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The Gateway

you're part of
the precipitate

VOL. LX, No. 45 THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA

FRIDAY, DECEMBER 12, 1969, SIXTEEN PAGES

SAB decisions questioned . . .

Awards system defended as not catering to privileged groups

By DICK NIMMONS

Discrimination in student loans on the basis of sex, age, and social class came under attack in SUB theatre Tuesday.

About 125 students heard Al Stein, Cathy Fraser, and Cal Merkley discuss student assistance.

Mr. Merkley, chairman of the Students' Assistance Board, was repeatedly asked to defend the present system of student awards. Both the other members of the panel and the people in the audience challenged its equitability and rationale.

Cathy Fraser, law 3 and an official of the student awards office on campus, raised several points supporting the claim that the system is discriminatory.

She said people under 21 and wives are treated as chattels in that they are considered dependents. Married women are allowed a maximum award of \$900 while their husbands can receive up to \$3,500. Miss Fraser said that combined income should be looked at rather than simple marital status.

In addition she felt that students under 21 were often excluded from an education because their parents would or could not contribute to their child's education. She suggested that students in this category should receive special consideration.

Finally, she pointed to the fact

that single students were eligible for much less than their married counterparts, even though they might be in equal need of funds.

Mr. Merkley said that student assistance worked on the premise that both students and their parents should contribute to the students' education.

He defended the present system and said that he felt that it did not cater to privileged groups.

In the case of married people, Mr. Merkley said that money was being provided for the one who was going to school.

Mr. Stein, president of the Alberta Association of Students and member of the Worth Commission on Education, also tore a strip from the present system.

"There seems to be enough money available," he said, "the problem is that it is not coming fast enough to be of any use to students."

Mr. Stein pointed to an incident in Lethbridge Junior College where students were forced to leave because they did not get their loans in time to allow them to continue their studies.

Mr. Merkley said that the students in Lethbridge should have made a special appeal to have their loans expedited.

Mr. Stein claimed student loans tend to go to those who don't need them. He claimed that students from upper income groups (\$7,000 plus) receive more per capita from students' assistance than those in lower income brackets—in addition, he said, more higher income students attend.

Mr. Stein added that students from families in the higher income brackets were more likely to get better paying jobs than others and thus were put in an even better position.

One student from the audience asked what was the budget the assistance board considered adequate for a student to live on through the school year. Mr. Merkley replied that it was \$1,900.

When asked about terms of repayment, he said the present interest rate on loans, with charges beginning six months after leaving university, was 8.8 per cent, but the rate could fluctuate depending on the price of government bonds. He said that the interest rate could only be kept as low as it is due to the fact that past borrowers had a very low defaulter rate—less than one per cent.

Xmas dip strikes Santa's Anonymous

HO HO HO—Where did all the toys go?

Will the person or persons who took the toys and food from Santa's sleigh in SUB please return them or leave a note in the sleigh saying why you took them.

Thank you.

DIE fines ESM for illegal lit sales in SUB

The ESM has been fined ten dollars for illegally selling Maoist literature in the SUB Art Gallery.

At a Nov. 6 hearing held by the Disciplinary Interpretation and Enforcement Board (DIE) the Edmonton Student Movement was charged and found guilty of breaking an art gallery rule against selling literature.

The ESM questioned the legality of holding a hearing, and claimed that they had not been informed of the charges against them long enough in advance to have prepared a defense.

ESM said in a written statement that it intends to file charges against DIE board president Bob White for his actions at the hearing. They claim that he was responsible for withholding a statement of charges from them, and misleading the rest of the DIE board as to what the charges were.

"His attitude is consistent with that of the other reactionaries pressing the charges in flagrant disregard for people's democratic rights," they said in the statement.



WELL, HERE'S TO ANOTHER CHRISTMAS

. . . says your friendly local neighborhood Happy Finance Company owner. Gateway itself is loaded with commercialism today as we cut back to two issues this week in preparation for exams next week. But Merry Christmas anyway and remember there is more to the spirit of Yuletide than giving presents.

Grads ask for more GFC reps

Graduate students on this campus will be asking for increased student representation on the General Faculty Council.

At a meeting Tuesday night, the Graduate Student Council voted ten to nine to ask that the total number be increased to 20, with a proportion of four graduate to 16 undergraduate students.

In other business, Bryce Schurr, psychology rep, was elected by acclamation to fill the post of vice-president left vacant when Bob Newell moved up to fill the president's chair. He will hold this position until the elections of March, 1970.

Only about 20 people have signed up for the Christmas trip to London, according to Darryl Walker, the GSA charter flight co-ordinator. The flight is still leaving as arranged, and further applications will continue to be accepted as long as space is available.

In a discussion on the next GSA budget, treasurer Darryl Walker

warned council that a fee-hike will probably be necessary. Next year's budget, for instance, will probably have to include such major expenses as \$1,500 for housing, \$1,900 for secretarial help, and \$750 for the welcoming committee. Council asked Mr. Walker to present his recommended fee increase to the next meeting.

In the longest discussion of the evening, council attempted to formulate a list of proposals to GFC concerning the role of departmental chairmen. It was felt by members of the council that now, terms of reference outlining the duties of departmental chairmen are seriously lacking in many departments.

Mike Eurchuk, education administration rep, who had prepared a preliminary report on the matter for council's approval, asked that he be given additional time to consult individual faculties to obtain existing directives on the duties of departmental chairmen. Further consideration was given

to the possibilities for changes in the type of assistantship offered to graduate students. In light of impending cuts in assistantship, particularly in intersession bursaries, it was felt that perhaps a plan extending assistantship payments over a 12-month period would become necessary.

Bye - bye

This is the final edition of Gateway for 1969 and the first new year's issue hits the street Thursday, Jan. 8. To keep you in suspense, just a hint that subjects to be treated after the holidays include housing, increased student representation on university governing bodies, tenure, SUB expansion, students' union priorities. And we'll still be out three times a week. Ho, Ho, Ho!

short shorts

Good King Wenceslas—look out, the beggars are on the way

The beggars of Hungary Union would like to advise all potential members to gather at Good King Wenceslas' Palace. The last time a beggar was caught gathering winter fuel on the premises, the old boy went out with his page and beat the living shit out of him. The settlement ranged in the thousands of dollars.

CHRISTMAS**HOCKEY TRYOUTS**

Mr. Brian McDonald, coach of the Golden Bears hockey club, wishes to announce that tryouts will be held for his club at 11 p.m. on December 24 at Varsity Arena. Applicants need not know how to skate that well, nor need they possess a strong shot. Armchair coaches are also required.

SPCA

The SPCA would like to take this opportunity to warn all indulgent parents against buying their little darlings a dog or cat this year.

HYMN SING

The communist party of Canada wishes to announce its annual hymn-singing and Christmas pageant will be held at 11:30 Christmas eve in the New Sarepta Pentecostal Church. The subject of the pageant will be, "Was Joseph paying too much taxes?" It will also deal with the exploitation of the donkey.

SCARTH NOT SANTA

Mr. Alan Scarth would like to take this opportunity to announce that he is not now, nor has he ever been, apprenticed as a Santa Claus, and would appreciate it if mothers would kindly **STOP BRINGING THEIR LITTLE BRATS INTO THE OFFICE.**

LINGUISTS

The members of linguistics club would like to invite all interested parties to a discussion to be held shortly after Christmas. Dr. Joseph N. Marie will attempt to demonstrate the problem of putting Christ back into Xmas.

MERRY CHRISTMAS

It's a kind of trashy, sentimentalized, religious, commercial, impractical day, but it is very special. For on this day 1,969 years ago something happened. It changed the world, and maybe, for a while, when it was real, it was good. In remembrance of that time, we would like to say, Have a Very Merry Christmas.

REINDEER

Wanted—one reindeer. Must be self-starter and have his own head-light.

SANTA SELLS OUT

Mr. S. Claus would like to announce a "Tell it like it is night" to be held Dec. 26 in his home at the North Pole. Mr. Claus will be speaking on the topic "Economic considerations in the toy business." Mrs. Claus will also deliver a talk on "The care and feeding of 17,000 gnomes." The talks will point up the reasoning behind a board of directors decision to go commercial next Christmas. "Hasbro makes a hell

of a lot better offer than coke and cookies at every stop," will be the main topic of consideration during the question and answer period. Coke and cookies will be served.

