



HO HUM! HERE COME THE GOLDEN BEARS AGAIN

... this time they beat the hell out of Saskatchewan 32-8 in Saskatoon (story page 6)

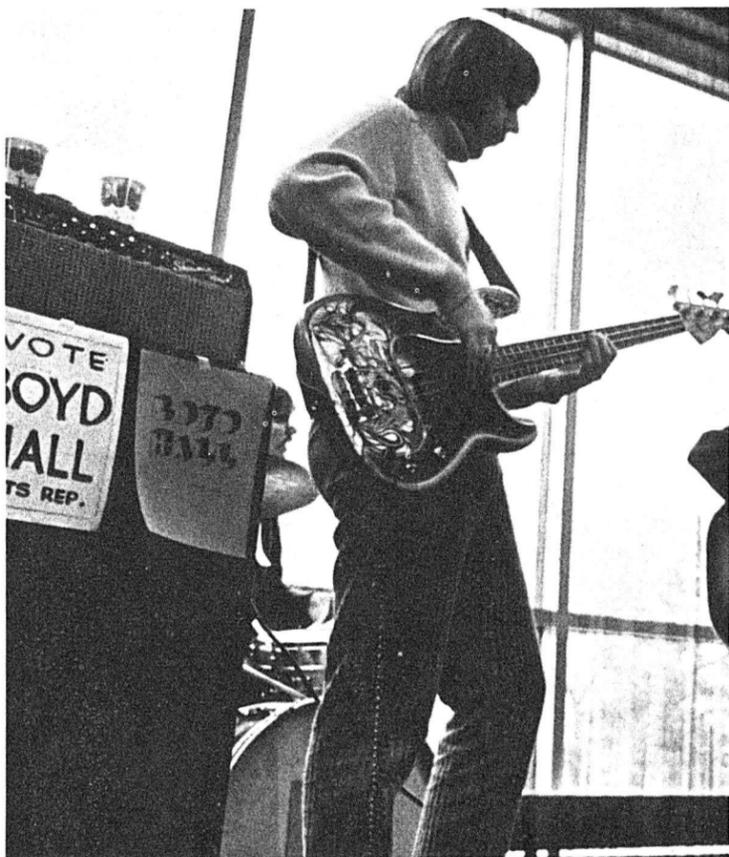
shave and a haircut

The Gateway

two bucks

VOL. LIX, No. 16 THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA

WEDNESDAY, OCTOBER 16, 1968, EIGHT PAGES



Boyd Hall elected arts rep, beats Mercer by four votes

Only 16 per cent of faculty cast ballot

THEY SHOOK'EM UP—This is part of the band hired by Boyd Hall, winner in Friday's council by-election. Hall said it was this band that shook up the apathetic students and attracted attention. He beat Dan Mercer by four votes and Mercer did not use any such gimmicks as an attention-getter.

Boyd Hall is arts representative after beating Dan Mercer in Friday's election by a four vote margin.

Of the 494 votes cast, Hall received 244 and Dan Mercer received 240. Ten ballots were spoiled.

Hall is a special student in arts after a BSc and Mercer is in second year.

The turnout was low. Only 16 per cent of the estimated 3,000 students in arts voted in the students' council elections.

"The low turnout was a great disappointment," said victor Boyd Hall.

"It all goes back to the Bolshevik party theories. The masses are incapable of ruling themselves, just as the students' council is incapable of ruling itself."

Dan Mercer and Conrad Boyce, his campaign manager, attributed the low turnout to student apathy, poor organization of the election and the flop of the election rally.

"Although I don't know how the students' council is run now, I have been told by an SDU member, that it will be a disappointment," said Hall. "However, I plan to attend future meetings and make my own value judgments."

Hall is a member of the SDU.

"I hope the students' council will seize the initiative in having students play a greater role in society. Students have been alienated by society and are considered to be second class citizens."

"We must show society we've something to offer it and society must learn to accept us."

Boyd Hall was the first arts candidate to use a band in his campaign. He felt that it took a band to shake up the apathetic students and attract attention.

"I am not limited by what was done in the past. I will act in the same way on the students' council. I will not be ruled by traditions and customs," said Hall.

"It's difficult to get the arts students together," said Mercer.

He said the arts council was the

only real way in which the arts students can draw together and deal with the issues concerning them. Mercer sees Hall's future participation in the arts council as essential.

Hall said he is unfamiliar with the arts council, yet plans to attend future meetings.

The arts council is an undergraduate society for arts students.



Listen Hall Crossing? Sure, I know where it is!!

short shorts

Hyde Park debate in theatre today

The debating society presents a Hyde Park Debate today at noon in SUB Theatre. Everyone welcome.

TODAY

FLYING CLUB

The Flying Club will hold a meeting today at 8 p.m. in room 126 of the

phys ed bldg. The film "Helicopter Canada" will be shown and a tour for Namao Saturday will be planned.

VOLLEYBALL

The U of A Golden Bears will be holding varsity volleyball today and Friday in the ed gym.

LIBERALS

The Campus Liberals will be having the Minister without Portfolio, Otto Lang as guest speaker in SUB 104 today at noon. Everyone is welcome.

CONSERVATIVES

The Campus Progressive Conservatives will be holding a University Affairs Committee meeting today at 4 p.m. in SUB 280A.

CAMPUS SOCREDS

The Campus Social Credits will hold a meeting Wednesday noon in SUB. Room number will be shown on TV monitor. All interested persons are invited to attend. For more information contact Allen Howard at 474-7674.

AYN RAND SOCIETY

An organizational meeting of the Ayn Rand Society will be held at 4:30 p.m. today SUB 140. Interested people unable to attend should, phone Patrick Morrison at 432-4506.

LSM

Holy communion will be celebrated Wednesday noon in SUB Meditation Room.

