were dismissed.

## "Dream child" dies as council lives

OTTAWA (CUP)—The remnants of Carleton University's student council decided to remain in business Wednesday, despite a student mandate to dissolve itself.

During a two-day referendum Jan. 19 and 20, students voted 744 to 457 to abolish the council and replace it with two new bodies: one controlling services, and one taking charge of "political" functions of student government.

But the referendum turn-out only amounted to 19 per cent of the full-time student population of Carleton—less than the one-third of Carleton's 6,200 students necessary to make the decision binding.

The proposal to split the duties of the council—consigning serv-

ice functions to a five-man board of directors, and political functions to a "grand council" composed of student representatives to the university's decision-making bodies—was originally forwarded by members of the student council executive Jan. 6.

At the same time they made the proposal, seven members of the eight-man executive resigned.

Wednesday, the remains of the council rejected a proposal by former student council president Lorenz Schmidt asking that the council dissolve itself anyway, even though members were not bound by the referendum results.

"A valid political comment to draw out of the referendum is that a majority of the people who bothered to vote think changes are

necessary," Schmidt said. "I think this council should recognize that fact—and act accordingly."

The councillors voted 7-1 to defeat the motion.

"You want us to dissolve ourselves so your dream child will come through," arts representative Dave Egan told Schmidt. "But right now we don't have enough participation. Let's wait until we get people at Carleton who will make this sort of change possible."

The council appointed Brian Hamilton, former finance commissioner, as interim president of the group; five other executive positions left vacant by the Jan. 6 resignations will not be filled until new council elections take place Feb. 16.

# The Gateway

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## Sociology dept. vetoes prospective professor

### Grad students protest 'undemocratic' decision

By Dan Jamieson

Graduate sociology students here want to know why their department has refused to hire the vice-president of the Western Association of Sociologists and Anthropologists.

The students have circulated a petition to re-open hiring proceedings for Dr. Richard Ossen-berg, an associate professor at the University of Calgary now on sabbatical here.

Dr. Ossen-berg, a Canadian with a background in research on Canadian topics is also the former program director for the Canadian Sociological Association.

Department head Dr. Gordon Hirabayashi told The Gateway in November the department was not taking on new staff unless they had been very closely screened to avoid events such as those which surrounded the Whiteside-Fisher tenure dispute last year. At that time, serious rifts appeared among faculty and graduate students and several demonstrations were held to question departmental policies.

Apparently, Dr. Ossen-berg did not meet the department's standards in this regard. While the staff selection committee voted unanimously to accept Dr. Ossen-berg's application for an associate professorship and the department executive committee voted three to two in favor, the dean's selection committee which makes final

hiring decisions, turned him down flat.

The committee, on which Dr. Hirabayashi sits, voted unanimously against hiring.

Dr. Hirabayashi said Thursday the application was rejected by the dean's committee because there was a "lack of departmental force behind the appointment."

He pointed out the closeness of the vote in the executive committee and the practise in other departments of refusing to forward recommendations for hiring without at least two-thirds of the committee voting in favor of the applicant.

Dr. Ossen-berg said Thursday he had received no direct communications about reasons for the refusal, but added that "any questions raised here which might lead to something new or different would be automatically suspect."

The professor was one of the majority of the members of the sociology department at Calgary who called for an investigation of the department administration there.

His desire for a position here now is "certainly less" than before but he still has some hope the situation will be clarified even if no appointment is made.

He terms the petition from the grad students "very gratifying and quite a courageous move on their part."

However, even though one graduate said the proceedings were undemocratic in spite of the facade of a democratic structure, he added that no further action will probably be taken for fear of reprisals.

Paul Tietzen, a sociology grad student, said a few students had already been "blasted" for their views.

"What will happen is that Ossen-berg will not get an offer, and a bunch of rather gutless graduate students will stand by while this department once again rejects a potential faculty member whose services are drastically needed and clearly relevant to both the undergraduate and graduate programs," he said.

Other graduate students declined comment.

### The weak eyes have it

The Gateway has today undergone a change in format. For the convenience of our weary-eyed readers, we have adopted a new style of body type which is larger, more suited to a newspaper and thus easier to read. In addition the print shop sneakily sneaked a whiter newsprint past the bleary eyes of our proofreaders and so now we come to you in living color, at least sharper black and white.

short shorts

# Extension department really moves

This winter and spring the Department of Extension is offering three courses in Management and Motivation.

Management and Motivation will be held Jan. 29 through 31. This course is for business managers and others who have the responsibility for establishing and main-

taining a high level of motivation in their organization.

Class hours are from 9 a.m. to 4:30 p.m. The fee is \$75 including materials, parking, and daily luncheon.

The Motivation to Work is scheduled for Feb. 27 and 28 and will be of interest to executives who

are concerned with the motivation level in their organization.

The fee for this course is \$55 including materials, parking, and daily luncheon. Class hours are from 9 a.m. to 4:30 p.m.

The Effective Executive will make use of Peter Drucker's film series in which Drucker maintains that effectiveness can be learned. This two-day seminar will be held April 3 and 4. The fee is \$55 including material, parking, and daily luncheon. Class hours are from 9 a.m. to 4:30 p.m.

Brochures describing these motivation seminars in detail are

available by calling the department at 439-2021, ext. 61.

**TODAY**

**BASKETBALL**  
The U of A Pandas will take on the U of M Bisons in the Main Gym at 5:30 p.m.

**ASPECTS OF CHINESE**  
The Chinese Students' Association presents "Aspects of Chinese," a cultural variety show featuring Chinese songs, dances and Kung-Fu. Admission is free.

**COOL HAND LUKE**  
Student Cinema presents "Cool Hand Luke" at 7 and 9 p.m. in TL-11.

**QUEBEC LIBRE**  
A speech will be given by Victor Raymond of the League des Jeunes Socialistes at 12 noon in SUB 142.

**SATURDAY**  
**REPUBLIC DAY OF INDIA**  
The Indian Students' Association is celebrating the Republic Day of India, at 8 p.m. in SUB Theatre.

**SUNDAY**  
**WORKSHOP CONCERT**  
Sunday at 3:30 p.m. the Edmonton Public Library Theatre presents a string program with child violinists and violoncellists from the Society for Talent Education directed by Yoko Olke and Yasuko Tanaka. Admission free.

**MONDAY**  
**"MAME" TICKETS**  
Ticket sales for "Mame" will go on sale at the SUB ticket booth and the exhibition box office on Monday.

**GRADUATE STUDENTS' WIVES**  
The Graduate Students' Wives Club will hold their next meeting at 8 p.m. in Room at the Top. Dr. N. J. Ball will speak on "The World Population Explosion and Family Planning."

**SHORT COURSE IN AIRPHOTO INTERPRETATION**  
The basic principles, techniques, and applications of airphoto interpretation will be examined in a January course sponsored by the Department of Extension.

Dr. J. D. Mollard, president of J. D. Mollard and Associates, Regina, will conduct the course with the assistance

of members of his staff. Airphoto Interpretation will be held Jan. 26 through 30 from 9 a.m. to 4:30 p.m. The fee is \$120 including course materials and banquet on Jan. 26. Additional details may be obtained from the department by calling 439-2021, ext. 27.

**OTHERS**

**ARCHITECTURAL CONCRETE SEMINAR**

The Department of Extension, and the Division of Continuing Education, the University of Calgary, in association with the Portland Cement Association, Prairie Provinces Region, will present a one-day seminar on architectural concrete in Edmonton on Jan. 28 and in Calgary on Jan. 29.

Raymond T. Affleck, a partner in the firm of Affleck, Dimakopoulos, Lebensold, Montreal, will speak on "Design Aspects of Architectural Concrete." Albert Litvin, manager, construction research section, Portland Cement Association Research and Development Laboratory, Chicago, will discuss "Research and Development of Exposed Concrete Surfaces"; and Larry Washburn, Architectural Concrete Consultants, Inc., Berkeley, California, will consider "The Applications of Architectural Concrete."

The fee for each one-day seminar is \$15 inclusive of materials and luncheon, and registration is recommended prior to Jan. 21.

Please contact the Department of Extension at 439-2021 or 432-4251.

**AGRICULTURAL POLICY ISSUES**  
The process through which agriculture policy is determined and how it may be influenced will be examined at a conference on Agricultural Policy Issues Feb. 15 to 20.

The conference, sponsored by the Department of Extension, the Farmers' Union of Alberta, the Alberta Wheat Pool, the United Farmers of Alberta Co-operative, and the United Grain Growers, will be held at the Banff Centre for Continuing Education, Banff.

The registration fee is \$25. Accommodation and meals are an additional \$60. Application blanks and additional information about the conference is available from the Department of Extension at 439-2021, ext. 65.

**TEACH-IN**  
Canada's role in East African development will be the topic of a teach-in held at 8 p.m. in Ed 129. Speakers will include CUSO agriculturists, two students from East Africa and a nutritionist, Dr. Styles.

**UNITED NATIONS CLUB MEETING**  
The United Nations Club will hold a meeting at 7:30 p.m. in the Meditation Room. Two films on war will be shown and the general assembly will be discussed.

**PRINTS FOR RENT**  
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Foothills School Division No. 38	January 26, 27
Acadia School Division No. 8	January 26, 27
Dominion Construction Company Ltd.	January 26
Eldorado Nuclear Limited	January 26
Fort Vermilion School Division	January 27
Government of Alberta—Probation Officers	January 27, 28
—Correspondence School Branch	January 27, 28, 29
Alberta Government Telephones	January 27
Medicine Hat School District No. 76	January 27
Gulf Oil Company	January 27
County of Vermilion River No. 24	January 27
Starland School Division No. 30	January 27
Crowsnest Pass School Division No. 63	January 27, 28
International Services Overseas	January 27, 28, 29
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**GOING OVERSEAS?** Passport photos will be taken Thursday, Jan. 29 in S.U.B. 238 from 7:30 p.m. to 10:00 p.m.

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**Viewpoint**

**Project '70, Savage real and honest**

*by Sid Stephen*

Robert Savage is a big man with a deep voice. When he says that "we are in the midst of perhaps the greatest danger humanity has ever faced," people listen and believe.

Mr. Savage is the producer of CHED's Project '70, the program which "shakes the shroud of apathy surrounding the drug problem here in Edmonton," and after listening to several segments of the program this week, I couldn't believe Project '70 or Robert Savage. I thought I could smell commercialism, I thought I detected crass sensationalism in treating a subject that should be treated seriously.

So I was in my usual cynical frame of mind Thursday night when I went to CHED to see Mr. Savage at work.

The program is largely made up of tapes which Mr. Savage has collected over the past three years, during which time he has

been involved in a number of programs on drug use in Canada and the U.S.A. "Studio guests" are present, and phone calls from listeners are referred to these people, or else cued to one of the many tapes.

Sensationalism? Jim McLaughlin, CHED news editor, said, "When we ask a class of kids in an Edmonton junior high school if over 50 per cent of the school uses "drugs," and they answer "yes," that's sensational, all right." Mr. McLaughlin feels that the anonymity of radio lets the kids open up. "We could tell when we were being put on," he said. "All the rest of the kids would laugh."

Mr. Savage said he was aware of the possibility that Project '70 might turn on people who previously had had no experience with the drug. But he felt that most kids already had some information about drugs, and a lot of that was wrong. "About 60 per cent of the interviews used

were gathered here, right in Edmonton," said Mr. McLaughlin.