TODAY**WOMEN'S MUSICAL CLUB**

The Women's Musical Club of Edmonton presents the well known concert pianist, Boris Roubakine, in recital in Con Hall at 8:30 p.m. Tickets are available at the door.

PAUL HANN AND GUEST

Room at the Top will feature Paul Hann and Guest from 9 to 12 p.m.

SUB-AQUATIC CLUB

Those people who are interested in taking lessons in Sub-aquatic Swimming in 1970 are asked to get forms tonight, at 8 p.m. in phys ed 126.

MOLL FLANDERS

Student Cinema presents "Moll Flanders" at 7 and 9 p.m. in SUB.

FRIDAY FLICKS

Friday Flicks presents "Marat-Sade" on Friday and Saturday at 7 and 9 p.m. in PC 126. The admission is 50 cents.

BAHA'I STUDENT CLUB

The Baha'i Student Club is showing

a free film on the Baha'i faith at 8:30 on Friday in the Meditation Room.

OTHERS**DEPARTMENT OF EXTENSION CLASS**

Mr. Roman Hromnysky wishes to announce that after the New Year he will be offering a course on Northwest Africa: the Political and Cultural Evolution since 1830. Interested students are asked to register with the department as soon as possible. The class begins Jan. 13, 1970.

CSOST

A Christmas Lights Tour of Edmonton for foreign students (with a party afterwards) is planned for Dec. 19. Sign up at the Foreign Student Office, 202 University Hall.

CHRISTMAS CHEER

SAHFER will hold a meeting at St. Basil Cultural Centre on Dec. 19 at 7 p.m. The admission is \$3.50 for members, \$4.50 for non-members.

LUTHERAN STUDENT MOVEMENT

The LSM will hold their Christmas Retreat from Dec. 29 to Jan. 1 at Naramata, B.C. The theme will be "Perspective." For further information, contact Elsie Janke at 433-7579.

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STAFF THIS ISSUE—Before dawn, when Santa's sleigh turns back into the Great Pumpkin, all our staff would like to ask a favor of the old boy. Bob Anderson would like, at least 14 different things, and because he's greedy we'll leave him out. Virginia Box would like a few rulers to be left where she can find them. Beth Nilsen would like a bottle of beer. Beth Winteringham would like a, well, ah, um, well she'd like one anyway. Bob Blair would like a moustache curler. Dan Carroll would like a moustache. Ken Hutchinson would like a type catalogue. Dick Nimmons would like to be able to show this to his mother, for a change. Dorothy Constable would like to stop being called the girl who sounds like a cop. Ina Van Nieuwkirk would like plastic surgery. David Hebditch would like a Casserole. Ron Ternoway would like a sign saying, "Oh no I won't," and yours truly, Harvey G. Thomgirt the 42nd would like to get this, the last issue of 1969 to bed so I can join the party.

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PAGE THREE FRIDAY, DECEMBER 12, 1969

Textbook charges "erroneous"

Professor Bernal E. Walker says charges made in a letter to the editor printed in Dec. 4 issue of The Gateway are "erroneous."

He was referring to the accusation that department heads were forcing their students to read

textbooks that the department head had written.

He said he had never written a book which was "prescribed for purchase by students in any course."

The head of the department of

educational foundations explained that textbooks are recommended by the person or persons in charge of teaching a course.

"I do not have such freedom (to prescribe books), nor would I wish to have such freedom," he said.

The author of the letter in which the accusation was made wrote the following in apology:

"I shot an arrow in the air.

Unfortunately, it was misdirected and hit the wrong person.

I beg your pardon for my wretched aim, and your forgiveness for my ignorance.

I believed someone else to be the department head of educational foundations.

I should have been more explicit, and called a spade a spade, or any other card that may be cut."

We, too, apologize for committing the error of not properly checking out the facts as they were submitted to us in the letter.

Blush!!

Anthro class votes confidence in teaching ability of Frucht

The tenure committee of the Anthropology Department will receive a motion from Professor Frucht's students to be taken into account when they consider his application for tenure here.

The motion from Prof. Frucht's Anthropology 377 class expresses "our unanimous support and confidence in the exceptional teaching ability of Professor Frucht."

Prof. Frucht's tenure hearing will come up shortly after Christmas break.

The motion, prompted by a Gateway article on the speculation surrounding the co-chairmanship in the anthropology department was passed unanimously by a class of 140 students.

Prof. Frucht said he had no knowledge of the motion until after it was passed.

He said he was grateful to the class for its vote of confidence, however.

He declined further comment on his impending tenure hearing.

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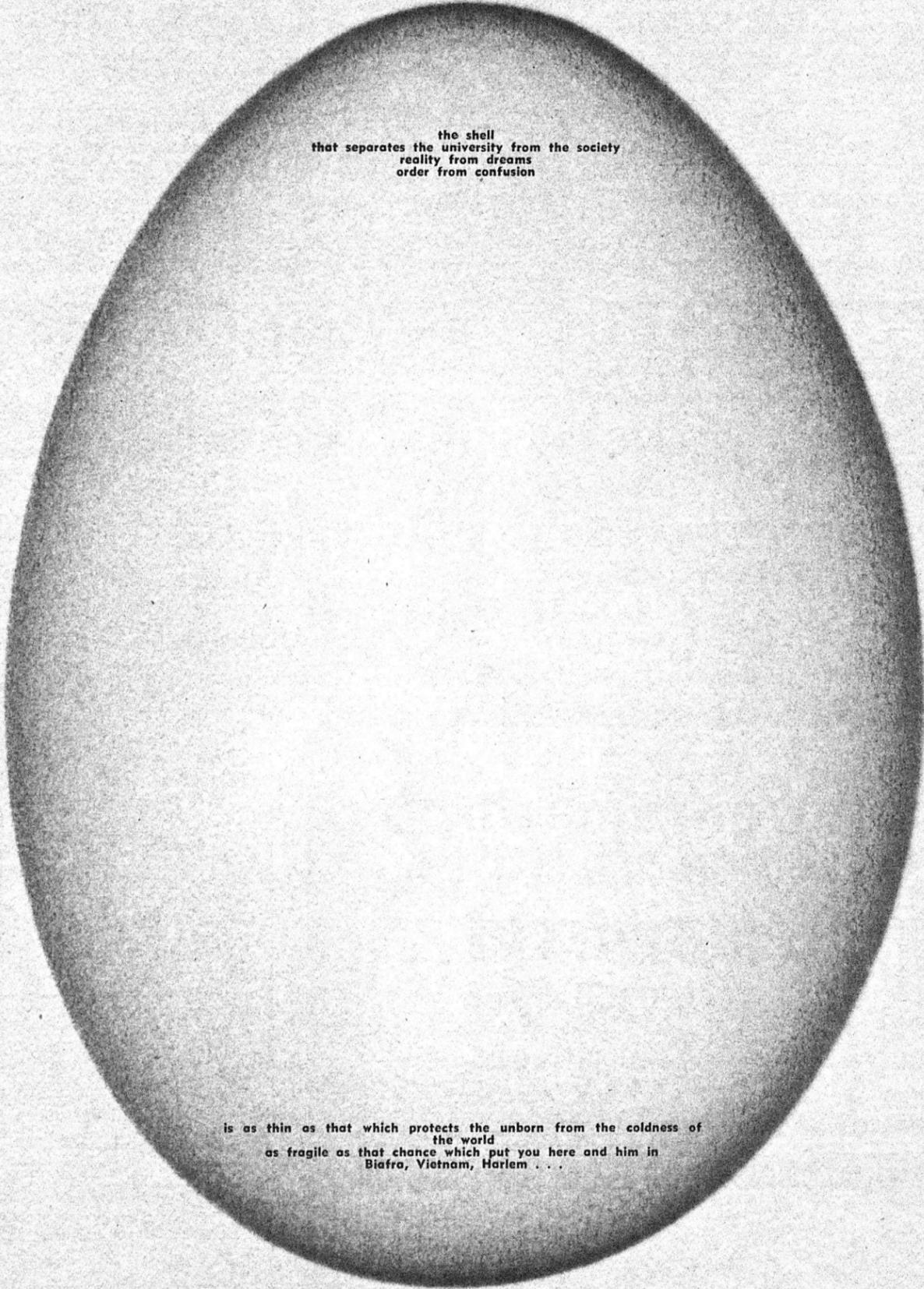
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the world
as fragile as that chance which put you here and him in
Biafra, Vietnam, Harlem . . .

casserole

"Student nursing issue"



casserole

a supplement section of
the gateway

produced by the gateway staff

ellen nygaard
this week's editor

dave hebditch
this week's photos

ginny bax
layout

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photo editor

Today's Casserole is a rather laudable (at least that is the opinion of this week's editor) effort on the part of many people.