LA SOCIETA ITALIANA

A meeting of La Societa Italiana will be held at 8 p.m. today at La Maison Franco-Canadienne. Prospective members welcome. Membership fee is \$3.

For details contact Jacqueline Brunette at 474-0056.

THURSDAY

TEACHING LECTURE

Dr. McKeachie will deliver an open lecture on "Student Motivation and Learning" in TL-12 at 8 p.m. Time will be given for questions from staff members on various problems in university teaching.

CUSO

CUSO presents an Information Social for anyone interested in knowing more about CUSO and its development, in Room at the Top at 8 p.m. Thursday.

PHILOSOPHICAL SOCIETY

Leif Stolee will speak on "A Worm's Eye View of Education in Alberta", Thursday at 8 p.m. in TL-B2.

BLITZ COMMITTEE

The Blitz Committee needs 800 people who will give a few hours of their time on Thursday and Friday to the United Community Fund. Question will be answered in SUB 272.

FRIDAY

MUSLEM STUDENTS

The Muslem Student Association presents Isra Mairas in SUB 142 Friday. For further information, phone 433-3701 or 476-8396.

MATH CLUB

The Math club presents Dr. Sinclair to talk on "Careers in Mathematics" in CT 372 at 3 p.m. Friday. All interested persons are welcome.

WEEKEND

DANCE CLUB

The first Dance Club party will be held Saturday at 8 p.m. in the Dinwoodie room. Music by The Hi-Lites. Buffet lunch. Shirt and tie. Admission: donations to Share.

NEWMAN CLUB

Newman Club is sponsoring a Mixed Retreat from Friday to Sunday at the Star of the North Retreat House, St. Albert. Meet at the Newman Centre (St. Joseph's College) Friday at 7:30 p.m. For further details contact Susan Lent at 466-9272.

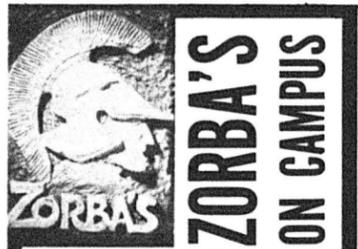
OTHERS

WAUNEITA

Applications for ed rep on Wauneita Council are open until Thursday. Applications should be submitted to the students' union receptionist.

WAUNEITA FORMAL

The annual Wauneita Formal will be held Nov. 2 in the Jubilee Auditorium from 9 to 12 p.m. Tickets are on sale in SUB.



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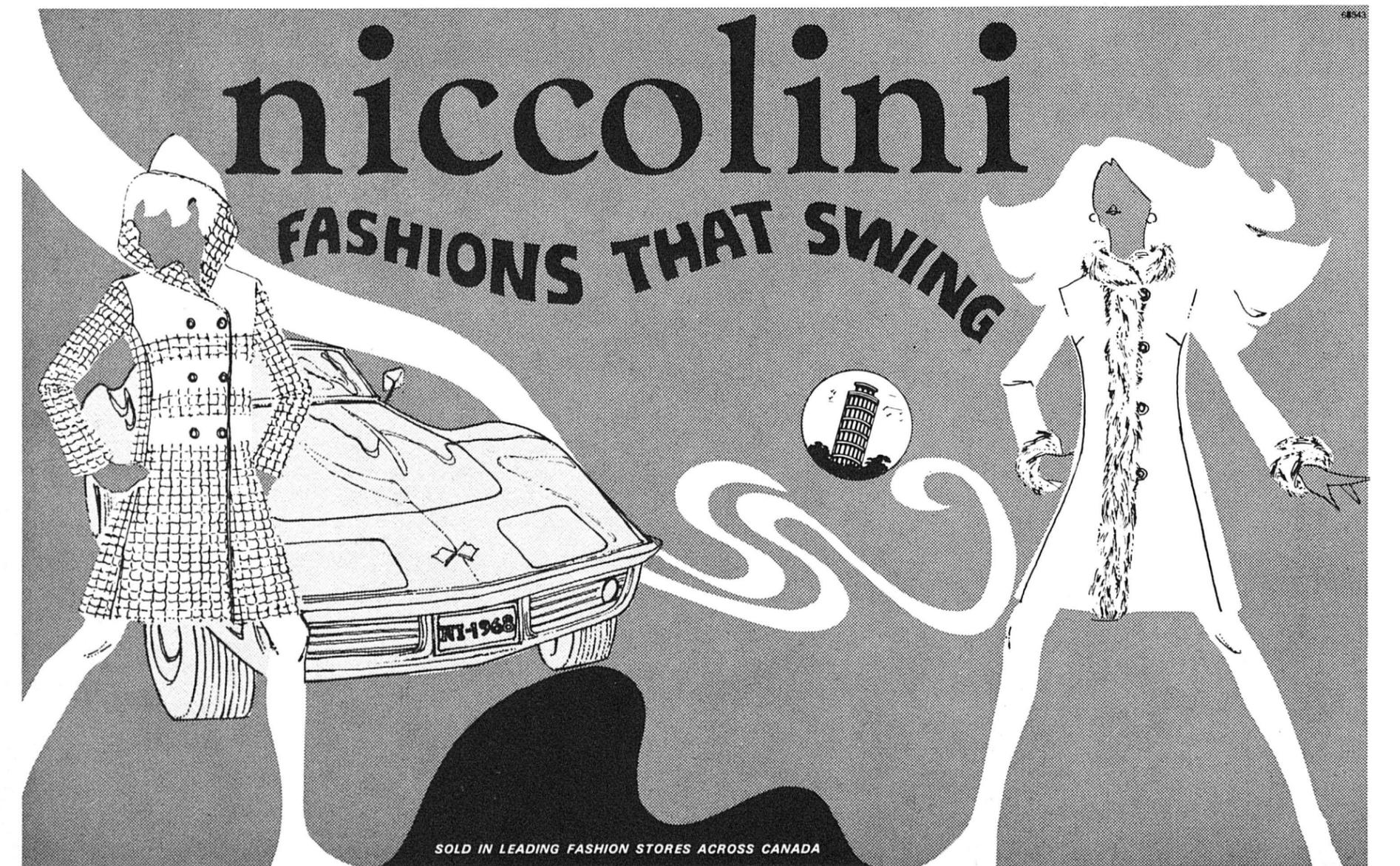
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FASHIONS THAT SWING



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Reasons for student power are simple and materialistic

"Students have an instinct . . . social power"

By GAIL EVASIUK

"It is no secret that something is going on in campuses all over the world," said Ernest Mandel, a West-European left-wing political commentator and economist in SUB, Monday.