In the studio, the "live" portion of the show went on the air. The callers ranged from confirmed heads who wanted to know the difference between using acid and "straight" drugs like alcohol, to a nine-year-old who was afraid of a pusher "forcing" him to take LSD.

After the show was finished, I asked Mr. Savage why he was doing the type of work he was. He looked me right in the eye and said, "I took the first assignment in this field for money. But now I've started something, and it's about 60-40 between money and altruism, if you like."

My final impression was of a man who liked his job and was good at it. I still question the effectiveness of Project '70, and wonder if it's doing more harm than good. But Robert Savage came across as real, concerned and involved. And honest.

**St. Jean affiliation**

The Arts Faculty Council recommended Tuesday, after a lengthy semantic debate, that College St. Jean be affiliated with the U of A.

The recommendation will go back to the General Faculty Council's Academic Development Committee to be incorporated into that committee's report.

The council managed to talk in complete circles for the benefit of the few students who attended this first open meeting of the Arts Faculty Council.

The 300 member council, of which only 30 showed up, took a divided stand on the GFC's recommendations that first-year compulsory courses be abolished.

They agreed that the first-year physical education courses should discontinue, but disagreed on the proposal to drop first-year English courses. After many lengthy arguments had been tossed back and forth, the council passed a motion to discontinue first-year

phys ed courses, but not English courses.

The faculty of phys ed is planning to institute lab courses to replace the present system. The arts faculty will accept for credit one junior level phys ed course.

Also accepted was a motion to allow Commercial Art 32 and Performing Arts 32 as acceptable matriculation courses for admittance into a B.F.A. program.

**Graduate rep leaves GFC**

Paul Tietzen has resigned his position as grad student representative to the General Faculty Council committee on academic planning and development as of last Wednesday.

Mr. Tietzen said he had no quarrel with the committee, and they had dealt "very fairly" with him.

"I have served on the committee for one-and-a-half years," he said when asked why he had resigned, "and other than College St. Jean I don't feel that I've dealt with anything that was relevant to academic affairs."

He said he decided earlier in the year to leave the committee as soon as "the College St. Jean thing was cleared up."

He also cited the difficulty of maintaining his position with the committee considering academic and other commitments.

**High school visitations start Tuesday**

Tuesday a students' union sponsored program of high school visitations will start at Harry Ainlay Composite High School.

The program is being run by the Inter-fraternity Council and the Panhellenic Society, and has mobilized about 60 members of men's and women's fraternities to conduct the seminars.

They will visit most city high

schools in the next three weeks to hold noon-time seminars to discuss university life. Seminar subjects include:

- How to get information about university
- Conduct a general discussion on those aspects of life affecting students
- Promote Varsity Guest Weekend.

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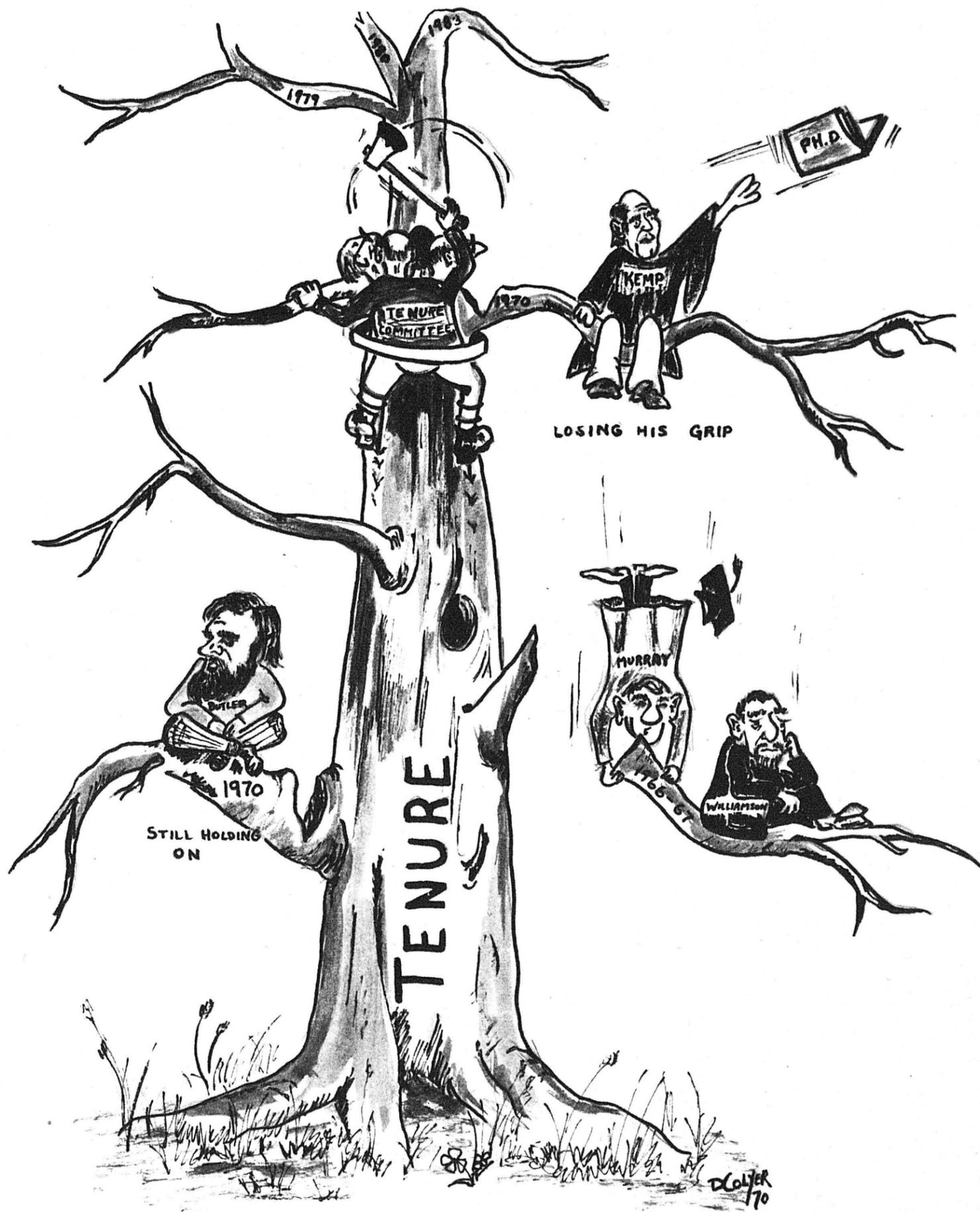
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**casserole**

**-TENURE**

## casserole

a supplement section of  
the gateway

produced by the gateway staff

arts editor

irene harvey

Cartoonist Darrel Colyer makes his Casserole cover debut today with a candid glimpse at the tree of knowledge at U of A and some of its victims.

The cover story is on C-4 and C-5. Reprinted here from The Chevron and originally taken from the December, 1969 issue of Evergreen, the article takes a hard-line stand on the privileged heirarchy called tenure.

Mr. Hentoff's piece and the one opposite by Dr. Mardiros are particularly pertinent in view of the now brewing Ted Kemp tenure case and upcoming students' union referendum on tenure.

Which brings us to those brilliant arts pages which this week include art and book and record reviews, plus a peek at an opera and modern dance.

All brought to you by the same people who produced a Harlequin's Harlequin and exposed the undergrad as yo-yo.

# The unives

## Let's abolish the Ph.D.

This article first appeared in Canadian Dimension magazine, and is reprinted with permission of Dr. Mardiros. Dr. Mardiros is the former head of the philosophy department here, and now a professor in the department.

By ANTHONY M. MARDIROS

As the U.S.A.'s closest neighbor both physically and culturally Canada is particularly exposed to American trends in education, and this influence is not wholly bad.

In the United States there is more education at all levels than, perhaps, in any other country. There is also more variety and more experimentation in all kinds of educational forms. Technical, scientific and scholarly skills are as highly developed there as anywhere in the world. Of course the results of this sort of quantitative and qualitative development in education are not necessarily good. In our time the most educated country in Europe produced the Nazi regime, the most educated country in Asia produced the Japanese war machine, and now the most educated country in this hemisphere is responsible for the war in Vietnam. Leaving consequences aside, however, it must still be acknowledged that there is a great deal of education in the United States, some of which is very good.

In the beginning Canada was dominated by certain traditional English and European educational models. She steadily succumbed to the American example, not necessarily because of economic and political pressures but as a natural result of America's greater size and wealth. Canadian education has followed the trend toward more and higher learning for more and more people. It has benefited by having American educational institutions easily and readily available to Canadian students. Finally it has profited from the very defects of the American political and social system. Just as America in the thirties and early forties received a stream of intellectual refugees from Naziism and Fascism, so to a lesser degree is Canada now receiving a smaller stream of scientists, scholars and students who are refugees from the political, social, legal and military pressures existing in the United States. All this is by way of showing that there are some advantages to having the U.S. for a next door neighbor.

In what follows however, I am going to draw attention to the disadvantages of this proximity, particularly in the area of higher education known as graduate studies.

Statistics show (they are readily available, and I am not going to reproduce them here) that from the turn of the century until the Second World War, there was a slow and gradual development of graduate studies in the United States, followed by a steep post-war rise and an even steeper rise since 1960. Canadian development of graduate studies since the war has faithfully followed the American pattern but of course at a respectful distance.

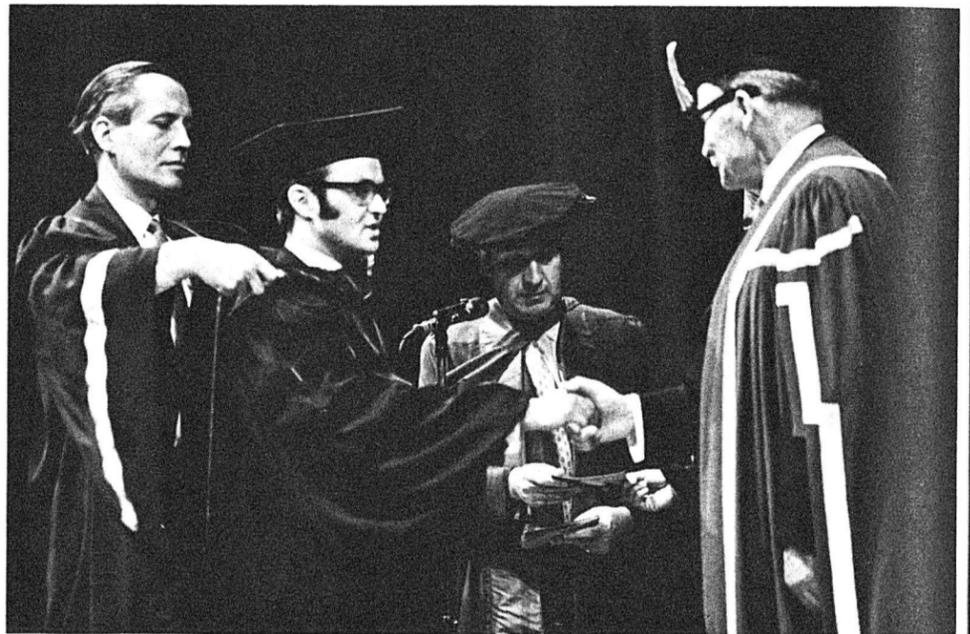
Graduate study in its present form is largely an American invention. The Ph.D. degree was imported from Germany in the 1870's but it has been wholly metamorphosed on this continent and in its new form dominates higher education in the United States. It has permeated and conquered Canadian universities and is making considerable inroads into the academic life of Great Britain. Since the alleged purpose of the Ph.D. is to put the training of creative scientists and scholars in every branch of human enquiry upon a formal and organized basis, and to combine this, if possible, with the training of those who will teach

others to pursue the same goals, then, it may be wondered, why is there anything to deplore in this example of American initiative and practicality?