Among the cast of thousands who proved invaluable in gathering and producing the material in this issue are Dorothy Constable, Dave Hebditch, Ginny Bax, Ron Dutton, Brian Campbell, Terry Donnelly, Dan-the-dropout, and Marion Snethlage.

But without the cooperation of the people consulted for this special nursing issue, we would have had nothing.

Our thanks go to the students and staff at the Royal Alex and the University Hospital, Miss G. Purcell of UAH, Sister LeClerc of the Edmonton General Hospital, Pam Bradley of the Alec and many others we cannot possibly mention.

Only one more point needs mentioning: in an effort to produce for you a condensed facsimile of a classic genre of contemporary "literature" we present, on C-2, a Harlequin-esque "drama in diminutive." So read on, dear reader, our labor of blood, toil, tears, and sweat.

—en

Case history of true love

By EMILIE BORING

"Darling Candida" breathed the handsome, virile Dr. Randon Lord, as his beautiful nurse slipped the immaculate surgical mask over his dark, craggy features.

"This is a very important day for us, my dear: our first heart transplant" he said, his jaw setting in that familiar, purposeful line Candida had learned to love.

As he turned and strode toward the mysterious green doors of the operating theatre, she thought back to the day they had first met. A lot of water had been passed since that fateful day on Obstetrics Station 69. . . .

She had been at Civic Hospital as a student nurse only three months when the handsome surgeon made his imperious entrance into her life.

She had heard about Dr. Lord. His escapades at Civic had left a trail of broken hearts leading to a river of tears. She disliked him on sight.

His piercing grey eyes flashed with anger at the slightest mistake or hesitancy on the part of those who worked under him. Many were the times that an inexperienced student dissolved into frustrated tears as he barked impatient reprimands.

But Candida was determined to force back the bitter tears that so often welled in the corners of her deep hazel eyes. How she resented the day in her senior year when she was assigned to assist him with his desperately ill cardiac patient!

When the final attack came, they labored side by side far into the night, throwing aside personal feelings in a valiant struggle with death.

At the patient's last gasping breath, Randon's shoulders shook in silent agony and his strong cleft chin sunk to his breast in defeat.

Unable to control her sudden surge of emotion, Candida moved to the side of the stricken doctor and goosed him.



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Harlequin image real?

By DOROTHY CONSTABLE

"For a long time Candida Jones had set her heart on becoming a nurse . . . It was a hard life for a girl, her uncle reminded her, unless she had a real vocation for it. . . . And sure enough, Candida turned out to be a born nurse, and found nursing even more rewarding, exciting, and—with the advent of Doctor Randon Lord—more romantic than she had ever imagined."

That's what Harlequin romance stories have to say about nursing, but is that the way it really is?

It's a whole different world—the Royal Alec nursing residence. "You are kind of isolated from the rest of the world," said one nursing student. "You eat with girls, sleep with girls and talk with girls — about nursing." There are no men allowed in residence, not even fathers.

It's a kind of unwritten law that nursing students live in residence, but not compulsory. You can get married and live in your own place.

There are other circumstances that warrant living outside of residence. One girl, the only child in her family, went home to live with her mother when her father died.

But for the most part everybody lives in residence. It has its advantages. Room and board is supplied, each girl has her own room, uniforms and sheets are washed once a week, and it's close to the hospital.

There are lounges, game rooms, sewing rooms, shampoo rooms and a myriad of other facilities which are available to the students. Lining the main lounge are a number of small rooms which used to be "beau"

rooms until the locks were taken off the doors. Now they are used mainly as study rooms.

"It gets the same as residence life anywhere after awhile," said one student. "You see people taking music or dancing or swimming lessons just to get away from it for a few hours."

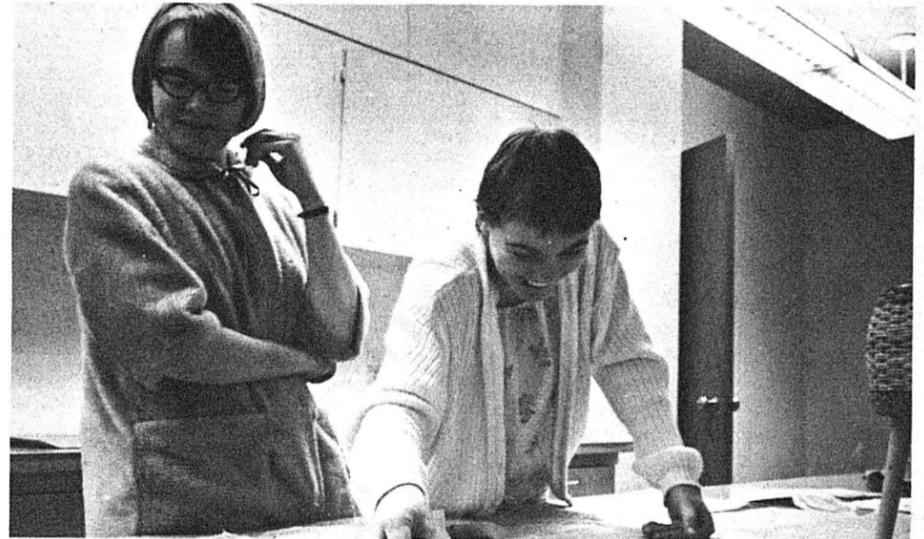
Curfew hours range from midnight in first year to 3 a.m. for third year students. Nursing students also get eight days off every four weeks, when they are free to leave residence.

The nursing program at the Royal Alec is three years long. During the first two years students take courses in such things as physiology, anatomy, microbiology, psychology, sociology and basic nursing.

Basic nursing is a practical course in which the student learns how to do some of the things she will be doing in the hospital. Ward work is an essential part of the nursing program. The third year of the program is almost exclusively ward work. (There is a great desire among many of the students for the institution of some philosophy courses where they can just sit around and talk.)

As time progresses and the student nurse becomes more experienced her responsibilities in the hospital grow. She begins with such things as making beds, taking temperatures, pulses, and blood pressures until, in her final year, her responsibilities are almost as great as those of graduate nurses.

She becomes responsible for all the patients in the particular unit in which she is working—making sure



NURSING STUDENTS LAY OUT

. . . dress patterns in their off hours

that proper medication is given and that everything that needs to be done is done.

The relationship between the nursing students and the hospital staff was described as fairly good. "If you really profess an interest in something, most doctors will go out of their way to explain it to you."

Emergency is one of the most exciting units to work in, said one student. "You come in contact with all kinds of people and all kinds of cases—people with slashed wrists, people that are high on LSD, and wives who have been beaten up by their husbands. You are really confronted with some of the realities of life."

"And then in the midst of it all, someone will come into emergency because he's constipated."

But in spite of everything, it's a lot of hard work and just plain drudgery, at times.

People come into nursing with a "Florence Nightingale glow," said one student. "You read all the Harlequin romance stories and dream about being locked in a linen closet with some handsome intern and when you get to the hospital you find that there's hardly room for one person in the linen closet, let alone two."

"It's not really dedication that keeps a student in nursing," she continued, "but more of a selfish gratification that comes from being able to help other people. And besides that you have a kind of power over the patient just because he's in a strange environment and you're in your own environment."

More than anything else, though, it's the patients that keep you in the hospital. There are really a lot of wonderful people."

Still the dreams don't all disappear—dreams of working up north or in Vietnam.

"Those are places where you could really be a nurse, more so than in any hospital," said another student.

"If you come out of nursing with nothing else, you'll come out a little less pure and simple—just because of the nature of the work. Some of the doctors are really crude," said a student.

There are 352 students in nursing

at the Royal Alec at the present time and because of their numbers, they play an important role in the functioning of the hospital.

"We run the hospital," said one student, half in jest and half in earnest. Each student puts in calculated \$60 worth of labor per month, \$40 of which covers the cost of room and board, \$5 of which goes to such things as the pension plan, leaving the student \$15 spending money.

However, this stipend may be cut out in the near future as the hospital is working under a rather tight budget. There seems to be very little feeling of being taken advantage of. "Where else can you live this cheaply?" questioned one student.

Once a nursing student has graduated she can expect to earn about \$500 a month, and there is the added advantage of being able to work part-time for several shifts during the week.