"The student movement shows how ripe the world has become for social reform.

"There are materialistic and simple reasons for the student power movement," said Mandel. "First, there is the university explosion," he started.

"Increases in the numbers of students brought about such significant trends as a change in

the social origin of the university student."

Formerly, students were from the upper and middle classes. Now they are from the lower middle class and lower social classes, he explained.

"Second, there has been a change in the possible destination of the student upon graduation."

Whereas students had become members of the bourgeois, they are now future wage and salary earners. For intellectual labor, there is a market and a purchasing price, which fluctuates with supply and demand, said Mandel.

"Also, a new and changed atmosphere is resulting from the university explosion and inadequate material infrastructure conditions," he said.

"The administration and the university organization itself are inadequate for the large influx of students.

"There is now a transference of the workers' problems to the student milieu."

But, he said, students have the advantages over workers because they have more time, more access to information, and more access to a critical sifting of knowledge.

"By analysis of imperialism and monopoly capitalism, the students realized the only way to institute change was through a socialist revolution."

There are two distinct types of student movement, said Mandel.

One student movement occurs when the students try to get in the framework of the university and society so that the running of the university can be co-determined by the students and administration, he said.

The second type of student movement is that in which students use their collective power to get specific rights which enable them to have political freedom and administrative rights.

This movement is found in schools of socialist reform, revolution, and agitation, said Mandel.

"Student power should be an instrument for anti-capitalist agitation in the university," Mandel said.

"If the movement is limited to purely student issues, it should be condemned. The whole movement must have the purpose of penetrating society," he said.



THREE EMILIES—The Blitz mascot needed these two of her namesakes when her hair began to fall off. Pat Killips, home ec 3, wields the needle and Christa Loeffler, arts 3, lends support. The two live girls represent two of the seven divisions which compete in Blitz. Christa represents the Neuman club and Pat is the 'emily' for home ec and agriculture. Emily shows a bit of skin to convince you to help out Blitz.

Ag students on faculty council

By JUDY GRIFFITHS

Two students will be able to express their opinions in a faculty council for the first time on campus.

Bryan Perkins and Richard Andrews, both ag 4 students, have been elected by their fellow students to the Agriculture Faculty Council.

They will not be allowed to vote, but will have the right to speak in the discussions.

Their position is stable at least until the General Faculty Council meets and confirms the elections.

The faculty council has the powers of:

- determining the programs of study
- appointing the examiners and conducting and determining the results of the examinations.
- authorizing the granting of faculty degrees.
- determining the conditions under which a student must withdraw from or continue his program of studies in the faculty.

Men allowed in Pembina

Men will be allowed into Pembina Hall for the first time in university history.

The majority of the 139 girls in the residence approved the visitor system for a trial period of three weeks at a one hour general meeting held Oct. 7. At the end of that time, the girls will take another secret ballot to determine whether to continue it.

The decision was reached after "heated discussion", said Pembina hall president Phyl Basaraba, fine arts 2.

In opposing the motion at the meeting, one girl said, "What would the boys think of us if they knew they could have use of our rooms?"

Conditions placed on the visits are as follows. Girls must meet boys in the reception area and escort them to and from their rooms. Visiting hours are restricted to Friday from 7 to 11 p.m., Saturday from 2 to 11 p.m., and Sunday 2 to 5 p.m. Noise must be cut down to a minimum and men must not wander the halls or use the washrooms.

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photo editor Chuck Lyall

STAFF THIS ISSUE—It was supposed to be a press afternoon, but it wasn't till pretty late that people came in to help yours truly H. G. T. put out the paper. Rich 'twinkle-toes' Vivone showed us the latest Russian Dance—the Fox Trotsky, watched by Mary Ellen Boyd, Joe Czajkowski, Gail Evasiuk, Judy Griffiths, Marilyn Astle, who is still after my bawd, Bob Anderson, Dennis Fitzgerald (he never fail-lus), Elizabeth O'Donoghue, Judy Samoil, Catriona Sinclair, Ellen Nygaard (who didn't come in but we used her story), and the aforementioned, ever-present and ever-b.s.-ing snake, Harvey (the 'G' stands for grass) Thomgirt.

The Gateway is published tri-weekly by the students' union of The University of Alberta. The Editor-in-Chief is solely responsible for all material published herein. Editorial opinions are those of the editor and not of the students' union or of the university.

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PAGE FOUR

WEDNESDAY, OCTOBER 16, 1968

On the fee situation

Yesterday was Oct. 15, or, yesterday was the last day for paying tuition fees without incurring a penalty. Therefore most of you realize your fees have increased up to \$100 over last year, if you did not find out last spring.

This came about to partially cover the difference between the university's request of \$2,658 per student from the provincial government last year, and the final government grant of \$2,440.

Considering that expenses for university students run from about \$1,000 per session for Edmonton residents to nearly \$2,000 for out of town students, this means an increase in expenses of 10 to 20 per cent per student—in one year.

What then, is the prospect for next year?

Two factors indicate a fee increase is impossible, but if none occurs, it is not likely to occur until after the next provincial election. First, the recent fee increase covered only part of the \$218 the university was short for this year. There are no indications that

operating expenses for the coming year will remain at their present level, since there are so many new buildings opening up and these will have to be staffed.