A considerable quantity of literature has been devoted to the assessment and criticism of graduate studies in the United States. In fact, a surprising number of Ph.D. theses deal with the subject of the Ph.D. (a serpent devouring itself!). These studies show, for one thing, that graduate schools are not producing enough Ph.D.'s to meet the demands made by universities, colleges, research institutions, industry, and education departments, in spite of the statistics which show a spectacular rise in graduate studies. *Demand outruns the supply.*

Also, notable differences in the type of training the Ph.D. candidate receives in various universities is resulting in widely diverging standards. *Universities are not producing a standard product.*

There is evidence that instruction in a higher degree does practically nothing towards preparing the student to actually teach his



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# University explosion

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subject. This is regarded by some as a grave deficiency which should be remedied by formal training. However, members of Education faculties are not conspicuously better teachers than their untrained colleagues in other faculties; neither is it necessarily true that if they really know their subject they can teach it. Perhaps neither graduate nor teacher training as currently practised is relevant to acquiring ability as a teacher.

On the other hand, it has been shown that many Ph.D.'s are turning out to be neither productive scientists nor dedicated scholars. Some never do anything after their Ph.D. research, while others turn out worthless trivia. *The product is defective and ill-designed.*

Studies further show that graduate training and consequent Ph.D.'s are being given in subjects devoid of scholarly or scientific content in which genuine intellectual research cannot be pursued. This criticism is justly made of many American institutions and is true also in Canada. No doubt you can all recall appropriate examples of this *unfair competition from inferior products deceptively labelled and packaged.*

The contrary criticism is also made, namely, that the standards for the Ph.D. are unrealistically high, thus leading in many cases to failure or prolonged delay in attaining the degree. *The product is a luxury item too expensive for the mass market.*

All the above criticisms are heavily documented in the literature on the subject, but for the most part the critics have directed their attention to the reform or the revision of the Ph.D. system. In my view, the point is not to change the system but to destroy it.

The most radical criticism of the Ph.D. system was made by William James as long ago as 1903, when by today's standards graduate studies had hardly gotten off the ground. In an essay entitled "The Ph.D. Octopus," James wrote,

*America is thus a nation rapidly drifting towards a state of things in which no man of science or letters will be accounted respectable unless some kind of badge or diploma is stamped upon him and in which bare personality will be a mark of outcaste estate. It seems to me high time to rouse ourselves to consciousness and to cast a critical eye upon this decidedly grotesque tendency. Other nations suffer terribly from the Mandarin disease. Are we doomed to suffer like the rest . . . As it actually prevails and grows in vogue among us, it is due to childish motives exclusively. In reality it is but a sham, a bauble, a dodge, whereby to decorate the catalogues of schools and colleges. Our universities should never*

*cease to regard themselves as the jealous custodians of personal and spiritual spontaneity . . . They ought to guard against contributing to the increase of officialism and snobbery and insincerity as against a pestilence; they ought to keep truth and disinterested labor always in the foreground, treat degrees as secondary incidents, and in season and out of season make it plain that what they live for is to help men's souls and not to decorate their persons with diplomas.*

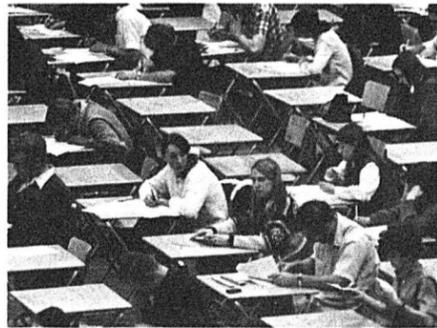
The insights made in James' trenchant essay can be elaborated and extended. The present system of graduate studies culminating in the Ph.D. is inimical to original inquiry. As James pointed out, it substitutes unworthy title-seeking for the appropriate and proper motives for research.

It continues the formalities of undergraduate years into the sphere of graduate study, blurring the essential difference between the two. Thus, it persists in maintaining the link between intellectual enquiry and the examinations, tests, courses, curricula, and all the rest of the red tape of academic life.

The Ph.D. system puts a premium on imitiveness. It destroys the student's independence. A mediocre or even bad piece of work done by the student himself would be better than the streamlined synthetic construction which he usually produces in collaboration with his supervisor.

Not only is the Ph.D. system bad for the intellectual development of the student, it frequently wastes the time of the supervisor and prevents him from doing his own research. Professor C. D. Broad of Cambridge once expressed his dissatisfaction with the Ph.D., perhaps with some understandable exaggeration, by remarking that it is a device whereby the time of someone capable of research is taken up in supervising the work of those who never will be. The late Ludwig Wittgenstein had something of the same sort in mind when he succinctly advised one of his American students "Don't be a professor!" Both men felt that there was a fundamental incompatibility between doing original thinking and putting Ph.D. candidates through the hoops.

In spite of William James' warning in 1903, the octopus grew, and now has us all in his tentacles. Why did this happen? Chiefly because the academic world increasingly became dominated by the "ethics" and ideology of the business world. Graduate study became a business with Doctors of Philosophy as the product. Notice how appropriately the revisionist criticisms of



the Ph.D. system can be expressed in business terminology! Notice also that as so often is the case in business, the product *may* be useful but *need* not be, for skillful advertising can create demand for a worthless product. Thousands of students are completing graduate programs which have little real relevance to their abilities or their future activities and employment, because they know that the possession of the Ph.D. will increase their earning power. A demand has been created for Ph.D.'s, but we probably need Ph.D.'s as little as we need cars with tail fins and chrome fittings. Advertising has certainly entered the field of higher learning. A stream of attractive brochures pours across the continent every year—from Alberta to Texas and from California to Nova Scotia—advertising rival graduate schools, each trying to lure away potential graduate students from the others. From the point of view of education this competition is largely irrational. If it is a healthy educational institution a university should develop its own scholars and researchers and by and large, although not exclusively, its advanced studies should be pursued by its former undergraduates.

In some circumstances there are good reasons for graduate migration, but the movement that prevails at present extends far beyond this reasonable amount. The transfer is often disturbing to the person concerned and is wasteful and uneconomic for all. To some extent it favors the large long-established and well advertised universities as against their smaller or younger counterparts.

In this aspect of business as in others Canada is a subsidiary of the United States. Our best undergraduate students tend not to stay with us for advanced study but rather to go to the better advertised or

wealthier universities across the border. In return we get their lesser students who are thus farmed out on our universities. We are engaged in a process of exchanging the best for the second rate, although there are many exceptions to this and the process may be to some extent modified by the effects of the American military draft.

Post-graduate study and research should be separated from the competitive and commercial framework within which it is imprisoned and which we have unwisely accepted from our neighbors.

What can we hope to do about this? Not much, I fear, of immediate significance. Some look to the reform of university administration and rest their hopes upon the emergence of universities run by academics instead of businessmen and government appointees. Desirable as this may be, it will not of itself affect the system of graduate study. Most academics are more committed to it than are the businessmen or the board of trustees. After all, most of them have invested a great deal of time, money and energy in acquiring a Ph.D. Why should they do anything to disturb its prestige or its monetary worth? In fact younger faculty members who have recently emerged from the system are often the most vigorous in perpetuating and extending the system. If university reform will not bring about a change, then perhaps revolution will; perhaps the current student unrest and revolt will lead to a breaking up of the rigid and conformist framework of graduate studies. I think this is unlikely since most students are busy working their way through the system, and the most we can expect from the others are abortive "peasant revolts" which are so disorganized and lacking in rational motivation that a period of disruption is usually followed by a return to the status quo.

The most we can look for, metaphorically speaking, is the formation of "guerilla bands" to attack the Ph.D. system and a long period of "guerilla warfare."

Those of us who care enough to resist the commercialization of research and intellectual enquiry should withdraw from so-called graduate work and divide our time between undergraduate teaching, our own scientific or scholarly work, and informal and unorganized communication with advanced students.

If enough of this happens, eventually the present organization of graduate studies around the production of Ph.D.'s will collapse under the weight of its own futility and mediocrity.

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# TENURE

By NAT HENTOFF  
reprinted from *The Chevron*

In the course of an academic year, I lecture at a different university at least one a week, more often twice. On the basis of conversations with students, faculty, and administrators throughout the country—and my own observations—I am convinced that those most resistant to fundamental changes in the American university are the tenured professors, the ones who have “made it” in the system and therefore oppose basic changes in it because they are, after all, the system’s resplendent products. Protected for life through the sanctity of tenure, they cultivate their academic gardens—many of them quite tiny and specialized indeed.

## *Control of education is held by a privileged hierarchy of teachers.*

Are the students dissatisfied? Is the university out of touch with the needs and frustrations of the surrounding community? These are transient squalls to most tenured professors, for they know that only death, retirement, or assassinating a member of the boards of trustees can ever threaten their security.

Again and again, I have heard of thwarted plans for authentic student-initiated independent study, for really breaking through “disciplinary” boundaries in restructuring courses, for working together with community groups to liberate the resources of the university. In the way of these changes have stood the tenured faculty, among them division chairmen, who have the essential decision-making power.

Again and again, I hear of and meet young, untenured faculty who, with students, have been energetically involved in formulating such changes. Some, besides, have been active with students in protests against the war, against racism, against university insularity. Repeatedly, it is these faculty members who do not get tenure because the one who have already made it regard them as exacerbating, as “unprofessional,” as disturbers of the peace of the university.

The rigidity, moreover, of faculty bureaucracy is beyond parody. An example: I was invited to give a freshman orientation lecture at an eastern school, located in a black ghetto. Until this year, the school’s admission policy had functioned almost as if there were no ghetto at all surrounding it. But finally, after disruptive protests the preceding spring, a markedly larger percentage of black students were to be admitted. A few days before I was to arrive, a new faculty member wrote me that there were some things I ought to know if I didn’t want to walk into an ambush. The faculty committee that chose me as speaker, composed mainly of tenured professors, was all white. The black students had not been consulted. But now the black students insisted on having their own

speaker as well. The faculty committee, having already made its decision, was reluctant to give the black students’ speaker any time on the program and they certainly wouldn’t pay him anything. All funds for freshman orientation day had already been allocated.

I called up the man on the committee who had first contacted me and proposed that my fee be split in half with the speaker whom the black students had selected. “Sounds like a fine idea,” he said.

Some vestigial instinct about the nature of the senior faculty mind prompted me to make another call the day before I was to come.

“You’ve told the black students what I suggested,” I said to my original contact at the school.

“Well, no, we haven’t,” he said.

“Why not?”

“Well, you see, we have no procedure by which we can communicate with them.”

“How about the phone?” I asked.

“You don’t understand. There is no precedent for changing the program in this way. Nor is there a precedent for consulting a particular group of students about the nature of the program.”

“OK. You either tell the black students what I’ve suggested or *this* will be the subject of my freshman orientation lecture.”

I didn’t take any chances though. I got the name of a leader of the black students, called him directly, told him what was going on, and my proposal turned out to be not so impossible to implement after all.