Students are required to pay an \$80 fee at the beginning of their first year. This money goes to their students' union.

The students' union is primarily a service organization. They are presently trying to raise money for a swimming pool. "We've been trying for the past ten years, but the price keeps going up. We've supposedly got a hole in the ground in the basement for it though."

"We have a fair amount of say in such things as curriculum," said Pam Bradley, president of their students' union. "Almost all the recommendations that we make are carried out."

Compulsory unit work in the operating room is one of the aspects of the nursing program which has been discontinued.

Every year hospitals receive more applications to enter nursing than they can accommodate. Nursing very obviously does have an appeal for a great number of people.

Whether it be a desire to serve mankind, or the "challenge and drama" of hospital life, or the thought of romance with a handsome young doctor, or something entirely different, only each individual nurse can say.

And as to whether one is "born to be a nurse", only Candida Jones can say.



THIS IS BRAIN SURGERY?????

Nursing education in Alberta

Looking at nursing from the inside—

By ELLEN NYGAARD

There are probably few females whose noble maternal reveries have not at one time or another transformed them into a compassionate but efficient sister of mercy, presiding in impeccable white uniform over hundreds of feverish brows, grateful young mothers, and crying children.

There are few feminine roles more traditionally acceptable or more romanticized than that of the nurse.

"Nursing is an attitude. It is a professional attitude: the caring by the dexterity of hands. A nurse learns to nurse the patient according to the patient's needs," says Miss G. Purcell, Director of Nursing at the University of Alberta Hospital.

Such is the stuff that dreams are made of. And perhaps this is in essence what a nurse is made of.

But, as the nursing students at the Royal Alexandra Hospital know, and as Miss Purcell knows, there is an iceberg of reality beneath the romantic surface provided by Harlequin novels and myriads of similar Nightingale-esque legends.

Maybe for some students the reality is a continual flux between small failures and small successes in the close human relations of nursing. For some it consists of a future of early mornings

In a three-year program, the students combine theory courses: psychology, sociology, microbiology (taught by the university), clinical science, and 'practical experience'.

There are no electives in the program, and the students spend two days a week on duty during their first year, this time increasing during subsequent years.

Cheap labor for cheap education

The hospital offers tuition, books, uniforms, and room and board in exchange for the value of the students' labor, a sort of apprenticeship arrangement.

Miss Purcell emphasizes that this plan allows for those students who "could not afford to go to university".

She says that in terms of direct costs, a nurse's education costs the hospital between \$1,200 and \$1,400.

Therefore, she says, "the hospital isn't getting cheap labor any more than the student gets cheap education".

But the calculated "value" of the nurse's labor is far below minimum wage requirements. And there is no additional wage paid.

The student is expected to maintain a 60 per cent academic average and a 65 per cent average in ward work or "practical nursing". She is evaluated on the latter by the clinical instructor, who is on regular day duty on the ward.

Courses are set by the university committee on

If a student chooses to live outside residence, she must pay her own living costs.

A different approach to nurses' training is offered in College St. Jean's new two-year program, offered in conjunction with the Edmonton General Hospital.

It is unique among three such programs in the province in that it combines a university-oriented curriculum with hospital practice.

The first year of the program offers first-year university English, French, and psychology with a ratio of one hour of class time to three hours of ward work at the General.

In the summer session the first year, and in the second year, the ratio is one hour of classes to six of practical work. Second year courses include introductory sociology, philosophy, and Christian anthropology. Anatomy and physiology are taught at the hospital by a biology teacher from the College.

At the end of the 22-month course, the student is prepared to write her R.N. examinations, and has also completed her first year of university.

Students in the College program pay regular university tuition, plus paying for books, uniforms, room, and board. They are eligible on the same basis as university students for student assistance.

Students seem to have no financial difficulties under these arrangements, and there is considerable recompense in the fact that students become wage-earners after only two years, says Sister LeClerc, director of nursing education at the General.

Sister LeClerc is very pleased with the two-year program and says that she would encourage the introduction of this type of program in more hospitals. It is her feeling that the existing three-year programs are "on their way out".

Winds of change in nursing

This statement indicates that the winds of change are blowing in nursing in Alberta. But there are still many problems, and there are those who are examining nursing education as it exists for answers to the problems.

Speaking of her own program in particular, Miss Purcell admits that "there are not the broadening interests in Nursing School that there are in the university".

However, she says, the school attempts to involve its students in extra-curricular activities "such as choruses." The students are free to take part in university activities if they wish, dependent upon their amount of free time.

Another problem faced by hospitals and nursing schools is that nurses do not tend to be career-oriented, she added. This limits their interest to some extent in broadening education.

Referring to the three-year program as it now exists, the U of A director said "we are not preparing nurses for specialized areas such as the operating room. Employers feel that they are getting a specialist when they are not."

Commenting on the new two-year program, Miss Purcell cited a study carried out in a Windsor, Ontario hospital 20 years ago. "The two-year program was proven in 1948 to be adequate if there is adequate control of clinical instruction".

The U of A Hospital, due to the extended length of the course, heavily emphasizes practical nursing.

It is obvious that reforms in nursing education must be implemented from within the structures, particularly by the government and the administrations.

Nursing students tend to accept existing structures, but there are those outside the structures who are offering criticisms and recommendations.



CARING BY THE DEXTERITY OF HANDS

... the professional attitude of nursing

and late nights coupled with little recognition, little authority, and little chance for advancement.

For some reality is the repressive structures over their heads—the hospital, the government, the pigeonholing superstructure of society.

Up to this point, nurses and nursing students appear to possess little uniqueness with reference to the larger society.

But this microcosmic level of society does have its individual characteristics and problems. First we need to examine the functioning of the structure and then look at the resultant problems.

The nursing school at the University of Alberta Hospital offers an example of the traditional structure of nursing education.

nursing education, with authority delegated to them by the Alberta Association of Registered Nurses under the AARN Nursing Act.

The curriculum is based on requirements for the RN examinations: obstetrical, pediatric, surgical, medical, and psychiatric nursing.

The student-instructor ratio at the U of A hospital during the student's first year is approximately 8 to 1, with 370 students enrolled.

The hospital encourages students to live in residence, at least in their first year. Residence regulations are determined by the students and infractions of these regulations are dealt with by the house committee. The "honor system" is employed in enforcing regulations.

Arts: changing perspectives



THESE NEW CONTRAPTIONS MAY BE FINE
... but where's the patient?

Marion Snethlage, vice-president of the Alberta Association of Students, is such a person. No stranger to the world of Florence Nightingale, she spent two years in nurses' training at Foothills Hospital in Calgary before enrolling in Arts at The University of Alberta.

Miss Snethlage has recently completed a paper evaluating nursing education, excerpts from which follow this article.

An evaluation by a former insider

While all students have problems in common with the nursing student, nursing is qualitatively and quantitatively worse. Therefore, while student problems in nursing are not unique, I will limit my discussion to nursing education for the sake of expediency.

Nursing education trains the students to be passive, complacent and uncreative technicians. The system does not, and simply cannot, educate students to be creative, intelligent and inquiring people. There are many reasons for this:

1. The financial control of nursing education, causing a dependency on the hospital for education
2. The curriculum itself
3. The hierarchical role into which the student is molded, combined with the traditional male-female relationship
4. The evaluation system
5. The preconceived idea of nursing
6. The nursing residence

I will now expand on each area, and attempt to substantiate the foregoing assertions.

Financial control of nursing education

Nursing education is financed by the administration of the hospital in which the students' education takes place. The primary function of the administrator is to have a balanced budget. One of the most expensive budget allotments in any organization is labor costs. It is most advantageous for the costs to be reduced as low as possible. Therefore, the administrator looks for means of reducing this figure.

As there is no legislation pertaining to nursing education, particularly in the areas of minimum wage, minimum number of working days, etc., it is natural for the administrator to look upon the student as potential labor, a labor force which does not have any restrictions on the exploitation of the student. The student is told that she is receiving a free education in return for her labor in the hospital.

The hospital authorities perpetuate the concept that the student must have 'experience' in nursing. This is true. However, as many of the two-year nursing programs have shown, 'experience' is dependent to a very large extent on the quality of the experience. In the hospital we find the student doing the drudgery which is valueless as a learning experience.