Secondly, the last fee increase was approved, in effect, by the first session of the Alberta legislature meeting after the 1967 provincial election. There was no attempt to reduce the university's budget before the election.

This would indicate the provincial government does not want to antagonize the university immediately prior to an election. But since it is still several years until the next election, and since Alberta voters have notoriously poor memories, there is no danger to the government in a fee increase for a second year in a row.

The Gateway would like to advise all students to come together on a fee policy now, instead of doing so after the fact as they did last year.

To assist in this, we will be printing, in the next several issues, stories on the proposed financing of the university for the next year.

Re-organization urgently needed

The Friday fiasco in which only 16 per cent of the arts faculty voted points to the urgent need for a major overhaul of the present students' union structure.

Students' council appointed a re-organization committee several years ago, to study exactly this problem, but has come up with little to justify itself. Current reports indicate there will be little in the nature of concrete proposals this year either.

We would like, then, to make a few suggestions to the committee.

The faculties of arts, science, and education are faced under the present system with the problem of one man making himself known to several thousand students, and in turn knowing something about them. Considering that these students are well dispersed among students of other faculties, we must realize this is virtually impossible.

Two solutions suggest themselves. The number of students representing the student body could be increased, or natural links should be set up between the students and

their representatives.

Increasing the number of representatives may be a solution, but it would also create an unwieldy council. And could three men know the diversified faculty of arts better than the present one?

A much better solution would be to break the whole campus into natural groups who associate frequently. Suggestions: first year commerce, all arts students taking English 200 in sections 1 to ten, ten to 20 etc.

Each of these groups would elect one person to a large supercouncil. The supercouncil could then be broken into natural groups such as faculties, and elect proportionate numbers to an inner council.

Each inner council member would then have a group of students who can communicate for him with the large student body and none of these should have more than 200 people to be in touch with, all of whom are in their normal sphere of activity.

Therefore, no 16 per cent turn-outs in elections.



The first modest proposal: research into classroom design

By BRIAN CAMPBELL

There has been a lot of noise around here that the students never come up with concrete proposals for solving any of the problems around the university.

For the next few weeks this column will deal with some mouldy old proposals this university should have tried years ago.

Any kid old enough to know who won the World Series knows that universities do research. Professors do research, they tell you. And I agree, they do research—into everything but the university. A certain Dr. O'Dowd, who is the provost at Oakland University, once noted that more teaching ideas are generated in any one faculty club at any one lunch hour than have ever been tested.

This is stupid.

Consider the problem of classroom design. The University of Alberta consists of a collection of little, one-room schools, stacked one on top of the other, to save space, and with variations in size, where necessary, to accommodate more students.

No, Virginia, I am not Frank Lloyd Wright, and I have no magic solution, but there is at least one way to get started towards finding a solution.

First, consider that the capital budget of this university is well over 10 million dollars each year. Second, consider that the university does next to nothing to determine how best to spend this money. Third, consider the Henry Marshall Tory Building.

After we have considered all these things, I suggest we come to the mutual conclusion that we do not learn as well as we could in the sort of classrooms

we have now. But how to solve these problems?

Let me suggest that this university invest \$100,000 in an experimental classroom.

An experimental classroom would be an external shell within which facilities for two or three classrooms could be varied as widely as possible. The faculty, administration, and students would all meet and decide on two or three designs they would like to try out, and then build them and try them out.

Particular sections would spend the first term in one of the new classrooms and the second term in one of the standard classrooms, and, of course, reverse this procedure with another class in the same time slot. What happened in each class would be determined through questionnaires and interviews administered to all students and professors who used the designs. By finding the advantages of both classrooms tested in each section, and pooling the knowledge and preferences so generated, we would perhaps be able to produce a better environment.

The experimental classroom would be a permanent fixture until the university reached maximum size. It would be used to solve specific design problems, since the research would be aimed at building a specific building, housing specific students.

If the administration intends to forge ahead and build buildings as it always has—by the seat of its pants—we can expect the same ugly abortions this campus has always had. But if we can work together in a plan like the experimental classroom, we might find, through spending a little money, that things are cheaper in the long run.

Did students forget to ask 'why'?

The Editor,

I couldn't help but yell a big hurrah when I read Peter Boothroyd's recent articles regarding the higher echelons of education. It does one's heart good to know that there is at least one person, in this institution, with a degree of perspective left. It is good to know there is at least one person who recognizes the difference between education and training. It is rather amazing, when you think of it, that one can go through 14 or 15 years of organized conditioning and still not be completely suppressed.

One might ask why someone with a little perspective left would endanger it by attending university at all. The answer, I think, is quite simple—SUCCESS. Here I wish to disagree with Mr. Boothroyd. It is not really fair to suggest that everyone can reject the system as easily as did Albert Einstein. It is true that Albert Einstein wouldn't put up with this intellectual rape but unfortunately the vast majority are not Einstein's or Hemingway's or any of the other greats who rejected the system. For most leaving would mean a relatively low salary, a routine even more stifling than post secondary education, and, of course, the delightful social stigma of the 'drop out'.

Why did Einstein fail his high school math and Hemingway his

university English? I would think that it was because creation and regurgitation are two different entries. Can you imagine Einstein's frustration upon sitting down to a two hour multiple choice physics exam? It would be a great day for education if the grading system and the granting of degrees were abolished; if intellectual curiosity were held more important than a good memory; if understanding were favored over knowing; if a teacher were not asked to assess the knowledge of men and women whose names he doesn't even know; and if time were not considered a major criteria in the process of learning.

I sincerely hope Mr. Boothroyd was successful in shaking a few people out of their grand illusion. This is, of course, not an easy thing to do. Docility, once imposed, is self-perpetuating. Most will go on thinking that when a professor gives them a stanine nine they have 'arrived'. Most will go on thinking that education is something that you get wrapped in a piece of sheepskin after 15 or 16 years of conditioning.