Two weeks later, at another school, I was told of a carefully worked out plan to bring a sizable number of the “underachieving” young people in the local town, white and black, into the college. It would require considerable extra work by faculty, but there were young teachers willing to do it. And it would require changing a number of the college’s venerable admission rules. The man who had worked out the design is a member of the administration. In his thirties, he is an energetic, knowledgeable educator, familiar with *The Work of Edgar Friedenberg, John Holt (Chevron)* and other other figures who are subverting the “conventional wisdom” of professional education.

“When does it start?” I asked him.

“It may not start at all,” he said. “The senior faculty is very suspicious. This sort of thing has never been done here before. Some are also afraid it might make them do more teaching than they like to do, and teaching with unpredictable, sometimes quite forceful kids. My only chance is to convince the senior faculty that for *them* nothing will change. Their fiefdoms, their prerogatives will remain exactly as they are. But the odds are against us.”

You don’t have to take my word concerning the degree to which tenured faculty are a massive obstacle to change. Their obsession with precedent—and their own manifold deficiencies as teachers—pervade the literature of criticism of the academy. And I don’t mean only the radical critics. Clark Kerr, for example, writes that “few institutions are so conservative as the universities about their own affairs while their members are so liberal

about the affairs of others; and sometimes the most liberal faculty member in one context is the most conservative in another . . . The faculty member who gets arrested as a ‘freedom rider’ in the South is a flaming supporter of unanimous prior faculty consent to any change whatsoever on his campus in the North . . . (And) when change comes it is rarely at the instigation of this group . . . (the faculty) is more likely to accept or reject or comment, than to devise and propose.”

Richard Desmond, dean of faculties at Illinois State University, is more blunt: “The career interests of the faculty are pitted squarely against the educational interests of the students.”

Why is this so? Look at how faculty members get promoted, at how they achieve tenure. Aside from the necessity of playing it cool on campus, of not becoming controversial (“Obsequiousness to senior faculty is a great help,” a maverick member of one university tenure committee told me), an instructor on the way up knows he has to publish to make it. And to publish you have to do research. Teaching and other contacts with students become decidedly secondary.

Because of this preference among the tenured faculty for research, the system is rigged against those who like to teach undergraduates and do it well. A young instructor quickly discovers that the way to get ahead in the academic world is to find a position with the lightest possible teaching load in order to devote his major energies to research . . . If he devotes his energies to teaching and becomes an excellent teacher, he will gain only a local reputation. Since such a reputation will be with students rather than with faculty colleagues, he is not likely to be offered new appointments and may be denied tenure and promotion within his own situation.

## *Only joint student-faculty committees should have power of promotion. Tenure must be abolished.*

To hell, then, with the students, And the quality of research? Look at it, if you can stand the tedium, in the professional journals. Much of it is research engaged in only to get enough credit cards for tenure. Or, as Jacques Barzun puts it in *The American University*: “On the dizzy heights of the academy, projects abound; few are sufficiently criticized. They are full of wind and water, much too overwritten to be seen through—a tenure summary would destroy them.”

What we have—exceptions admitted—are tenured mandarins. And once they have become members of the elect, they continue to pursue the life style which has already rewarded them with a life-

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# *massive obstacle to change*

time job. Here is another nonradical voice from the academy. Ronald Bergethon, an executive committee member of the commission for the independent colleges and universities: "The truth is that research is a very convenient pretext for the professor who does not want a full teaching relationship to his students. Research can be a form of withdrawal. It is a form of professionalism in which the scholar cultivates his colleagues rather than his students. He seeks for information to enhance his standing as a specialist—instead of exploring with the students their capacity for contribution."

Administrations are indicted, as they should be, for some of what's wrong with the academy, but the fundamental flaw is that real educational control is held by tenured faculty who chronically oppose changing what is comfortable for them and who also don't give much of a damn about teaching at all.

It is *their* fastnesses of power which have to be overcome if the university is going to be basically concerned with the needs of students—and not those of mandarins. It is tenure which so far makes this power unassailable. It is tenure which prevents *accountability*.

This past September, Yale president Kingman Brewster focused on accountability. He did not believe, he said, that a university president should have the equivalent of tenure and he proposed instead that his own leadership of the university be reappraised in 1971, at which point he will have served for seven years. "Accountability is what we should be striving for," he added, "and if accountability is to be real (there has to be) some regular, understood process whereby reappraisal of the competence of administration and the community's confidence in it can be undertaken without waiting for a putsch or rebellion."

But if the administration ought to be accountable for its competence, how can any less be expected of the real power in the university — the tenured faculty?

Tenure first came about as a protection for professors so that they would not be arbitrarily fired for saying or teaching "unpopular" things. Or arbitrarily fired for any other reason. But now there are other sources of protection in this regard. If an administration does indeed show contempt for human and faculty rights, the combined power of the association of university professors, the rapidly growing federation of college teachers, the various professional societies (now coming under the control of younger, more libertarian men), and the vicil liberties union can make it exceedingly difficult for the offending university to get first-rate faculty. Sanctions can be imposed, and furthermore, just the spreading of the baleful news will cut off the supply of high calibre faculty whose presence is necessary for the continuance of the university's accreditation.

But what of those regions where the yahoos in the state legislature have the power to cut off the funds of state universities which employ faculty of "subversive" views and intentions? Even the possible loss of accreditation may not curb these

troglodytes. It seems to me that when the atmosphere is that inimical to the most basic tenet of education — freedom of expression — sanctions have to be sustained until those universities sink to the common denominator of the howling legislators. If by that point the people have not been aroused to demand *real* universities, they will have been left with what they obviously want—extension of the prisons they call high schools. And mobility now being habitual to the young, students will go to colleges and universities in other states.

I do not think, however, it will come to that. I have traveled in enough so-called "backward" states to doubt strongly whether the full force of sanctions against a state university which has been taken over by legislature will leave the citizenry passive. Not because of any large-scale, fierce dedication to free speech, but because parents everywhere want credit cards for their children which will work. And if a particular university's degree has been thoroughly discredited because of national approbrium, the voters, will insist that the legislature act to make that degree negotiable again. If economic self-interest is threatened, even "suspicious" characters on faculties have to be allowed.

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## *Accountable only to themselves, faculty interests are in conflict with those of most students.*

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But if tenure is to be abolished everywhere, what will be the criteria for accountability? Up to a point, Paul Woodring, writing in the *Christian Science Monitor*, has proposed a sensible set of guidelines: "Each faculty member should be allowed to decide for himself whether he wishes to be judged on the basis of his publication, his teaching, or both. If he chooses to devote a substantial portion of his time to research and writing, his teaching load should be reduced sufficiently to enable him to plan his research carefully and write well. When he comes up for promotion he should be required to give evidence, not merely that he has published a specified number of papers, but that he has made a substantial contribution to the analysis, interpretation, and criticism of the work of other scholars."

I would add that promotion is one thing and tenure another, and that tenure should be done away with. Let the man who is essentially involved in research be reappraised at certain intervals—maybe every seven years, as Kingman Brewster has suggested for himself. I would also include much more diverse criteria for "substantial" re-

search. A social scientist, for instances, may have chosen to devote a good deal of time to community action work. Or someone involved in education may have spent several years helping start an elementary "free" school. Neither may want to publish the results in the usual "scholarly" fashion. There ought, therefore, to be other options: a film, a book intended for a wider audience than scholars (which doesn't mean, to say the least, that it would be any less substantial); or simply that the empirical evidence of what that community action or what that school has developed into. Let the *student-faculty committee in charge of promotions* spend some time observing and seeing for themselves what has been taking place.

Paul Woodring goes on: "Those faculty members who choose to be judged by their teaching—and in an undergraduate college their number should be substantially larger than the first group—should, when they come up for promotion, be expected to give evidence that their teaching is of superior quality. Such evidence . . . must be based in each case upon a distillation of the subjective judgments both of students and of other faculty members who have observed the individual's teaching. Recent graduates of the college, as well as present students, should be invited to express their judgments through anonymous questionnaires designed to distinguish the more obvious form of popularity from true success as a teacher."

"By the time a faculty member is ready for promotion to full professor," Woodring concludes, "many of his former students will be mature men and women who will have been out of college long enough to be able to look back on their college experience in perspective. They know as much as anyone will ever know about which teachers made a real difference in their lives. Their opinions should be made available to the deans, department heads, or faculty committees who make decisions about promotion."

My own view is that *only* faculty-student committees should have the power to make such decisions, and again, that promotion not be tenured. The teaching professor too should be reevaluated at certain intervals. If you believe that teaching is — or should be — one of the most vital functions in the society, a corollary conviction ought logically to be that teachers should remain accountable so long as they teach. Tenure and any real kind of accountability are mutually contradictory.

I noted that Woodring's proposals are useful up to a point. They are, with the additions I suggested, at least a beginning toward the breaking up of that centre of university power which at present is accountable to no one but itself. I would then go further. I am convinced that, except for scholars, the concept of a full-time university professor is itself anachronistic. How can those who are teachers, not scholars, keep learning enough to teach if they spend all their lives within the academy? How can they learn enough about themselves, about *whatever* field they're in, from poetry to political science? George Bernard Shaw to the contrary, teachers and doers ought to be one and the same.

# History and emotion highlights of orchesis recital

Orchesis, a creative dance ensemble which works out of the university, will present their second annual *Dance Motif* in SUB Theatre, Jan. 29, 30 and 31.

Last year Orchesis mounted a series of strikingly original modern dance sequences, despite their short history, lack of stage experience, and few male dancers. This year's performances will make use of over 40 dancers, many of whom are veterans of past presentations as well as the ensemble's recitals in Calgary.

The dance ensemble was created to provide the public with a greater awareness of the dance medium, and to give its members public exposure in professionally choreographed dance routines.

Orchesis will stage six short new works ranging in length from four to 12 minutes. *Man's Saturday* is a suite in movement exploring the weekend activities of a typical man. *Places of the Mind* examines the gamut of moods, emotions and psychological preoccupations of the mind, ranging over sorrow, terror, joy, coyness, excitement. *Ages and Ages and Ages*, the finale, is a history suite of dances depicting The Dance as it has expressed itself over the centuries.

The University of Calgary Modern Dance Club will perform four numbers. The Drama Department is featured in *Haute Mer* (High Sea) and *Ne Rien* (Nothing). The U of A Jazz Club will also be dancing.

Tickets for the three performances are on sale to students for 75 cents at the Information Desk, SUB.



CREATIVE DANCE MOTIF

—Dave Hebditch photo

. . . public exposure of psychological preoccupations

## SUB art gallery exhibitions

### Contemporary . . .

"If you've seen one you've seen them all" was the opinion commonly shared by many viewers of Dmytruk's works.

The overloading of SUB art gallery tended to make Dmytruk's paintings monotonous and repetitious. The subtlety and tonal contrast which is a prime factor in Dmytruk's work was lost in the mass.

I enjoyed his work much more last year, when I saw

only a few pieces. I found them different and exciting, but I must agree with those viewers of his present show who found the display tedious. As the subtlety of his work was lost, the excitement turned to bland monotony and the fun to continued repetition.

Dmytruk's work is optical art, the term used to describe work with a primary visual emphasis. It includes paintings where competitive designs achieve perceptual af-

fects that at times can ostensibly create movement and focus changes.