The hospital has 'shown' the student that it costs it up to \$9,000 to educate the students. These figures supposedly subtract the 'value' of her labor. However, the 'value' of the students' labor is not even calculated at minimum wage. Even in her third year, the students' labor (at one hospital in this province) is only calculated to be worth one-quarter the value of the labor of a registered nurse. This same student is left on duty, in charge, on night and evening shifts, with the responsibilities of a graduate nurse.

Through this financial control (as well as other means of oppression) the hospital administration virtually controls the student's life. On threats (verbal or implicit) of expulsion, the student is unable to have even the traditional rights of a democracy.

Several years ago, a student studying in an Alberta hospital was expelled because she dared to verbalize to the press her feelings on the implementation of a forty-hour work week for student nurses.

Recently, in an Alberta hospital training school, a student in her third year was expelled because it was suddenly discovered she was an incompetent nurse. This student had only a few months before she was to obtain her diploma. She had been vocal about the working conditions within the hospital. It was after a walkout by her entire class that the hospital reconsidered and found her to be a capable nurse.

Very rarely have students been able to organize due to threats of expulsion. Thus, the hospital has a very good method for controlling students who complain too much, or who try to organize other students to disrupt the system.

Another factor which enters into it at this point is the quality of the student's education. Education of the student has not been stressed, but rather a situation of initial training to enable the student to function within the hospital takes place, followed by two years of service in return for the "privilege of a free education." This brings us to the topic of curriculum.

Curriculum

The minimum requirements for nursing education are stipulated by the Coordinating Council of the Universities Commission. The hospital administration stays as close to the minimum re-

quirements as possible to keep their budget allotment for nursing education as low as possible.

Because of this, the nursing curriculum contains almost no classes in what are commonly known as the liberal arts. This type of education is not considered worthwhile for nursing students, as they are enrolled in a training program, which is designed to prepare them for physical nursing care.

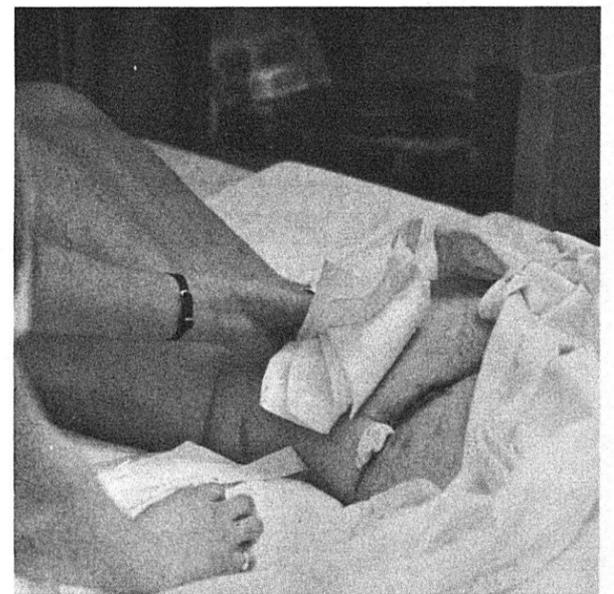
The contradiction that exists is that the nurse is constantly told that she must care for the patient as an individual existing in an environment which places stimuli on the patient. However, it is almost impossible to deal with the problems of patients when the nurse knows almost nothing about the stresses which act upon them.

The curriculum contains very little about environmental, social or economic conditions in society. This negates any attempts to care for the total patient as an individual, instead of an "appendix" or a "gall bladder."

The curriculum in nursing causes a narrowing of the student's perception of the world. Because of the shortage of liberal subjects and the environment in which she lives, the student becomes more and more a part of her own little world, the world of the hospital with few, if any, world happenings affecting her perception of the world.

The classroom situation is almost exclusively the lecture system. Although attempts at making the student take part in her education are made, the end result is almost complete rote memorization of facts. The examinations are a complete regurgitation of these facts that the student has memorized. Few attempts are made to make the student think for herself.

Students are sometimes told they should question the facts they are taught, but when the student does so, she is told 'that's the way in which this procedure is done' or 'accept this now and



IN EVERY BED OF ROSES

... you find the occasional thorn

you'll see how it relates next week,' and in fact discouraged to question anything.

At the beginning of her training, the student is given classes regarding the hierarchy of the hospital. The student is taught that she is an inferior member of the nursing team and as such, has nothing to add to the care of the patient. Although she spends several hours a day with the patient, the head nurse and doctors know much better what is good for the patient.

This statement does not take into account that the patient may not fit into a slot, and has indi-

Continued on C-6

Nursing education in Alberta: changing perspectives

Continued from C-5

vidual problems and stresses that very much affect his progress. The student is told that she should not talk to the doctor as he is much wiser and very busy.

Implicit in this is that the student is generally a woman while the doctor is a man, when in society's eyes the man is superior to the woman. However, it is very possible that the patient has communicated something to the student that is crucial to his recovery. Here, the communication should flow freely, instead of being stifled in the bureaucracy of the hierarchy.

Role relationships in the hospital

The student is quickly conditioned to accept the decisions of superiors because they have had more education or are in a position of seniority. Student nurses are often told that they are not to bother the doctor with questions or suggestions (only head nurses or, at best, graduate nurses have the ability to decide if something is worth talking to the doctor about) because the doctor is too busy.

There are several contradictions in this: the student certainly spends more time with the patient than the doctor does (the patient is lucky if he sees the doctor two minutes out of the whole day). This shows that the whole structure of the hospital is designed to accommodate the doctor and places him, not the patient, as the most important member of the health team.

It also illustrates that the medical professions consider the patient to be, not an individual who interacts with his social, economic and cultural environment (these exact stresses are often the crucial factors in a patient's recovery), but groups him categorically as an 'appendix' or a 'coronary.'

The fact that the doctor is considered to be the most important in the health team is further illustrated by the fact that when the doctor lectures to a class of students, one of the students is delegated to stand up and thank the doctor for coming to impart some of his knowledge to the class.

Without his indulgence the nurse could not be an effective member of the health team, and could not allow the doctor to function within the hospital

setting. Because of this, the doctor should feel privileged to teach the students because they allow the effective functioning in his role. However, this situation is completely reversed and the student is made to feel grateful for something that is part of the doctor's role.

The evaluation system

The student is judged by her superiors on the "quality of her nursing." In reality, what is judged is her ability to fit into her role in the hospital, as well as her ability to get along with her instructress. Within a few weeks, the student realizes that if she is to get a good evaluation, she must do things the way her instructress wants her to do them.

This in itself is not bad, but often the student as she goes from ward to ward must change her procedures as many times as she changes instructors. As long as the student carries on good health practise, it should not matter how she does a procedure. Many instructors get very upset if a student does not arrange her equipment in a particular way, or do things in a particular order.

Residence living

The nursing residence is perhaps one of the prime forces in socializing students. Nursing students live in residences that house only other nursing students. This virtually eliminates contact with people outside the medical profession, particularly other students. Thus, the student's perception of the world is again decreased because the majority of people she comes into contact with are other nursing students.

The regulations which the student must obey are repressive and materialistic. Whereas the student is often responsible for the life of a patient, she cannot be responsible for her own life. Curfews, visiting regulations and room checks all date back to medieval times.

The residence also acts as a control system where the student's peers exert pressure on her to conform. When a student attempts to expand her world-view, the other students often exert enough pressure that the student is unable to continue in her endeavours.

Preconceived idea of nursing

Women in society are socialized to feel that nursing is the epitome of all feminine qualities. Gentleness, sincere concern for the patient, kindness and warmth are all qualities of a "good" woman and a good nurse. The romance stories that young women read (Harlequin) all perpetuate the concept that nursing is a glamorous, exciting profession.

The "cool hand on hot brow" myth and the "partner to doctor" myth are both perpetuated to be what nursing is all about. Thus, a woman is severely disillusioned when she realizes that nursing, although rewarding, is actually a tremendous amount of drudgery, existing within a framework which negates many of the psychological and all of the financial rewards.

Perhaps this is what nursing should be, but as long as this is not what it is, the myth should not be perpetuated.

Recommendations

1. The transfer of nursing education to the Department of Education.
2. Organization of nursing students into existing student associations. Only through contact with other students can nursing students become aware of how they're "being screwed."
3. Effective student voice in the students' environment—both educational and living.
4. Examination of the role of the nurse in patient care and the role of the nurse in relation to the doctor and other medical contacts.
5. A critical examination of the system of evaluation.
6. A student bill of rights for nursing students.
7. Implementation of protective legislation for students.
8. Publicizing the realities of nursing.
9. Abolition of nursing residences. Nursing students should be able to live in the community with other students.