Few will remember the childhood days when the word 'why' was the most important one in their vocabulary.

"Oh brave new world, that has such people in it".

Tom Dolhanty
sci 2

The terms were not correct

I should like to commend your editorial, "Money, money, money" in Thursday's *Gateway*. You have touched upon a theme which appears to me to run throughout much of Canada's social legislation and Canada's foreign policy. We in Canada do things in a piecemeal manner and often derive stimulus from broad emotional appeals fostered by local groups, established pressure groups or the Canadian press as a whole.

Similarly, we often do things for unfortunate groups and then we forget about them. Therefore, I strongly support your appeal for a consistent attitude toward all refugees, all students (in various institutions) and might add a plea for a consistent policy toward all welfare cases, all races and all ethnic groups in Canada.

One aspect of the editorial does, however, require critical comment. In view of the ethnic and cultural diversity of Edmonton, more care should be used in *The Gateway* when terms such as "Russian occupation", and "Russian scientist" are used.

In fact, some "Eastern block nations" are occupying Czecho-

slovakia now. The chief component of these forces is that from the Soviet Union, not from Russia. While a large number of Russian soldiers are included in the occupying forces, they are members of "The Soviet Army". The Soviet army draws soldiers from many ethnic groups in the USSR. In fact, if you look carefully at the map, you will find that Russia proper does not have a border with Czechoslovakia.

In a similar manner, Mr. Dotsenko was an Ukrainian scientist visiting Edmonton. Our exchange was between Edmonton and Kiev, i.e., between the University of Alberta and the chief university in the Soviet Ukraine. Due to Soviet (primarily Russian in this case) sensitivity on the aspirations of the Ukrainian peoples at home and abroad, Mr. Dotsenko's actions here probably had a greater effect in Moscow than they would have had if he were Russian.

What more needs to be said to convey the significant differences between the terms "Russian", "Ukrainian" and "Soviet"?

Brenton M. Barr,
Assistant Professor
Dept. of Geography

A challenge to students' council

The Editor,

Referring to the article on the Canadian Union of Students' referendum (*Gateway*, Oct. 10) I would like to say that I fully disagree with the stand taken by the students' council. According to students' union president Marilyn Pilkington, "voting in the referendum will necessitate that each student make a conscious choice about the kind of student government he wants and whether that student government should aim at reforming the system or to work for revolution."

According to the council "it was determined that the student body did not yet know enough about CUS to vote on it".

Haw! Haw!

If the council would get their backsides out of their nice soft chairs (which are, incidentally, not as soft as some heads on council) and give the student body some information to which they are rightly entitled, then the student body would know about CUS.

Instead, all we hear is Marilyn Pilkington complaining about this, that and the other thing.

I challenge her, along with others on council, to start giving facts now, instead of merely providing a cost-free heating unit in the students' union building.

Darryl Gregorash
sci 1

This is page FIVE

"It is not enough to report the facts truthfully. It is necessary to report the truth about the facts".

Letters lend a glad hand to Peter Boothroyd, another questions his interpretation of the word 'educere'. Another slams students' council. A fourth letter likes our editorial but questions our use of terms. Another liked the football broadcast. Unhappily, it is the first letter we ever received complimenting one and our own student radio did not do the broadcast.

The feature tells of the Cox Commission which had a long look at the Columbia University strikes. Letters should be addressed to The Editor, The Gateway, etc. and should not be more than 300 words. Remember—we will not print pseudonyms.

—The Editor

Cox Commission analyzes Columbia University riots

NEW YORK (CUPI) — The Cox Commission, established to study the Columbia University revolt last spring, lashed out at the university administration and New York police force in its report released Saturday.

The administration, the report said, "conveyed an attitude of authoritarianism and invited mistrust."

Police action was of "excessive force" which "engaged in acts of individual and group brutality causing violence on a harrowing scale," said the commission.

Headed by Archibald Cox, a professor at the Harvard Law School and former U.S. Solicitor General, the commission cited instances of student provocation, but stressed it was "in no way commensurate with the brutality of the police."

Student rebels were also condemned for their "disruptive tactics". The report warned the survival of the "free university" depends upon "the entire community's active rejection of disruptive demonstrations."

The commission was established last May by the faculty at Columbia and charged to report on the chronology of events in the revolt and to determine its underlying causes. None of the interest groups at the university have commented on the report to date.

In discussing the instances of police brutality, the report cited one example: "Dean Alexander B. Platt testifies that when he pointed out to two police officers the brutal charge of the plain clothes men in front of Furnald Hall, the officers replied that they could see no policemen."

"Some students attacked the police and otherwise provoked retaliation. Their fault was in no way commensurate with the brutality of the police and for the most part was its consequence."

Other conclusions of the commission included:

- Widespread support of the demonstration was present from the beginning and did not develop after police action.

- The violence resulted from administration and police "miscalculations" of the number of students occupying the buildings and the mistaken belief that police would meet no resistance from students outside the buildings.

- The revolt was fed by inconsistent administration actions on what sort of demonstration was acceptable on campus.

Reaction to the commission

NEW YORK (CUP)—Columbia administration president, Andrew W. Cordier, Monday praised the Cox Commission for its "extensive work and candid analysis", and said the university was "indebted" to the commission.

Cordier's statement, prepared after a two-hour session with the university's board of trustees, was the first public reaction by the university administration to the report commissioned by the faculty to study the spring revolt.

Cordier promised to take vigorous action to solve the problems that led to the strike. "University progress," he said, "requires that any weaknesses should be erased and converted into strengths."

More than 1,400 copies of the report, on sale for a quarter in the campus bookstore, disappeared within four hours.

What does the word mean?