The use of the grey and black against a much brighter background of blue or yellow helped to create the effect of three dimensional movement. The depth was achieved in the use of grey-black relation, while the movement was set free by the lighter backgrounds. The strong linear patterns played against one another, assisting in the creation of the optical illusions of

three dimensionality and motion.

If one chose to seek exposure to Dmytruk's work, I might suggest that one bear in mind the overcrowding. Appreciation could be found in trying to enjoy each piece individually, playing with the pictures and feeling what was happening within each one. The excitement was there, despite adverse conditions, and a patient eye could experience Dmytruk.

—Joey Ochman

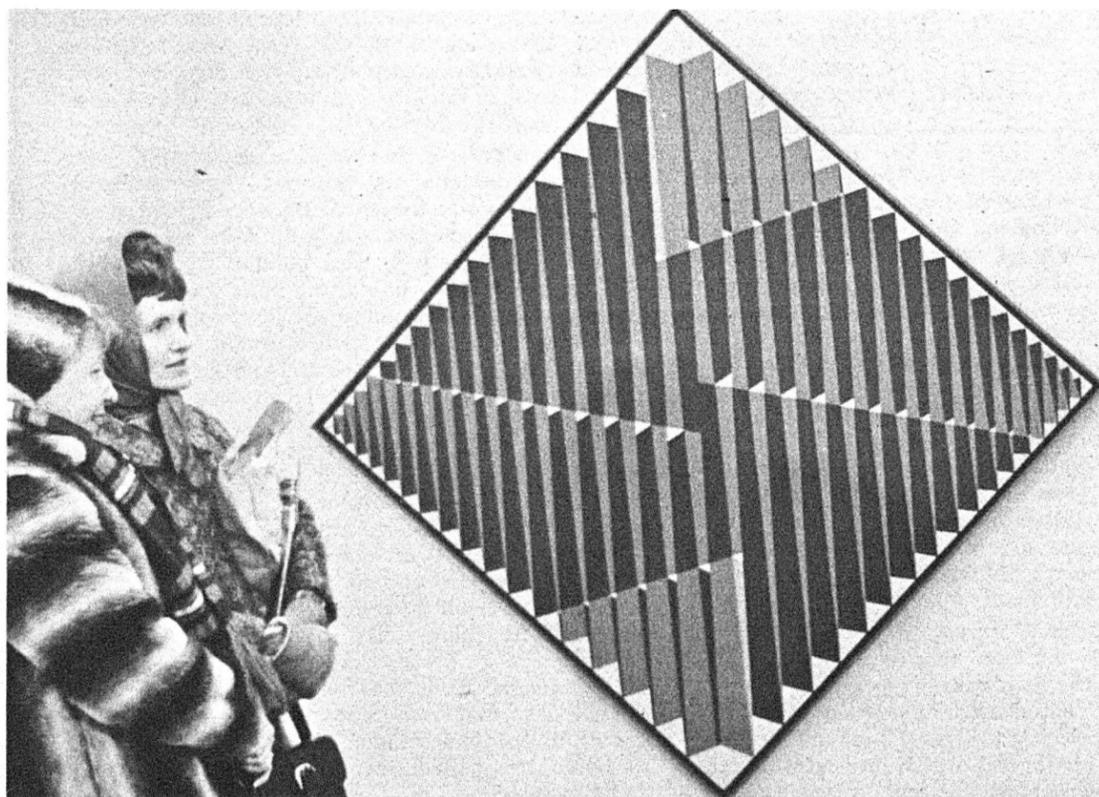
of the aristocratic, eighteenth-century European vision of nature. The later, but more distinctly Canadian canvasses—such as those by Kane and Krieghoff—describe in vivid, minute detail the life and customs of the Canadian Indians and settlers, and their picturesque environment.

The works from the second half of the eighteenth century are far more sophisticated, revealing their creators' assimilation of technical American and European influences and their interest in the grandeur of the landscapes they are depicting. Their paintings have an intimate character which contrasts with the romanticism of the previous generation of landscapes.

The Group of Seven gave fresh impetus to landscape-painting, which eventually became bogged in academic formulas. They strove to impose a "national" style closely linked to the harsh wildness of nature, which correspond to their image of Canada and Canadian painting. Five of their works are included in this exhibition.

The advent of abstract art after the Second World War marked the end of landscape-painting as the leading artistic activity of Canadian painters. In the fifties, however, a number of painters, two of whom are represented in this collection, continue the tradition.

*Traditional Landscape Painting in Canada* will be in SUB Gallery for three weeks.



DMYTRUK IN SUB

. . . a study in optical illusions

### Traditional . . .

A prestigious collection of Canadian traditional landscape painting presently touring the West will be exhibited in SUB Art Gallery beginning today.

The collection, assembled by the National Gallery of Canada, traces the development of landscape-painting in this country from the end of the eighteenth century to the middle of the twentieth century. It includes works by such well-known early Canadian artists as Paul Kane and Cornelius Krieghoff, and more recent landscape painters like Emily Carr and David Milne.

The present exhibition contains a total of 25 representative paintings.

These landscapes represent the attempts by succeeding artistic movements to paint natural settings. The earliest work in the group, dated 1762, is a water-color typical

## book reviews

### *A martyr of the media in loud and lusty revolt*

CONSPIRATORS IN SILENCE, by Patrick Watson, McClelland & Stewart Ltd., Toronto

Patrick Watson preaches what he practises.

The flaming martyr of the media who co-produced the controversial "This Hour Has Seven Days" public affairs show for CBC from 1964 to 1966, has collected into a book his thoughts on the quality of life in Canada.

His thesis: "There is a conspiracy to turn us off, us people, to make of us well-programmed, responsive robots. It is a conspiracy that works particularly well because the conspirators do not know there is a conspiracy and believe their actions to be good. Therefore they make no slips, no furtive looks nor guilty gestures. Our schools, our mass media and our politics co-operate to silence the human voice. But so successfully do they sham the opposite role that they convince themselves."

Coming from a man who is a journalist, a television producer, and today an educator and student of political science, that is an intriguing thesis. His book is ironic in another sense, as well; it is not a defense of his thesis, but a loud and lusty revolt against it.

We have to articulate ourselves to discover who we are, says Prof. Watson. And the fabric of our society, from the close social institution of the family to the broad fencing of our governments, is warped and woofed in a finely woven conspiracy to defraud the individual Canadian of the chance to find himself.

"If we can't say who we are," says Watson, "it is because we have been taught we must not say so. Overcoming such teaching is a task that challenges all the resources of the person as actor—that is, as one who acts as opposed to being acted upon."

"It is not simply a question of knowing or not knowing, and consequently, saying or not being able to say. The only way we can move towards self-knowledge is by continually seeking to express ourselves. That sounds circular, and it is: a matter of process, not product; journey, not arrival."

Sounds a little like another man from Toronto who likes to talk about media and messages and the minds of people, doesn't it?

Watson, after articulating a protest against the repressive socialization of Canadian politeness and restraint—what Whitman might have called a barbaric yawp—proceeds to give the inside story on why the CBC tubed the uncomfortably vital Seven Days show, withheld the documentary "Warrendale" (which since won international film awards and become a classic study for students of abnormal psychology) and killed other creative, questioning efforts at social comment which threatened

to disturb the equanimity of the Canadian viewing masses. Watson's view is necessarily prejudiced by his own role in the story, but it is an intriguing view nonetheless.

What he has to say about Canadian journalism is true, and like a gadfly sting to anyone connected with a newsroom: "Like the school board members, they (mass media) have a profound commitment to the status quo, and to the uncritical attitude of those who serve them and are served by them. The continuation of their extraordinary capacity to turn cost-free pastimes and questionable information into money depends upon the maximum predictability of their audience."

Schools get a good knock for repressing individual creativity. The government, and every Canadian politician except our beloved P.E.T., gets slammed for being afraid to do anything meaningful for people.

People is the key word in this book, which, if it does nothing else, proclaims that Patrick Watson is alive and hollering at the University of Waterloo. It walks a thin line between social criticism and paranoia, between anarchism and patriotism. It is not academically profound; it is just plain fascinating. And—may Manitou forgive me—every Canadian ought to read it.

—Elaine Verbicky

### *Buckskin curtain is drawn and God—what a mess!?*

THE UNJUST SOCIETY by Harold Cardinal, M. G. Hurtig Ltd.

The "Unjust Society" is a seething, throbbing, angry book. About what? Let Cardinal speak for himself.

"The history of Canada's Indians is a shameful chronicle of the white man's disinterest, his deliberate trampling of Indian rights and his repeated betrayal of our trust. Generations of Indians have grown up behind a buckskin curtain of indifference, ignorance and, all too often, plain bigotry. Now, at a time when our fellow Canadians consider the promise of the Just Society, once more the Indians of Canada are betrayed by a program which offers nothing better than cultural genocide."

Harold Cardinal is an Indian, an Indian of a kind who has refused to lie down any longer before his 'masters' in Ottawa. He has refused to lie down before a society which, apart from mouthing pious platitudes about the need to 'better' the Indian, has done nothing for the Indian except to destroy him physically by denying him his essentials to sustain a decent life; has unmercifully exploited him by taking advantage of his ignorance and economic helplessness; has mutilated him psychically by denying him his personhood and culture as an Indian.

The bureaucrats in Ottawa, Cardinal maintains, are responsible to a large extent for the Indian problem:

"These are the people who make the decisions, the policies, the plans and programs by which we live, decisions made in almost total isolation from the people whose lives and destinies they so routinely control perpetuates the stereotype image they have developed of the native people . . . they have fostered an image of Indians as a helpless people, an incompetent people, and an apathetic people in order to increase their own importance and to stress the need for their own continued presence."

Cardinal's book also reflects, very understandably, the bitterness and mistrust of a people that were sold down the river; but, after all, the Indians did not know the nature of the white man that had invaded their land and dispossessed them:

"They had fought battles, known victory and defeat, but treachery was new to them. They were accustomed to trusting another man's word, even an enemy's."

Cardinal relentlessly moves through the inept bungling by the federal government with regards to education:

" . . . we ask, how could even the most stupid Indian create a worse mess than has been handed him by the missionaries and bureaucrats?"

One can almost feel the petty bureaucrats wincing under Cardinal's indignant indictment:

"As long as the government persists in using education for its own designs, education will continue to be an unpleasant, frightening and painful experience for Indian children who have little reason to like or to be interested in school anyhow." And more: ". . . the approach of the federal government to the problems faced by our people suggests a bewildered horse doctor. Because he doesn't know what he is doing, and because the last thing he will admit is that he doesn't know what he is doing, scurries about surveying and resurveying the symptoms and prescribing piecemeal remedies. He never gets around to examining the causes of the ailment; consequently, he never has the right remedy."

Finally, Cardinal levels his guns at the new Indian Policy:

"The supposed new policy is no different than the arbitrary dictations from Ottawa to the Indians that have been repeated down through our history. Superficially, the government white paper is wrapped in nice middle-class platitudes that reveal, upon examination, no content, no meaning. In spite of all government attempts to convince Indians to accept the white paper, their efforts will fail, because Indians understand that the path outlined by the Department of Indian Affairs through its mouthpiece, the Honorable Mr. Chretien, leads directly to cultural genocide. We will not walk this path."

I would urge everyone to read this book. It fills a desperate need for an articulate Indian viewpoint about the problems of the Indian in Canada. It is not an objective book; it is, however, accurate in describing the plight of the Indian in Canada, quite untouched by academic obfuscation.