MARION SNETHLAGE
Vice-President
Alberta Association of Students

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ESO pianist destroys interpretation with a heavy foot

There were no new landmarks in last Sunday's program by the Edmonton Symphony Orchestra.

Dvorak's *Slavonic Dance in G Minor* was certainly rousing and it had a nice sense of syncopation, but it did not make the blood boil. Katharina Wolpe's interpretation of Brahms' *Piano Concerto in D Minor* left me feeling like I had heard some good ideas filtered through three layers of heavy towelling suspended somewhere in the middle of the hall. And the last number on the program, *Scheherezade*, by Rimsky-Korsakov, showed some exciting new touches, particularly in the pizzicato work, and Lawrence Leonard's sense of timing in his use of the pause, but failed to achieve greatness because of the coldness of Marguerite Marzantowicz's violin.

To get down to specifics, the Brahms concerto is one of the longest ever written, and one of the most difficult. It requires tremendous power and concentration from any pianist bold enough to tackle its vast, rugged expanse. Katharina Wolpe seems to know this and it seems to terrify her; but to pretend to the god-like state by hiding one's imperfections is a shoddy way to approach this music.

In short, Miss Wolpe tried to stamp out her mistakes with her right foot, and so slurred her interpretation out of existence. I believe an artist with the potential of Miss Wolpe should challenge the audience to forget the

errors with the *total effect of her interpretation*. As it was, she destroyed almost all she had to offer.

Another thing which can be distracting is stage mannerism. It is obvious Miss Wolpe had a strict upbringing at the keyboard, where, at an early age, someone told her to "keep your back straight, and keep your wrists level with the keyboard." Her posture is perfect, and her technique has gained from this sort of influence, but she has also decided

that the odd sweep and flourish at the end of a phrase is a good thing. Unfortunately her posture never relaxes, not for a second, and so the total effect is rather like a scarecrow attempting the ballet, with its ramrod body rooted to the ground and its arms floating in the breeze.

It seemed to me the first movement got away from Miss Wolpe and upset her enough that she didn't gain total control again until the final movement. But there were times when the

piece was most enjoyable. I particularly liked the ending of the first movement, and the last movement was a truly competent performance.

There is a hidden warmth in Miss Wolpe's playing and it shows at times. She will never be a pianist who seems to force the piano beyond its limits with passion. She is quieter than that, and I think better in the long run. Beneath the surface distractions of Sunday's performance there was a good pianist, with some good insights, and she has only to discover herself to be great.

Scheherezade is a little too corny and mushy for my tastes, but even so it was worth hearing. It gave us yet another demonstration of the phenomenal improvements right across the line in the ESO's horn section, particularly in the trumpets. If we could only hear the tape of the orchestra playing this piece a few years back and compare it to last Sunday's performance, the difference would be immediately obvious. The way Lawrence Leonard handled the dynamics in the pizzicato sections was delightful, and as much as I want to appear the cold, hard, rational, cynical and (why not?) evil critic, I was carried away in the excitement of the finale, "The Festival at Bagdad." It's not that I believe in fairy princesses or sleeping beauties all the time, it's just that it happens every now and then on certain Saturday nights and Sunday afternoons. —Brian Campbell



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book reviews

Some of the themes which John Fowles developed in *The Magus* — the pursuit of the mysterious woman, the necessity of learning to choose, the impossibility of clear-cut solutions — are repeated and amplified in his new novel, a study of the Victorian age. On this count alone it is a good book; what makes it a wonderful one, and an important contribution to the development of the novel form, is Fowles' treatment of the genre itself.

There is a great deal in this book, more than one can hope to hint at in a review. Let me point out, though, that the prospective reader ought not

to be put off by the fear (propagated by some reviews) that only the scholar of Victoriana is going to get a charge out of the novel. The story itself is briskly told, replete with suspense and action and told with a peerless mastery of the language; in short, it gives everything that one would expect in a masterpiece of the Golden Age of novel-writing. Yet one must expect more from a novelist writing in 1969, and it's that aspect of Fowles' art that I want to dwell on here.

The French Lieutenant's Woman deals with an essentially Victorian problem within the framework of a Vic-

The French Lieutenant's Woman, by John Fowles (Little, Brown)

torian novel. Charles Smithson, a member of an aristocratic family but fortunate enough to have been exposed to the more advanced ideas of his day, is betrothed to Ernestina, a sprightly and intelligent (but shallow) member of the new rich. Charles meets and falls in love with Sarah, a mysterious woman who is said to have lost her purity in an affair with a French naval officer.

Sarah is like Lily/Julie in *The Magus*: she is the unknown quantity, a woman whose motives remain as much a mystery as her background. In this respect she is the ultimate mystery of wo-

man; and, to Charles, she represents the freedom from convention that we perhaps take for granted but which was almost unknown to the upper-class Englishman of the last century.

Charles is ultimately, of course, left with a choice: he must follow the strict edicts of his society and marry Ernestina (it must be remembered that betrothal was a much more serious contract in those days, and especially in his class), or he must cast her off and go to Sarah.

Now this is the crucial point I want to make about Fowles' treatment of the novel genre. Up to this point (aside from some fascinating literary tricks and theoretical digressions) he has been lulling us into the feeling that we are reading something by Hardy or George Eliot. But now Fowles refuses to go along with the convention: just as Charles must cast aside more than just Ernestina (for if she goes, so must Charles's whole Victorian heritage), Fowles must refute the typical Victorian denouement. This he does, and brilliantly.

Fowles hastily brings the plot to a conclusion halfway through the book: certainly it is the kind of conclusion which we would expect to find in a Victorian novel. But the novelist has us in his grip, and he is only reminding us of this: choose this as an ending if you wish, he seems to be saying, and close the book here. But of course we cannot; our conditioned response to the novel form forbids it, and

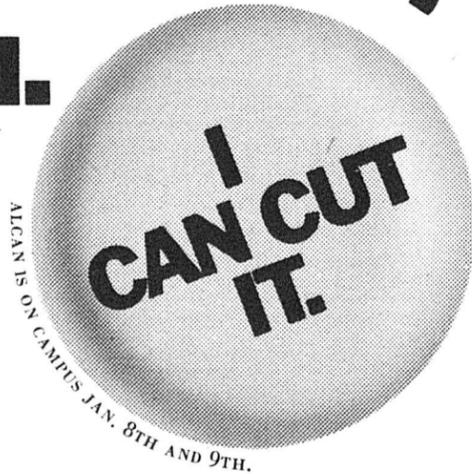
we must go on to find out "what really happened."

So once more we are led into the labyrinth, now growing ever darker and ever more serpentine. And at last Fowles gives us the final, shattering parody of the Victorian novel: he writes two endings (as Hardy and Dickens have done) and forces us to choose between them (as Hardy and Dickens would not do). He will not allow us to forget that this is fiction, that nothing "really happened." Furthermore, neither ending is a "satisfactory" one in the traditional way: there is no tidy denouement whether happy or tragic. As Charles leaps into the twentieth century, casting away the comfortable structure of morals and conventions which has hitherto saved him from existential angst, so we must face up to the reality of existence rather than being led along by a god-like narrator.

The importance of Fowles' treatment of the genre of the Victorian novel lies in this, that he accepts and retains its graciousness of language and concern with character, but rejects the simplistic approach to life implicit in the conventional denouement. This rejection clears a lot of ground: it enables the novelist to be modern without totally abandoning the many virtues of the novel as developed in the last century. We can expect, then, that if Fowles hasn't already established himself as one of the finest novelists of our time, he certainly will with his next book.

—Terry Donnelly

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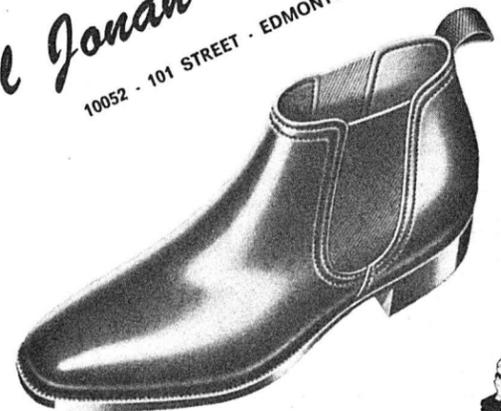
Alcan is on campus Jan. 8 and 9, so come on over and chat a while.