The Editor,

In Peter Boothroyd's column of Oct. 10, the step is taken to understand an English word wholly in terms of its latin derivation. Says Mr. Boothroyd:

The word "education" comes from the Latin *educere* which means to lead out. The very origin of the word implies that education is a process whereby a person becomes more open, more broadly aware. It means being freed of the suspicions which have been inculcated in us by the socialization mechanisms of society.

Does education in fact mean this? Or rather has Mr. Boothroyd, while firmly insisting upon freedom for development in our academic institutions, denied a similar right to the English language?

Words are but the vocal symbols of ideas. And when one intends to express his ideas accurately he is under an obligation to himself to use words in context familiar to his reader or listener. Had Mr. Boothroyd not supplied the readers of *Gateway* with his own meaning of the word 'education'—namely, intellectual freedom—would the majority of us have suspected his meaning? Or, do most *Gateway* readers not consider education to be a process of exposure to knowledge?

Holding that the significance of a word lies in the particular meaning which Mr. Second Person (singular or plural) attaches to it, Mr. Boothroyd's free university loses glamor as well. The proposed institution is to liberate the student from surrounding social prejudices. Yet it is within his social environment that the student will eventually function. Can he play a positive role in the society's collective mind, or in the minds of the majority of the society's members provided a collective mind does not exist, when he is divorced from the given society's prejudices? Can there be no more danger in an enlightened, unprejudiced intelligentsia combatting the morés of its own culture than in one culture imposing its morés on another?

David Leonard,
Graduate Studies

The broadcast did not offend

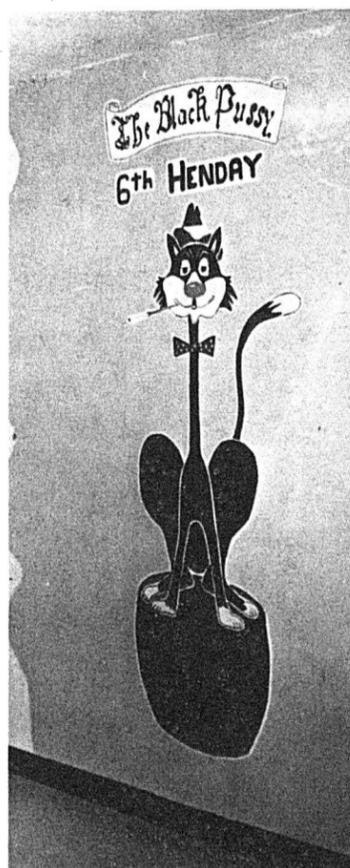
The Editor,

This past Saturday I had the pleasure of listening to the U of A Golden Bear—U of S Huskie football game on CKUA. I listen to the games whenever they are broadcast, and Saturday's game was particularly enjoyable in that the play by play was done by an announcer who, although he was a "homer" for the Huskies, managed to call the entire game without offending the listener. This is considerably more than the previous announcers were able to do.

The new announcer called a clear game, letting the listener know exactly what was going on, and avoided the lewd comments that announcers in the past seemed to enjoy so much. I think this is a step forward for the people involved. My congratulations to CKSR, CKUA, and CJUS for their support of college football.

W. R. Hanson
Grad studies

EDITOR'S NOTE: The broadcast was a University of Saskatchewan student radio production.



THE BLACK PUSSY
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Gateway Sports



OH NO YOU DON'T
... oh yes I do

Bears make Huskies mush

Rematch Saturday at Varsity Stadium

By **BILL KANKEWITT**
Sports Editor
Bears 32, Huskies 8

It was the same old script in Saskatoon Saturday.

The "good guys" (Golden Bears) played like teddy bears in the first quarter and gave the "bad guys" (Saskatchewan) ample opportunity to win the game.

After Saskatchewan declined the gift, the Bears turned grizzly to claw the "sled-dogs" 32-8.

It was the teams 13th straight victory and gave them undisputed possession of first place in the WC-IAA. In other weekend action the Manitoba Bisons surprised the Calgary Dinosaurs upsetting the Alberta squad 29-1.

In the "hub city," the Bears were up 1-0 at quarter time, 15-0 at the half and extended their lead to 25-8 at the three quarter mark.

Bear touchdowns were scored by Hart Cantelon, Gil Mather, Ludwig Daubner and Val Schneider.

Considering a number of their key players were missing the Bears played well.

Absent from the lineup were all-stars Jim Reinson, Larry Dufresne and Eugene Lobay. Star fullback Bill Jenner was knocked out of action on the first play of the game while safety Dan McCaffery saw only limited action.

BOTH WAYS

The early injury to Jenner meant that corner-linebacker Val Schneider was forced to go both ways most of the game. He responded to the situation by scoring one touchdown and picking up a bundle of valuable real estate.

A wide field-goal attempt by Dave Benbow gave the Bears their 1-0 first quarter lead.

Quarterback Terry Lampert guided the Bears on a 105 yard touchdown march early in the second quarter. Key passes to end John

WCIAA STANDINGS

	G	W	L	P
Alberta	3	3	0	6
Manitoba	3	2	1	4
Calgary	3	1	2	2
Saskatchewan	3	0	0	0



JOHN McMANUS
... five receptions

McManus and Schneider plus the running of Daubner set up the six pointer. Schneider carried over from the one for the score.

McManus, who had a great afternoon catching five passes in all, led the Bears on their second touchdown drive. Daubner, "The Baden Flash" dove in for the major score.

Saskatchewan bounced back into contention early in the second half on the strength of the strong running of halfback Neil Garvie. A touchdown by Garvie followed by a two-point conversion narrowed the gap to 15-8.