—Dennis Zomerschoe

## Tragic opera features impressive cast

The Edmonton Opera Association will present Puccini's opera *La Boheme* in two performances, Jan. 30 and 31 at 8:30 p.m. in the Jubilee Auditorium.

Samuel Krachmalnick of the New York City Opera Company, who conducted last year's production *The Consul*, will return to conduct *La Boheme*. The opera, set in the Latin Quarter of Paris, is the tragic story of an impoverished quartet of artists. The action centres around the tragic love of Rudolpho, a poet, for Mimi, a maker of embroidery.

The production's impressive cast stars John Alexander, lyric tenor of the Metropolitan Opera, as Rudolpho, opposite Covent Garden's Irene Salemka as Mimi. The opera opens in the garret where the four friends, Rudolpho, Marcello, Colline, and Schaunard live. Marcello, the painter (to be played by Bernard Turgeon who presently resides in Edmonton), is working on "The Passage of the Red Sea," which provides the theme for the

first duet "Quest mar rosso." After Colline, the philosopher, returns discouraged by his efforts to raise money, Schaunard, the musician of the quartet, enters with money and fuel. It is Christmas Eve, and the group decides to go out to dine. Rudolpho stays behind to finish an article he is writing, and it is when Mimi knocks on his door for a light that the love story begins.

Rudolpho's attraction to Mimi's beauty and frailty is the origin of the love duet used by the composer several times in the course of the opera, "O soave faciuilla."

Act II is a gay scene on the streets of Paris. Marcello is reunited with his love, Musetta, who will be played by San Francisco soprano Sheila Marks, in a ridiculous spoof at the expense of Musetta's wealthy old patron.

When the curtain goes up again, it is February and Mimi's physical condition has deteriorated significantly. Rudolpho has become so jealous of "his muse incarnate" that Mimi tells Marcello that she

fears they must part. A contrast to the haunting sweetness of Mimi is provided by the aggressive temperament of Musetta, as she and Marcello argue violently.

As Mimi and Rudolpho sadly agree to part, they sing "Ah, that our winter night might last forever."

The ultimate tragedy of the final act is intensified by the recurring love themes of the first act. Mimi is brought at her request to Rudolpho's attic, to die where she was happiest. The opera ends with Rudolpho sobbing on Mimi's lifeless form and the orchestra playing "Mi chiamano Mimi."

The chorus for *La Boheme* is comprised entirely of local singers, trained under chorusmaster Sandra Munn. The children's chorus of St. Mark's School will be featured courtesy of Paul Bourret. Tickets are available at The Bay, and any seats remaining on the night of the performance will be sold to students at half price at the auditorium.



METROPOLITAN'S JOHN ALEXANDER

## What's new this week

The Edmonton Film Society is sponsoring a super-colossal (not to mention large) three-day festival of locally made films between March 13 and 15. This will be the first opportunity for Edmontonians to view the wide range of films currently being produced in this city.

The committee working on the festival, headed by Barb Stewart, are presently looking for films of any length or subject. They may be in 8, super 8, 16 or 32 mm. All entrants will be screened at the festival, provided they pass censorship requirements.

Anyone interested in showing their filmic splendors may contact Miss Stewart at 439-5048, or may obtain entry forms at the Fine Arts Office, Gateway (Room 232 SUB) or at the Information Desk.

\* \* \*

Only four days remain in which to see the fantastic exhibition at the Edmonton Art Gallery, *Inflated Image*. The show, on loan from the Museum of Modern Art in New York, includes a Dali and a Warhal.

Also at the Edmonton Art Gallery is Eugene Atget's Photography Show, on display until February 1.

Continuing at the Citadel is Sean O'Casey's *The Shadow of a Gunman*, which according to the program is about the "bitter brawls,

the savagery, passion and cowardice of the human family".

\* \* \*

FRIDAY: Tonight the exceptional National Gallery of Canada exhibition, *Traditional Canadian Landscape Painting*, opens in SUB Art Gallery, and continues for three weeks. Not to be missed.

SATURDAY and SUNDAY: The Edmonton Symphony Orchestra plays their Beethoven Centennial Concert. Included in the program is the Piano Concerto No. 5 and the Symphony No. 7 in A. Saturday at 8:30 p.m., Sunday at 3 p.m.

MONDAY: The Edmonton Film Society's classics series presents *Jour de Fete*. Directed by Jacque Tati, this comedy portrays a postman obsessed with duplicating American speed and efficiency in his route.

THURSDAY, FRIDAY, SATURDAY: Orchesis presents their annual *Dance Motif* in SUB Theatre. Student tickets 75c.

\* \* \*

And finally, a news flash from students' council. A budget and space in SUB Theatre has been approved for the student-sponsored production of Wilfred Watson's risqué comedy, *Up Against the Wall, Oedipus*. The play will be coming our way in mid-March. Thanks, Fitz.

## records

"VOLUNTEERS" JEFFERSON AIRPLANE RCA-4238

I recently spoke with Jorma Kaukonen, lead guitarist for the Jefferson Airplane in Vancouver, and he told me this about "Volunteers". "... the original title was "Volunteers of America". There's an organization called Volunteers of America which I understand is a right-wing group along the lines of the Salvation Army and they objected to the use of their name ... Now it's just called "Volunteers" ... the art work and layout was done by a guy named Gut. He used to manage Blue Cheer ... It's done like a newspaper."

The music on the album is superb. Only the Airplane and Janis Joplin have displayed consistent talent of all the 1967 San Francisco groups. The Airplane on this album display much more than their original "Acid-rock" sound. They include masterful touches of country, knowing blues and their always superb harmony. The Airplane's biggest asset however are their lyrics. Listen closely to "Wooden Ships" co-authored by Paul Kantner of the Airplane.

A writer recently called the Airplane an "intellectual rock" band. The title could not be more appropriate. "SWEET PAIN" MERCURY SR61231

"Sweet Pain" is a blues album featuring some of Britain's best but known blues players. The concept is that of a super session but differs in the fact that the seven musicians have apparently been playing together for quite a while. A relief from some of the unorganized sessions we've heard from Americas blues men.

The artists, a collection of top studio musicians as well, having been with groups like John Mayall, Aynsley Dunbar, Savoy Brown and Graham Bond. The best known is probably Dick Heckstall-Smith, formerly with Alexis Korner, John Mayall and presently Coliseum.

A very worthwhile album with almost all of the songs having not previously been recorded.

—Holger Peterson



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## The record is stuck

by Ralph Melnychuk

The decision of a philosophy department committee to deny tenure to Ted Kemp recalls rather forcibly one of the more prominent horrors of my undergraduate days.

In 1966, as a Gateway staffer, I wrote a number of articles and editorials about the notorious Williamson-Murray tenure dispute that was then interrupting the rather tedious semantic angel-counting that usually emanates from the sacred halls of the philosophy department.

Although political, personal and procedural conflicts tended to grab most of the attention in that tenure dispute, the whole question of the manner in which the university evaluates its academic staff was also aired.

As a student journalist, my main concern with the issue was the star chamber aspect of the proceedings. Teaching is one of the major aspects of a professor's job and students have a right to know why a professor is judged incompetent.

Four years, two degrees, and the bulk of a two-year stint as a sessional lecturer for the English department have passed since the days of my innocence. And if I was a bit upset over the stupidity and inhumanity of the earlier dispute, I am totally revolted by the current decision since, having committed myself to an academic career, it hits closer to home.

Academic research is certainly a crucial function of the university community, and I certainly would not like to see anything happen which would discourage proficiency in this.

However, the university also has an educative responsibility which, I think, is even more crucial.

Personally, I am not particularly interested in spending the rest of my days voiding my academic insights into learned journals. I want to become a teacher, and for reasons of my own, I want to teach at a university. Now, I concede that a high level of academic excellence is essential in a university teacher.

A university teacher must be able to do research, but the sort of research required in teaching a class, particularly an undergraduate class, is often significantly different from "pure" research (whatever that is). Unfortunately, too little teaching research (apart from the accumulation of the data which is spewed out at the students) is done around this place.

The only test for such teaching research is the classroom. Hence it is impossible to evaluate a professor on the grounds that he has failed to publish. And consequently, a professor who chooses teaching as a priority is at an obvious disadvantage.

Ideally, of course, a professor will find time to indulge in both types of research. However, it is conceivable that a professor, especially in the earlier phases of his career when he is developing a teaching style, might choose to concentrate on this aspect of his profession rather than write publishable, but essentially insignificant articles.

This devotion to teaching should be encouraged, especially since the average professor's formal education consists entirely of training in research competence rather than in methods of instruction. The present tenure system, however, discourages such devotion.

I do not wish to become involved here in a discussion of the pros and cons of the concept of tenure. I agree that some form of job security is essential, but I am suspicious of a system that pays only lip service to the goal of excellent teaching.

Neither do I wish to become involved in a specific discussion as to why Ted Kemp should or should not be granted tenure. In fact, I have yet to hear an official reason for the denial.

However, Kemp's own conjectures as to why he was denied tenure are disturbing. He claims that he spent much time on teaching research, to the exclusion of the "pure" research demanded by the tenure committee.

Since he also has a reputation as an excellent teacher, I think that his "excuse" is probably a reasonable one.

This university is by no means suffering from a surplus of excellent teachers. As a direct result of the Williamson-Murray tenure dispute, the U of A lost several excellent men. We can ill afford such a loss again.

I can only hope that in the Kemp case, the members of this community demonstrate sufficient concern to force the powers-that-be to re-evaluate their priorities in the matter of tenure.

# Dean Smith in defence of the tenure committee concerning Kemp decision

Personal and confidential

Dear Professor Kemp:

Recently I received your letter of Jan. 8, 1970 to me, with a copy of your letter of Jan. 12 to Professor Cody attached. I can give you the information you seek.

First I must explain that you have received all the documents submitted to the committee. It is not our practice to review student questionnaires or comparable details. The only document from Professor Cody I submitted to the committee was a copy of his letter of Dec. 4, 1969 to you. This arrangement was explained to the Faculty Tenure Committee while you were present at the meeting. I explained that you were notified of the evidence supporting the recommendation during a discussion with Professor Cody. You did not ask for a written statement; in a reply to a question from me you confirmed this fact at the meeting of the committee.

A second consideration is that the department chairman has no monopoly on the presentation of information, although he has the responsibility of collecting it as much as he can. Any member of the committee can bring to its meeting any information available to him. For that reason, the discussions at the meeting are usually broader than any statement that can be made by the department chairman. The following summary, which is taken from my report to Dr. McCalla, is based upon all of the material available to the Faculty Tenure Committee.

At the time of your appointment, and steadily since that time, there have been enthusiastic reports about your teaching. There seems to be no doubt about your professional skill as a teacher and your enthusiasm for the teaching process. Much of the information presented to the committee on your behalf repeated and confirmed this kind of appraisal.

Discussion necessarily centred upon your professional development as a philosopher. Your progress towards the Ph.D. was very slow, and the committee was not reassured by your explanation

of the present status of your dissertation. There is no evidence of any alternative scholarly work. Your annual reports do not record published research; it seems that you rarely attend philosophical meetings and have presented no papers to them; indeed, there has been little or no participation in local activities such as philosophical discussions within the department.