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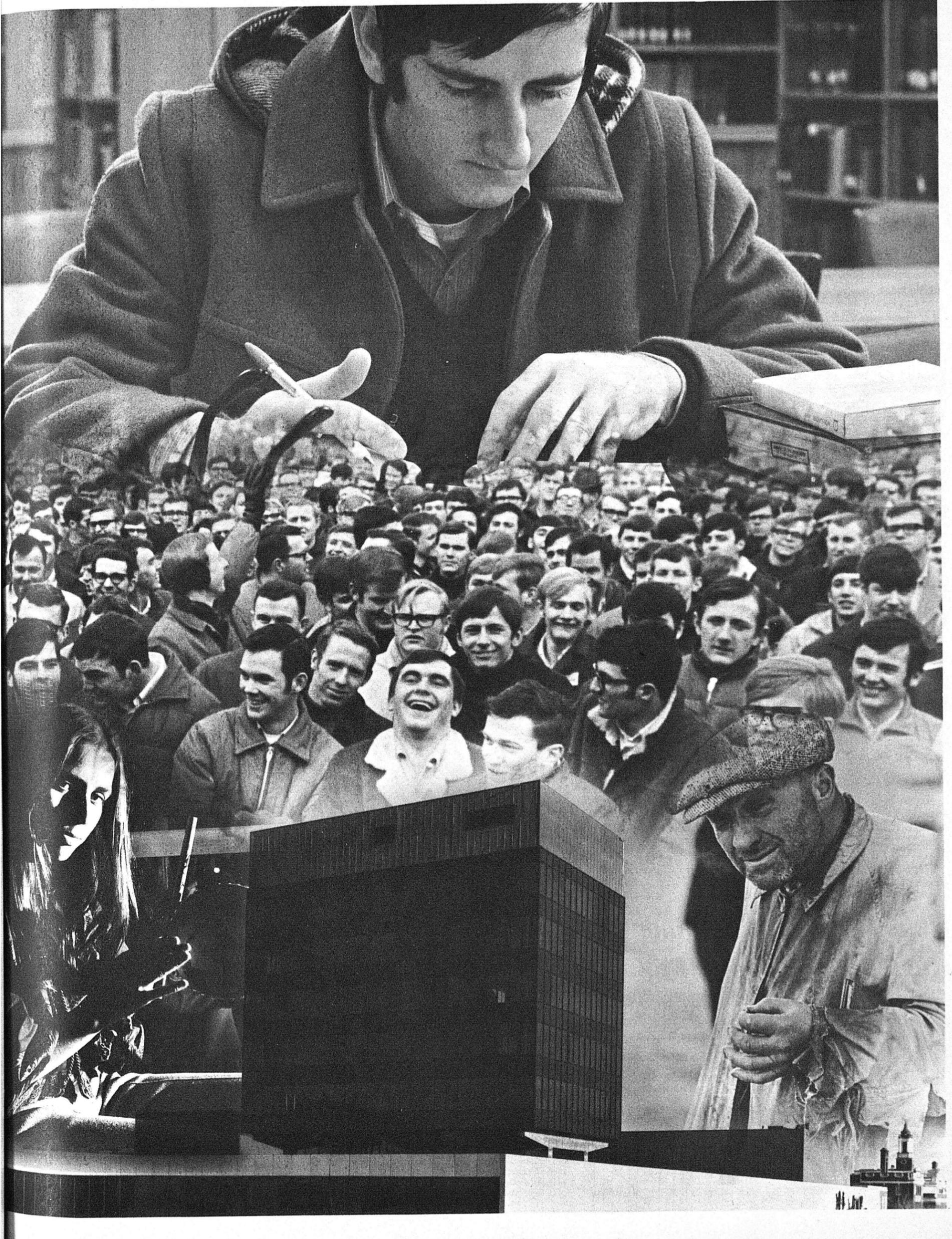
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Bob Anderson ... one man's opinion

I see by my calendar hanging on the dusty wall here in the sports office that the magic time of year is fast sneaking up on us.

Magic maybe to department stores and credit offices, but not so delightful to a lot of people.

At any rate, it's time for me to put on the big red suit and white beard and attempt to play Santa Claus for the next few lines.

These are some of the gifts that the old gentleman might give out on a visit to this area:

To Bear puck coach Brian McDonald—some sure-fire way to get your talent-laden hockey club "up" for hockey contests. Also, somebody who can find the net from close range.

To Bear basketballer Bob Bain—a package of hair neutralizer to get rid of the awful red color. It's simply not becoming to you.

To Athletic Director Ed Zemrau—some hockey club that will take on the Bears "anywhere, anytime, anyplace."

To Panda hoop coach Jean Harvey—a couple of league wins to the new year. Also, a giant size package of crying towels to better ease the shock of those shellackings.

To Journal sportswriter Terry Jones—an alarm clock, for use at home and on the road. Life's too valuable to sleep it all away.

To the Eskimo football club—a competent head coach who knows something about offensive football. Also a quarterback who can get the ball to open receivers.

To Bear hockey player Bill Clarke—a radar set that can be placed inside your hockey stick. You haven't been able to put the puck in the ocean as of late.

To S.U. treasurer Dennis Fitzgerald—some working typewriters for this office. These goddamn things we have now aren't worth a damn.

To all Gateway readers—a Merry (hic!) Christmas and a Happy 1970. Also, patience to put up with these columns.

Exhibition contest lined up

Speaking of Ed Zemrau, his luck in arranging exhibition games for the puck Bears seems to be improving after a few setbacks.

The Edmonton Oil Kings were the first to back out of a two game series with the Bears. Then came word from Montreal that the Bruins had not been accepted for the annual Christmas tournament because financial arrangements could not be made.

Then just yesterday, Zemrau learned that Alaska Methodist University, which was to have played here December 22, had cancelled its Alberta tour.

However, it now appears that the club will be going east anyway during the holiday break. Games have been arranged against Waterloo University, Lakehead U. and Laurentian U. and Zemrau hopes to confirm three other dates with Ontario universities.

The Bruins resume their league schedule January 9 and 10 when UBC and Victoria pay a visit to Varsity Arena.

Happy group Tuesday night as Kappa Sigs win hockey title

Fifteen hockey players, 200 fans and one British bulldog were the happiest group on campus Tuesday night.

The reason—Kappa Sigma fraternity skated off with the men's intramural Division I hockey title at Varsity Arena.

The fratmen defeated Mackenzie Hall 7-6 in a contest which never had a dull moment. Amidst cheers from the fraternity faithful and barks from their mascot, Brutus, the green-shirted Kappa Sigs came up with the hard fought win.

The game featured crisp passing, hard but clean hitting, and a last minute flurry of action which left everyone breathless.

With a minute left in the game,

the resmen narrowed the gap to 7-6 on a goal by Don McKechnie. From then on, the eventual losers put constant pressure on Kappa Sig's goaltender Ron Solowan but couldn't get the equalizer.

For the champs, Clint Coulman capped a fine season with a four goal performance, while Rick Melnyk was good for three.

Mac Hall's scoring was handled by Lorne Radbourne and McKechnie with two each, and Shell and Jesse Boyd with singletons.

In semi-final play, Mackenzie Hall dumped Lambda Chi 6-2, while the K. Sigs were squeezing by Theta Chi 3-2.

Division II and III teams start their schedules after the holiday break.

Intramural basketball underway Honors up for grabs in fourteen leagues

With the schedule for the 85 men's intramural basketball teams half over, the powers of each league are starting to evolve. And in some leagues the expected powers are bouncing their way to victory, while in others the dark horses are coming through.

DIVISION I

LDS pulled off a surprise League "A" victory over Dutch Club, winning 30-22. The win gave LDS eight points on four straight wins, while Dutch Club has three wins and one loss.

Big Ed Molstad is one of the reasons why Law reigns in League "B." The Eskimo footballer struck for 13 points in a 49-23 rout of Engineering. The Lawyers lead the league with three victories in as many starts, while Kappa Sigma is right behind at three and one.

Dentistry is the only team with an unblemished record in League "C." The Dents clobbered the Dekes 52-40 to move two points ahead of the fratmen. P. Reiban led the way for the toothpullers with 21 points.

A four way tie for top spot is the situation in League "D" between Recreation, Phi Delta, MBA and Phi Kappa. All have 2-1 records.

Medicine, as expected, currently leads the pack in the chase for the laurels in League "E." But Theta Chi gave it a good try in narrowly losing to the Meds 35-30 as Arnie Loxam dunked 12 points in a losing cause.