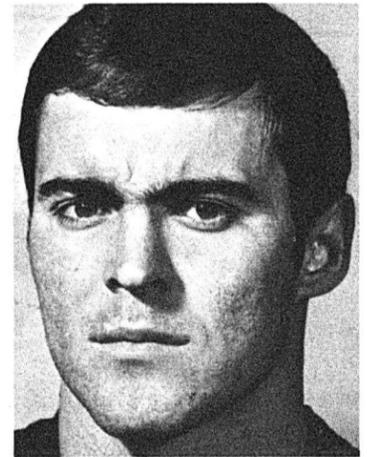
This riled the Bears who then turned grizzly and moved in for the kill.

PASS PLAYS

A 79 yard pass and run play from Lampert to Daubner set up a Benbow field goal. Another pass and run play, this time covering 49 yards to McManus, put Cantelon in line for his touchdown.

Gil Mather closed out the scoring for the Bears in the final quarter when he put the squeeze on another Lampert pass for the big counter.

The touchdown marked the sixth consecutive game that the Bears have scored more than 30 points.



VAL SCHNEIDER
... in at fullback

Benbow was four for four in the convert department to round out the "big greens" scoring attack.

The two teams go right back at it Saturday, 2 p.m. at Varsity Stadium in the return match.

BARE FACTS

It was quarterback Lampert's best game of the season as he completed 10 of 13 pass attempts.

Hart Cantelon made a brilliant 70 yard return of a punt in the first half but the play was called back due to a clipping penalty.

Dave Wray and Bruce Gainer played on guts alone in the game as both were severely hampered by leg injuries. It is expected Wray will now have to sit out a couple of weeks to rest his injured ankle.

Peter Tyler took McCaffery's safety position with Vic Justic replacing Reinson at guard while Dave Rostrup took over in Dufresne's spot. All three turned in fine performances.

STATISTICS

Bears and Huskies		
First downs	13	13
Yds. rushing	188	128
Yds. passing	221	113
Passing	10/13	8/12
Kicking	5/40.4	6/20.1
Fumbles	1/1	0/0

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Bears tie Monarchs

By BOB ANDERSON
Bears 6, Monarchs 6

It's surprising what results just one week's practice will bring. The hockey Golden Bears surprised themselves, 150 fans and the Edmonton Monarchs by tying the Alberta Senior Hockey League members 6-6 last Thursday night

College Bowl

The 1968 Canadian College Bowl for the Vanier Cup will determine the Canadian Intercollegiate Athletic Union national football championship.

With all four college football conferences now participating, two regional bowl games have been scheduled to determine the teams to appear in the Canadian College Bowl.

The Atlantic College Bowl will be played at 1:30 p.m. Saturday, Nov. 16, at St. Mary's University Stadium, Halifax and will feature the winners of the Central Canada Intercollegiate Football Conference and the Maritime Intercollegiate Athletic Association.

The Western College Bowl will be played at 2 p.m. Sunday, Nov. 17, at Clarke Stadium, Edmonton and will feature the winners of the Ontario-Quebec Athletic Association and the Western Canada Intercollegiate Athletic Association.

The winners of the Atlantic and Western College Bowls will meet in the Canadian College Bowl, for the Vanier Cup and the C.I.A.U. National Championship at 8:30 p.m. Friday, Nov. 22 at Varsity Stadium, Toronto.

Proceeds from all three Bowl Games will go to the Canadian Save The Children Fund.

in an exhibition game at Varsity Arena.

The Bears had just six practices under their belts prior to the game with most of the sessions devoted to weeding out more than half of the 110 or so hopefuls who showed up for the first workout.

The Monarchs, meanwhile, had been training for almost five weeks and were two games into their schedule. This showed in the early going as they threw the puck around with reckless abandon, running up a 3-0 margin before the Bears finally got untracked. The Bears appeared totally disorganized and confused and couldn't mount a consistent attack against their opponents.

The second period saw the Bears find their skating legs in the early minutes and narrow the gap to 3-2 at one stage. However the Monarchs came on strong and led 6-3 after 40 minutes.

THIRD PERIOD

The third period was all Alberta, with the Bears scoring three times and just missing several others. Had it not been for a stray goalpost, the Bears might have pulled it out of the fire.

Ron Tookey and Bob Solinger scored two goals each for the Monarchs. Dale Conrad and Johnny Utendale added singles. Replying for the Bears were Tom Devaney, Wayne Wiste, Jim Seutter, Bob Reddick, Len Zalapski and John Steinbach, who fired the tying goal.

So now its back to work for the Bears, with the squad down to a more workable number, following cuts after the game. The camp has been divided into those who have a good shot at making the senior team, while the remainder will work out with the junior Bearcats. Practices continue nightly at Varsity Arena.



YEAH TEAM AND ALL THAT ROT—These are just a few of the beautiful University of Saskatchewan cheerleaders who will be in town Saturday to cheer on their beloved Huskies. The "sled-doggies" meet the Bears in Varsity Stadium at 2 p.m. in a game of jolly old football. The Huskies probably won't come out winners but their cheerleaders are champions.

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UNB security police summoned to give administrators a lift

Protesters invited in, then shown out

FREDERICTON (CUP)—Members of the Board of Governors at the University of New Brunswick had to be carried over the outstretched bodies of 12 protestors sitting in at the board's meeting Tuesday.

It took seven burly campus security officers to convey the governors over the students.

The 12 had been picketing outside the old arts building, site of the session, when they were invited in to present their views on the Strax suspension.

After 15 minutes inside the chamber, they were told the case couldn't be discussed until a subcommittee report (the one Strax called a "kangaroo court" last Wednesday) was presented. They were then shown the door.

LINKED ARMS

Stunned by the sudden and inexplicable turn of events, the 12 linked arms and sat down in the doorway, refusing to allow the governors an exit when the meeting broke up two hours later.

One governor decided he didn't need any help from security police. He just lifted one demonstrator by the scruff of the neck and shook him. He was pulled off but broke free and did it again.

Meanwhile, concern over the physics professor's suspension has led several UNB professors to establish a legal aid fund for all Canadian faculty members and students whose "academic rights are violated".