During your presentation at the meeting, you were made aware of doubts about the philosophical content of your lectures, and your standards of marking were discussed with you. Once more, the committee was not reassured by your comments. Your contributions to the department must be limited because of the little progress in professional development you have made in six years of your appointment. This limitation would certainly apply to the kind of advanced work which depends upon scholarship, but also seems to apply indirectly to your performance in undergraduate philosophy courses.

It was known that you had been elected to various faculty committees. In my experience as chairman of the executive committee (which arranges nominations), you were selected largely because of your known experience and a probable point of view. Your contributions to the work of committees seem to have been satisfactory but there is no evidence of outstanding performance. In departmental affairs, you have performed effectively when given responsibility and participated generally in departmental discussions. While there was no criticism of any of this work, there was at the same time no indication of performance which would compensate for deficiencies in other aspects of your work.

The decision of the committee is always based on an appraisal of overall performance. In following this approach, the committee concluded that your very slow progress in development as a philosopher and the prospects for future development outweighed your good performance in other aspects of your work.

Douglas E. Smith  
dean of arts

## No justification for Vivone's charges against this year's editor and staff

Having had access to most of last year's Gateways I find very little to justify Rich Vivone's charges that our present Gateway staff are incompetent propagandists. Our former editor must of lately had a drastic change in character since at no other time have I known him to come out from behind and attempt to backstab someone or something that no longer concerns him; especially when he was isolated and far away from those he attempts to discredit as he now has. I am able to make these statements earnestly and justifiably since it was during Mr. Vivone's reign that I was also involved in student government, mainly as an executive board member of the NAITSA council where I was publications chairman. As such, one of my duties was to observe and take an interest in newspapers printed in other post-secondary educational institutions, for the purpose to improve the NAIT student newspaper. With this background I

can find no justification for the charges that have been laid against our present editor and newspaper.

Indeed when Rich admitted having publicly supported most of our present executive during their election campaigns last year, which he did (Gateway, presumably Vol. LIX, No. 48, Thursday, Feb. 20, 1969); volume and series number are merely calculated guesses since none appear, the credibility and judgment of himself and his staff come severely into question, especially since we are reaping the harvest of at least some of his written public support. As for Rich having given open support to Al Scarth's quest for the Gateway editorship, I must confess that I cannot recall this, but if he did it must have come during one of his few enlightened moments.

Looking at past Gateway staff records I can find none that even come close to those held by our present staff. Never before has The Gateway been published as regularly as it has been this year. Why, now students can for the first time, actually rely on the fact that on Tuesdays, Thursdays and Fridays the paper will come out, complete on Fridays with the Casserole insertion. Furthermore, it seems that this year's Gateway is and has for the first time been able to look and report back, what it sees past the boundaries of the campus. Not however, at the expense of neglecting its internal responsibilities as would Rich Vivone have us believe.

As much as I would like to condemn Mr. Vivone's charges against Al Scarth, his staff and thus against our newspaper to mere trash and cheap sensationalism, I find myself agreeing with one of his points. That charge is that the newspaper is presently not being properly edited. This is certainly true, otherwise his slanderous charges would never have been printed.

George P. Kuschminder  
commerce 1



"You're the lucky one! At least, you can enter the kingdom of heaven."  
Saturday Review

# Larry Nowak—experience a key One of Mitchelson's triumvirate of big men

By Ron Ternoway

At 20 Larry Nowak is already a veteran.

On a young ball club like the Golden Bears' three years' experience with the team makes you an old-timer.

A most useful old-timer, however.

Larry's experience and natural ability have combined to make him one of the most important men on Barry Mitchelson's Bruins.

At 6'6" he is one of Mitchelson's triad of giants and counted on heavily to help guide the Bears to the playoffs and beyond.

The first-string centre for the squad, Larry's obvious advantage is his height.

Height alone does not make a basketball player, though. Larry is also an aggressive player and has a lot of desire. He is an excellent rebounder and thrives on tough inside play. His favorite shot is the jump shot from the head of the key, but more often than not you will find him setting up plays from that position.

"I like to feed the ball," he said. "Seeing a teammate sink an uncontested shot because of a pass gives me as much satisfaction as making the shot myself."

Although starting off very well this year Larry was the victim of a post-Christmas slump. As he put it, "Things weren't going too well,

and studies started to get me down. That seems to have passed and I feel pretty good right now."

Mitchelson was also concerned about Larry's lacklustre play. "For us to win it is important that Larry play well. He simply hasn't been playing up to his potential in the last few games. From the games in Helena I think he's coming out of it, though," he said.

Of the three Bear teams he's been on, Larry feels that this year's is the strongest. "We're at least as good as last season's squad," he said. "Dick (DeKlerk) is playing some of his best ball ever, and with Paul (Pomietlarz) coming along, I think we are finally starting to pull together."

And what of next season? If all goes well Larry will be back for his fourth season with the Golden Ones, taking an after degree education route. He hopes to teach high school and, for some strange reason, coach basketball.

### Bears at home

The Bears open the 1970 section of their home schedule this weekend. Tonight they take on the always dangerous Victoria Vikings (4-5) who dumped the Bruins 78-70 on their home court. Tomorrow evening the UBC Thunderbirds, breezing along at the top of the Western Canada Intercollegiate Basketball League with an 8-0 record, fly into town to play Mitchelson's Bruins. Al-

berta is currently in third place behind UBC and the University of Manitoba Bisons (7-2) with a 5-3 won-lost record.

Mitchelson will have his team healthy for the first time since Christmas. Rookie forward Brian Johnson has recovered from a sprained ankle, and first stringers Bob Morris and Larry Nowak are over severe colds.

Action tonight and tomorrow is slated for Varsity Gym. Game times are 8 p.m. both nights.

### BASKETBALL

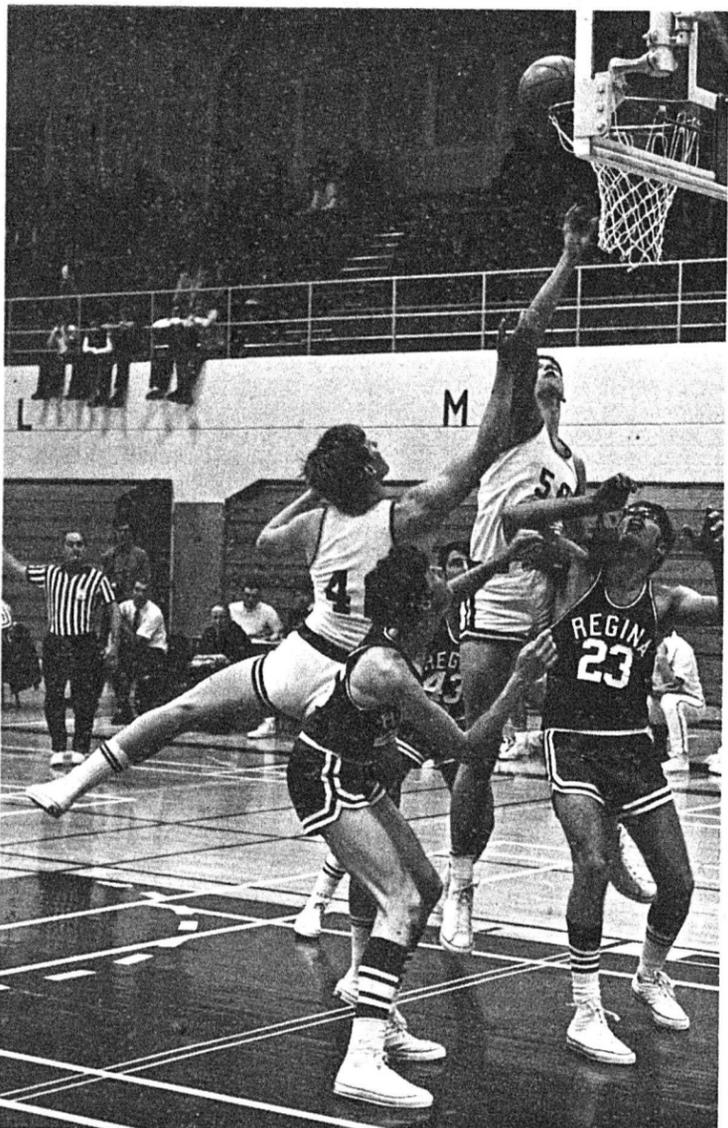
	GP	W	L	GBL
UBC	8	8	0	—
Manitoba	9	7	2	1½
Alberta	8	5	3	3
Victoria	8	4	4	4
Winnipeg	9	4	5	4½
Calgary	9	4	5	4½
Sask.	9	3	6	5½
Regina	9	2	7	6½
Lethbridge	9	2	7	6½

### Hint of the week

In an effort to equalize the importance of most sports on campus, Gateway Sports will present hint of the week on various sports throughout the coming weeks. Watch for them!

This week's hint is for all chess buffs:

KP-KP4



ITS AN EXCITING YEAR FOR UNIVERSITY BASKETBALL . . . and there are even brighter days coming

## University track squad alive with activity as Alberta prepares to host WCIAA final meet

Although the fields are blanketed with snow except for the occasional track the University of Alberta Track and Field Team is certainly not dormant this winter.

The 25 member squad has trained determinedly seven days a week since September aiming for their ultimate goal, the Western Intercollegiate Athletic Association Track Meet. The meet will

be held here Feb. 7.

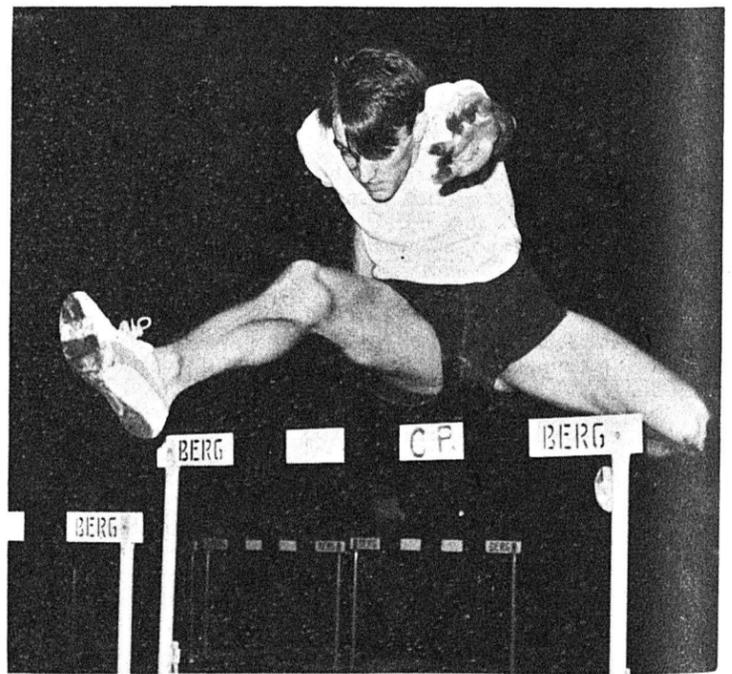
Each individual athlete has been improving on his own time, but the crew has also developed into a cohesive and enthusiastic group.

The coaches have been working hard organizing the meet and helping the members of the team in preparation for the big finale.

The Albertan squad, which finished a respectable fourth in last year's competition, will be hard pressed to improve their position in the coming meet.

Big hope for the Bears is Liz Vanderstam, who placed well in the high jump, long jump and 300 metres in recent meets in Calgary and Saskatoon. Others to watch include Bruce Lange, a freshman who shows great promise in the 500 metre distance, Dale Knudson in the 880 yard, and Geoff Watson in the 50 metre competition.