Medicine has four wins in a row, while Theta Chi is next with three wins in four starts.

DIVISION II

Dentistry "C" leads League "F" with a 3-0 record, while St. Joe's "B" and Mac Hall "C" are deadlocked in second place with two wins, one loss and a tie.

Four teams are tied for first place in League "G" but LDS "B" has a perfect record of 3-0. MBA "B" and Lower Res "B" are both 3-1, while Dentistry "B" is 3-2.

Phys Ed "B" is the power in League "H" at 4-0 followed close-

Wrestling meet taken by Bears

Last Saturday the wrestling Golden Bears met and defeated teams from the Edmonton AAU, the Calgary AAU, NAIT and the Edmonton High School All-Stars.

The Bears had little trouble piling up 40 points to take first place in the meet. The next closest squad, the Edmonton AAU with 15 points never were in a position to challenge the Bears. The Edmonton High School All-Stars were next with five points followed by the Calgary AAU and NAIT with four and three points respectively.

Individually the Bears fought well. Chris Gould and Serge Gauthier each won four matches while Gord Bertie came through with a sterling performance in beating the five opponents he met. Larry Speers, a Golden Bear of last year won four matches, all by pins. This year Speers is coaching at NAIT and is a member of the Canadian National Team.

Next action for the Bears will be on January 9 and 10 when they will host four American teams, the University of Montana, Montana State University, Gonzaga State University and Whitworth College, along with the Edmonton AAU and the University of Calgary.

ly by Engineering "B" at 4-1. Education "B" has already defaulted out of the league.

Physical Education "C" is leading League "J" with three wins and no losses, while Phi Delta "C" is a close second at 3-1.

Upper Res "B" is on top in League "K" with a 3-0 record, but the power of the loop appears to be Medicine "C" who has three wins in four games. Their only loss was due to a default.

Delta Sigma "B" has been declared the official winner of League "L" with a mark of 3-0. This is a result of three teams defaulting out of the league.

DIVISION III

Medicine "D" with a record of 4-0 has clinched the championship of League "M." St. Joe's "D" and Education "D" are still in the race for second with 1-1 marks.

Medicine "E" is up on top of League "N" at 3-0, while both Dentistry "D" and Upper Res "E" are tied for second place at 1-1.

Lower Res "D" lead the Upper

Resmen "D" by one point in League "O." The latter club is 2-1, while the former is 1-1-1.

Figure is out

Interested in cutting a few fancy figures on ice?

If so, the University of Alberta Figure Skating Club may be just the thing for you.

The club will be selecting a team after Christmas to compete in Saskatoon Feb. 6 and 7. Anyone who is interested in trying out for the team is welcome.

Applicants should be prepared in selected figures, dances and singles.

The team will be chosen Jan. 11, and in particular the club is looking for men to partner in the Novice and Junior Dances.

For further information, contact Marnie Head at 465-1258.

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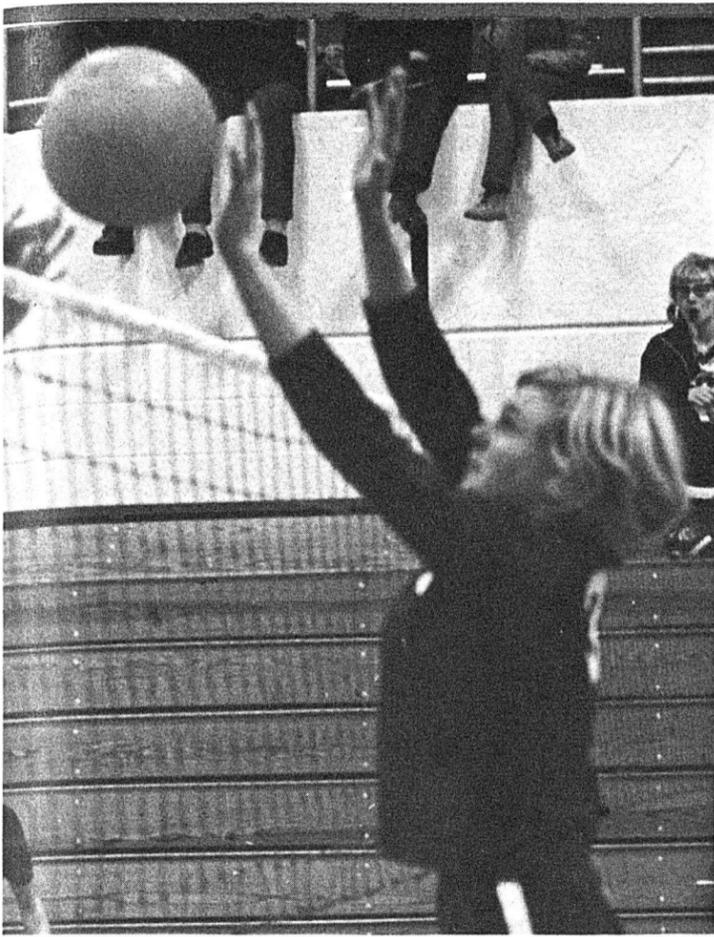
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—Ken Hutchinson photo

"I DON'T WANT IT—YOU TAKE IT," says an unidentified member of the Calgary Casinos volleyball team during last weekend's tournament at Varsity Gym. The Calgary Cals took top spot in Section A, defeating the University of Calgary I club. Brooks captured Section B honors, beating the U of C II team in three games. University of Alberta teams finished well down the list.

Collegians capture swim relays

Sandra Smith, Elaine Tanner show the way

Four Canadian records and 13 provincial records were broken during the Eighth Annual Golden Bear Relays held at the University of Alberta pool last Saturday. The only open record which was broken was the men's medley relay. The University of Alberta set a new provincial record in this event with a time of three minutes and 57 seconds.

Pat McClosky of the Edmonton "Y" Seals set a national record in the boys' 14 and under 50 yard free style with a time of 23.8 seconds and also set provincial records of 59.7 seconds in the 100 yard back stroke and 52.1 seconds in the 100 yard free style.

In the 14 and under age group the Foothills Swim Club from Calgary set a national record of 3:47.7 in the boys' free style relay and a provincial record of 1:43.6 in the 200 yard free style relay. Killarney Swim Club set a national record of 1:54.8 in the boys' 200 yard medley relay and set new provincial records in the girls' 200 yard free style relay and the girls' 400 yard free style relay.

In the 12 and under group the Jasper Place girls set a new national mark of 1:57.7 in the 200 yard free style relay and also lowered the provincial records in the boys' free style relay and the boys' 200 medley relay. The Acadia Swim Club girls' 200 yard medley relay team set a new mark in the girls' 200 yard medley relay.

Team trophies were won by Jasper Place in the age groups and

the University of Alberta in the open. The meet included teams from throughout the whole province with an entry list of 393 swimmers.

Individually, the University of Alberta Pandas and Golden Bears swim teams had a successful time of it. The teams combined to place first in the open team standings.

The Panda 400 yard backstroke team of Sandra Smith, Haye Mullins, Arlene Henderson and Elaine Tanner finished first in their event with a time of 4:32.6, a full six seconds off the existing meet record. Denise Durfee, Henderson, Smith and Tanner combined to take the women's 400 yard free-style relay in a time of 3:58.5, breaking the meet record of four minutes flat set by the Edmonton South Side Swim Club.

Panda relay teams also finished

fourth in the open 400 yard medley relay, sixth in the 200 yard freestyle relay and second in the open 400 yard individual medley relay.

Panda swimmer Sandra Smith has been chosen to represent Alberta in the Can-Am meet in Tacoma, Washington, on Dec. 14. Swimmers from Alberta, B.C. and the United States will be competing.

OPEN TEAM STANDINGS	
Team	Points
University of Alberta	106
Jasper Place Swim Club	96
Barracuda S.C., Calgary	78
Killarney S.C., Calgary	58
Lethbridge Lines	
Amateur S.C.	28
South Side Swim Club	26
Edmonton "Y" Seals	24
Foothills S.C., Calgary	16
Red Deer Swim Club	4

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QUALIFICATIONS: A Candidate for this position would be a High School Graduate with at least a two year certificate in recreation or equivalent experience; experience in programming and a working knowledge of rural areas.

APPLICANTS are invited to submit complete resumé by December 20th, 1969 to: Crowsnest Pass Recreation Board
 P.O. Box 99, BLAIRMORE, Alberta

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