It has asked for donations to support Strax and says the money left over from his case will be used to form the nucleus of a fund to be administered by the Canadian Union of Students and the Canadian Association of University Teachers.

A release handed out by the committee said all donations should be mailed to "The Academic Freedom Fund, PO Box 1582, Fredericton, NB."

The sit-in at Liberation 130 heads into its fourteenth day and for the first time in the lengthy period there are no rumours or threats of police or counter-demonstrator action.

The sit-in is protesting the suspension, which administration president Colin MacKay said was for Strax's disruption of "the operations of the university, par-

ticularly the library."

Monday, mathematics lecturer Gerald Pacholke played the bookie-book game to prove this wasn't so.

The bookie-book game is played by people protesting the compulsory use of ID cards in the library. The rules of the game require the person to take books from the stacks to the circulation desk and try to sign them out. When this fails because of refusal to show an ID card, he takes the book back to the stacks and tries again.

Pacholke played with 135 different books and said he caused no disruption and ran into no tangles with librarians. The math lecturer said disturbances only occur when administrators come over to discuss the game and try to talk players out of it.

Students can secure help from new telephone service

A student-help telephone service on campus is to begin operation on a daily basis late in October.

The service, under the guidance of the Academic Relations Committee, will have two basic functions—sympathetic listening, and re-direction of students to particular services.

The project, called Student Help, is enlisting volunteers to answer calls between 7 p.m. and 1 a.m. every day. Often a sympathetic ear is all that will be required, but volunteers may refer students to the deans of men and women, Student Health Services, Student Counselling, or a chaplain. It is hoped that at least one professor in each department will be available for consultation, as well as sympathetic students from all faculties.

Coordinator of Student Help is Ada Brouwer, a sociology student, who introduced the idea to the Academic Relations Committee a year ago.

At present Miss Brouwer and assistants are interviewing twenty to twenty-five prospective volunteers for the answering service. Although applicants represent a variety of students, most are undergraduates or grad students majoring in social sciences.

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McGill council will select senators

MONTREAL (CUP)—The student council at McGill University, like that at Manitoba, has won the right to determine the qualifications and method of selection of student senators.

McGill has accepted eight senate seats (of 50) while Manitoba rejected seven (of 90). Manitoba has demanded open senate and board meetings before they send senators; McGill has already opened its meetings.

The McGill council fought bitterly to win the right to selection and demanded it have the right to set qualifications. The senate acceded about a week later. Principal H. Locke Robertson, vice-principal (academic) Michael Oliver and arts and science dean H. D. Woods met student leaders and argued with them over whose jurisdiction covered selection.

Apparently, senate was not willing to risk council rejection of the seats and gave in to ward off a fight.

Newspaper says American Nazis sell guns

TRIANGLE VA. (CUPI)—The former American Nazi Party is now selling guns by mail in anticipation of a Negro uprising, according to the Washington Post.

The group, says the newspaper, is offering by telephone, direct mail and advertising sale of what it calls "Negro control equipment" ranging from riot guns to chemical MACE.

William L. Pierce, assistant executive officer of the National Socialist White People's Party, will not just sell to anyone. "As long as it looks like a legitimate order, we go ahead and fill it," he said. But if it looks suspicious, he checks with the police. "We tend to attract unbalanced people, the kooks, you know," he added.

According to the Post, the Nazi Party offshoot has sixteen active members in the United States.

Departmental unions organizing at McGill

MONTREAL (CUP)—Unrest at the department level continued to plague McGill University Friday as students in two departments held organizational meeting to demand department level representation and the head of a third department promised vastly increased participation to his students.

Professor Donald Theall, head of the English department, said Thursday three students would be asked to sit on the department's steering committee.

He's in trouble though because he stipulated graduate students. The English Literature Association is being formed to encompass both graduate and undergraduate students to show a united front.

Meanwhile, students in the sociology and French department level representation and the head of a third department have formed organizations to demand participation in decision-making processes, smaller and more experimental classes, changes in exam ratings, and revamping of introductory courses.

These groups follow hard on the heels of the political science and history students who jumped into the participation battle last week.

High schooler relents; cuts hair

TORONTO (CUP)—Douglas Hamburgh cut his hair and went back to school Tuesday.

Expelled last week for unkempt hair, the 16-year-old high school student returned to Castle Frank High in hope of ending a protest demonstration built around his expulsion.

Hamburgh said a 70-student-strong sit-in at the school gates hadn't done him "a bit of good" and hadn't even been discussed with him. "I decided," he said, "to get my hair cut and go back to school before it goes too far."

Ontario Union of Students president Ken Stone was at the sit-in and joined with the protestors in a call for abolition of school edicts about personal appearance.

Stone's foray into high school activation obviously failed as Hamburgh said students were "hoodwinked" and that something better could have been accomplished for students' rights had "the head of the Ontario Union of Students not interfered."

SDS fails to close Columbia

NEW YORK (CUPI)—Failure to revitalize Columbia University's student movement this fall forced chapter reorganization of the Students for a Democratic Society.

"We all feel frustrated partly because of our attempt to impose our past on our future," SDS leader Juan Gonzalez said. "We opened the year with the goal of shutting the school down, but we didn't do it."

"The administration has not been as unmovable as we thought. They made mistakes, but they recognized them and corrected them."

The new structure of the chapter divides its membership into small groups called Radical Action Projects. Some committees already operating include a labor group concerned with workers in the garment district, a committee on tenants' rights to fight expansion of Columbia into Morningside Heights, and a legal group working with students facing university discipline or criminal charges arising out of last spring's revolt.

SDS members say they are "far stronger now in the amount of support and prestige" than last year. While admitting the failures of this fall, leaders say the "mass revolutionary action" period is over and that SDS must now move into recruiting, organizing and educating students.