Other team members include Jerry Klapceki, John Dewar, Larry Brinker, Andy Fidoras, Dennis Campbell, and Brian Stackhouse.



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**BIB means three very important things to you.**

### PERSONAL COUNSELLING REPORT

By completing it and permitting the results to be used in a Canadian research program, you will obtain a personal, confidential counselling report, which will be compiled by the Human Studies Foundation and mailed directly to you. This report will compare your occupational interests with those of persons who have succeeded in the following fields: • Human Sciences (eg. psychologist) • Hard Sciences (eg. chemist) • Physical Activity (eg. law enforcement officer) • Social Welfare (eg. social worker) • Artistic-Literary (eg. music teacher) • Business Detail (eg. banker) • Sales (eg. real estate broker) • Verbal (eg. lawyer). Depending on your own results you may also receive separate advice on your probabilities of success in the following areas: • Agricultural & Outdoor • Technical Sales • Scientific Research • Scientific Creativity • General Engineering • Sales Engineering • Research Engineering • Management Effectiveness • Management Level • Specialization Level • Occupational Level.

This service costs you \$5.00 which is remitted to the Human Studies Foundation and used to help pay for research.

### CAREER SELECTION

Provided free of charge to you by Career Assessment Limited. Staff psychologists will attempt to match your profiles on the BIB with the actual success requirement of various work situations (jobs). Whenever this occurs, they will send your name to that employer. He receives only the information which you place on pages 2 & 3 of the answer booklet. No person except yourself receives information as to your BIB results. The employer will likely contact you in order to try and interest you in the position. Any decision regarding hiring is made by you and the employer. This service means that your BIB acts as an interview on paper, an interview in depth which portrays your individuality and allows Career Assessment's professional staff to suggest career opportunities. Careers which are likely to provide you with long term success and satisfaction.

### SUMMER EMPLOYMENT

This is similar to Career Selection, but, is for students planning to return to school in the Fall. It allows you and an employer, matched as to BIB profiles and job requirements, to have a summer to look each other over with an eye to a permanent position after graduation.

For the first time you will be able to receive an impartial appraisal of your real interests and opportunities for success. It will be based on a detailed knowledge of you, as outlined by your responses on the BIB. The research psychologists will take stock of you according to techniques validated extensively in industry and government.

It is important to understand the realities of a job before you take it. The decision is too important to gamble. You no longer need to rely completely on company interviewers to find out what jobs are really like. Career Assessment's professional staff will provide experienced insight so that you will not waste your time in an unsuitable job.

The right career will mean happiness. Happiness could be a better position, quicker advancement, interesting associates, etc. The right career depends on the right decision. BIB can help you make the right decision by screening job opportunities to find those that are suitable for you, and by providing you with candid information about your possibilities of success in certain occupational areas.

### This is how BIB works.

You buy BIB at your campus bookstore.

BIB includes a question booklet, answer booklet, instructions on how to fill out the answer booklet, and a large return envelope.

BIB should be completed in a quiet, relaxed atmosphere, and should be given the attention you would accord any important matter.

There is no time limit for completion.

Once you have completed BIB, place the answer booklet in the return envelope and mail it to the Human Studies Foundation.

If you wish to have the assistance of Career Assessment Ltd. during the period of Feb. 10th - March 1st, **then your BIB must be post-marked no later than Jan. 29th.** BIB's received later will not be eligible for job assistance until March 1st. Your counselling report will be mailed to you within 2 weeks of receipt of your BIB.

### THE NUTS AND BOLTS OF BIB

1. Upon receipt, your BIB is sequentially identified to provide a fail-safe cross reference.
  2. Pages 2 and 3 (expanded application form) are microfilmed and made into microfiche cards, providing instant identification and reproduction, as well as complete security.
  3. Some of the information on pages 2 and 3 is entered into a data bank.
  4. Your item responses on pages 4, 5 and 6 are recorded by optical scanner and transposed into profiles through the use of advanced computer analyses.
  5. Your BIB profiles are then merged with the information in the data bank, producing a detailed picture of the individual that is you. Over 550 pieces of information are combined into a meaningful portrait.
  6. This portrait is then used to compile your personal report which is mailed to you directly.
  7. If you have requested job assistance, then the psychologists of Career Assessment will match your portrait with work situations. Whenever success is highly indicated, your name and the information on pages 2 and 3 only, are sent to the employer. It is then up to the employer to contact you to see if you are interested in the position in question.
  8. Except for the information on pages 2 and 3 (which you would ordinarily give on an application form) all information is completely confidential.
- Any individual assessment or prediction made on the basis of BIB responses may be partially or wholly invalid. It is nonetheless true that the large majority of evaluations are substantially correct.
- If you cannot get BIB from your bookstore, write the Human Studies Foundation, 50 Prince Arthur Avenue, Toronto 180, Ontario, enclosing \$5.00.**

**REMEMBER JANUARY 29<sup>th</sup>**

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51 PRINCE ARTHUR AVENUE  
 TORONTO, ONTARIO  
 (416) 964-7721, 964-7725

# Three councillors present their views on priorities

By Janice MacPhail

Education? Service? Action? Where do the responsibilities of the students' council lie?

"The by-laws dictate the service function of the union, but in the last few years there has been a whole evolution towards the more political aspect," said students' union treasurer Dennis Fitzgerald Wednesday. He felt that the service function, which provides the more tangible aspect of council efforts, was inescapable. At the same time, he said that he was "not opposed to an action-oriented union." He felt that the categories of "service" and "action" are artificial and that priorities can only be set on the merits of each proposal.

## Referendum meaningless

The upcoming referendum is therefore "meaningless until you can get what the students want on the referendum," he said. The proposed priorities were passed

this year by only a small majority due to the change-over of councillors after the by-election and Mr. Fitzgerald stated that to "move in a new direction requires more soul-searching than just a referendum."

For next year, he proposed that council "maintain and upgrade what the union has provided," including the "educative" function. He felt that this could be done while maintaining the service aspect.

## Council goal not attained

Brian MacDonald, arts rep, defined the educative function as "bringing the students speakers, forums, ideas and events they wouldn't normally get in the formal university structure." He felt that although this was supposedly the main function of council this year, it had not attained its goal at all. The Gateway and councillors visiting their classes would help to publicize council activities, he

said. Mr. MacDonald felt that the average student would probably prefer an "educative-oriented" council if good speakers and debates were brought in. He said that students "should know how the university administration and structure affects them for the rest of their lives."

## Communication not education

Graham Begg, ed rep, felt that this year's council was a service-oriented one and that it had fulfilled its function well in this respect. As for the "educative function, he said that students should be informed of the issues, but "the students en masse should not act on these ideas or they will lose their individuality." He felt that communication, not education, should be stressed, through such means as politically-oriented undergraduate societies, greater student involvement in areas of their interest, The Gateway and CKSR.

## Students want service

"Students generally want service." That was the opinion Thursday of Don McKenzie, head of the reorganization committee. He felt that such services as SUB, charter flights, and the yearbook in particular this year are built-in obligations of the council which frustrated its attempt to be more educative. One possible reason he suggested for the difficulty was that council changed after the budget was fixed. Mr. McKenzie felt that students like tangible things, and they "have to be educated before they realize they need it (education)." Education, by his definition, would be "an attempt by the students' union to make the students more aware of their environment," through such events as forums and speakers. He felt "action" meant council moves that did not necessarily involve the opinions of students, but that there is "no meaningful action without education."



—Dave Hebditch photo

**RALLY ROUND THE ICE STATUE**—Faithful Listerites pitch in to show floor spirit by building statue for King Louis Bash this Saturday night. And, boy, do you ever need floor spirit (or spirits of some kind) to stay out hauling snow, bringing water, and shovelling slush on cold nights like these.

## Notre Dame may become public U

NELSON, B.C. (CUP) — The board of governors of Notre Dame University here has approved a submission asking the British Columbia government to make NDU the province's fourth public university, and the first in the interior.

NDU'S present enrollment is 600 with a planned capacity of 3,500 students. It is now a private Catholic institution. University of British Columbia, Simon Fraser

and Victoria are the province's existing public universities.

## Dutch churchman to speak at University of Alberta

Eminent Dutch churchman and first General Secretary of the World Council of Churches, Rev. Dr. W. A. Visser 't Hooft will visit Edmonton Sunday and Monday as a part of the Gallagher

## Women to struggle for liberation—but they have only one day to do it

Women's Week on campus will only be Women's Day due to setbacks in planning.

Women's Week, conceived and organized by Wauneita representatives and students' council, was to be during the last week of January. Now, however, it will be one day, next Wednesday, Jan. 28.

### Motion passed

Before Christmas a motion was passed by council to support a Women's Week, and this month co-ordinators went before the finance board to request a budget of \$1,155 for the event. Their request was cut down to \$300 but the committee went ahead with plans for the week.

Unfortunately, a misunderstanding in booking the rooms in SUB resulted in rescheduling, and several well-known speakers, including Judy LaMarsh and Pauline Jewett, were unavailable for that time.

Consequently, the Women's Week is a Day. The new program, running from noon until 3 p.m. in SUB theatre, will include films and a panel, and representatives of the Women's Liberation group on campus will be on hand to answer questions. On the panel will be a student, a housewife, and speakers on the legal aspect of women's increasing societal role and particularly on women's role in labor.

### Position paper

An information booth will be

set up to distribute information about women's liberation groups and their aims. As well, the position paper of Women's Liberation, U of A, will be handed out. In it the resolutions and demands of the group are outlined. Briefly they are as follows:

Resolved: we will struggle against all forms of discrimination against women, occupational, educational, and legal.

### Demands:

- Inclusion of a clause about discrimination by sex in the Alberta and the Canadian Bill of Human Rights.
- Women's right to complete control of her body.
- Freedom from the full responsibility of rearing children, enabling woman to seek what other alternatives there may be for her at that time.
- Revision of the equal pay clause of the Alberta Labor Act.
- End of the "feminine mystique."
- End of the tracking system which perpetuates the idea that women are inferior to men, and discourages girls from assuming positions of responsibility channeling them into service roles.

### Main purpose

The main purpose behind the idea of having a Women's Week, or Day, is to introduce women to problems involved with liberation and to inform them of the facts of discrimination against them. It is also hoped to boost member-

ship in the group here. Following the Women's Day, there will be a meeting in SUB Thursday, Jan. 29. Check at the information desk for the room number and directions.

## Official notice of nominations

Nominations for the following students' council executive positions are now open:

- President of the Students' Union
- Vice-President of Academic Affairs
- Vice-President of External Affairs
- Secretary of the Students' Union
- Treasurer of the Students' Union
- Co-ordinator of Students' Activities
- Chairman of the Universities Athletic Board and President of Men's Athletics
- Vice-Chairman of the University Athletic Board and President of Women's Athletics
- Treasurer of the University Athletic Board
- President of Wauneita Society
- Vice-President of Wauneita Society
- Secretary-Treasurer of Wauneita Society.

Nomination forms may be obtained at the reception desk in SUB. All forms must be sealed in an unmarked envelope and deposited in the sealed container at the students' union office on Thursday, Feb. 5 between the hours of 8:30 a.m. and 5 p.m. Further inquiries should be directed to the returning officer.

Returning Officer  
Derek Bulmer