

I love
you baby

The Gateway

but you're the
wrong flavor

VOL. LX, No. 50 THE UNIVERSITY OF ALBERTA, EDMONTON, CANADA

FRIDAY, JANUARY 16, 1970, SIXTEEN PAGES

Executive took election platforms seriously

By ELSIE ROSS
and
DAN JAMIESON

The students' union executive is well on its way to fulfilling the campaign promises on which it was elected.

A more serviceable SUB with vending machines controlled by students was a major plank in the platforms of President David Leadbeater, Vice-President—External Bob Hunka, and Treasurer Dennis Fitzgerald. This concern was met early in the year, and vending machines controlled by council were a reality by the time students returned to the campus.

In order to improve on SUB facilities now available to students a SUB expansion committee under Laura Scott was created before the new executive came into power in February of last year.

The final stage of this project will come Jan. 23 when students vote on the recommendations of the committee. The results of the referendum will guide council's lobbying for a change in the liquor laws.

The new executive wanted to increase student living space as well as breathing space, and Mr. Leadbeater and Mr. Hunka placed a student-run housing plank in their platforms. The student housing project has moved ahead with a feasibility study and appointment of an architect. Construction will get under way when and if the union raises the money to proceed.

Mr. Leadbeater was also in favor of putting all students, grad and undergrad, on an even footing in the Michener Park housing development. This question is now under the scrutiny of the General Faculty Council's committee on housing and food services.

Greater student representation on the various academic committees making important decisions regarding students stood out as the universal plank in the executive's platforms.

In spite of cries for parity or increased representation on major bodies from the candidates, they have managed only three new seats on the Board of Governors, one graduate and two undergraduate, and have made no headway in GFC representation. Students will only be granted faculty seats on the GFC, and only with the recommendation coming from that faculty. In other words, students will only gain seats now held by a faculty, and only through application to and approval by the faculty for which the student will be sitting.

However, breakthroughs are being made at the faculty and department levels.

Student power through town hall meetings and hot seat style seminars was another of Mr. Leadbeater's planks that didn't work out according to plan in spite of efforts by council to make them interesting and relevant. Very few students showed any interest in the town hall meetings, and they eventually fell flat for lack of support.

But the failure of the town hall meetings did not seriously damage Liz Law's (Vice-President—Academic) platform of "more direct student participation." Her efforts to spread the administrative and policy-making power in council around to more students may be coming closer to practice next year if council endorses the work of the reorganization committee. The several administrative committees recommended in the report would spread the power of the executive at least a little thinner than is now the case.

Miss Law thinks, however, that there is still room for more research committees at the departmental level, and charged that council is still unwilling to place any of the power it possesses in the hands of the departments.

Referenda, a big part of Miss Law's platform, have come into evidence this year with votes probably to be taken Feb. 4 on the questions of tenure, legalization of marijuana, lowering of the voting and drinking ages, the yearbook, and priorities, as well as the earlier SUB expansion vote.

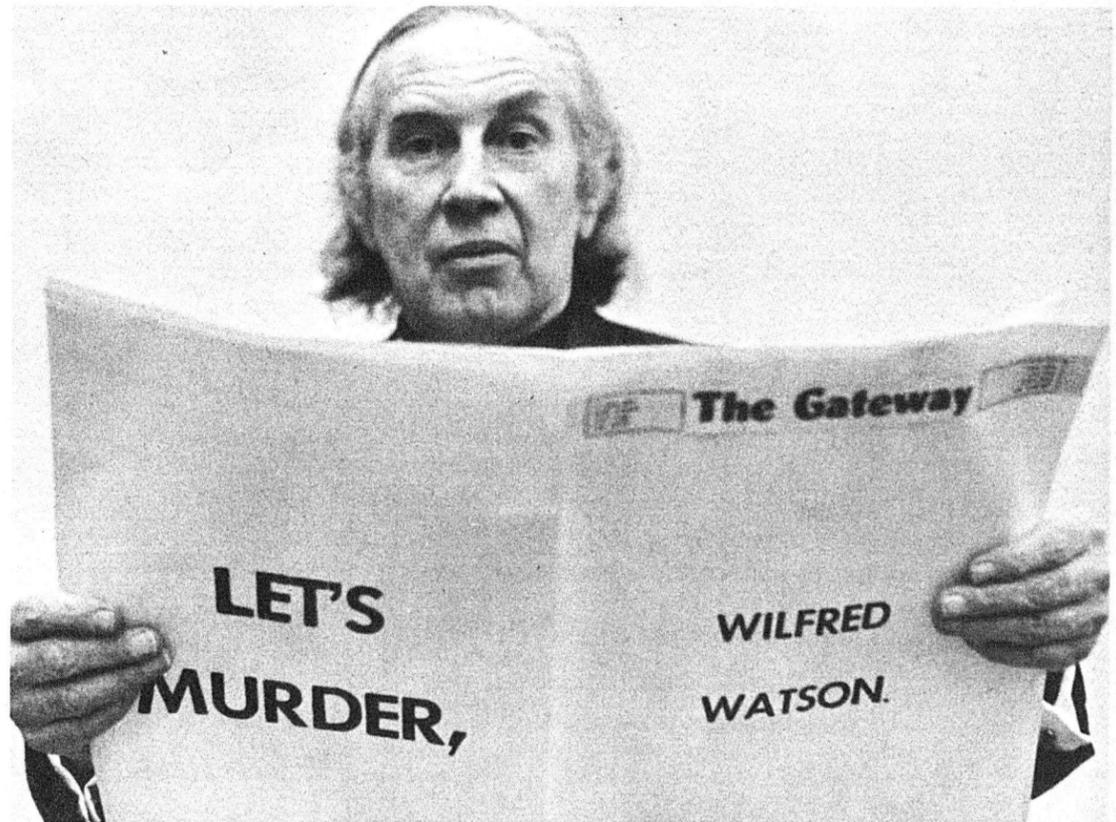
Miss Law teamed with an unlikely partner, Treasurer Dennis Fitzgerald, to bring about a representation by population format for council, replacing the old "one school one vote" system in effect until this year. The number of councillors was increased from 22 to 36 with additional councillors going to the faculties of Education, Arts, Science, Commerce and Engineering.

While the executive busily tried to improve and strengthen council, Mr. Hunka busied himself with efforts to build the Alberta Association of Students, trying to help develop its full potential. Mr. Hunka has played a major role in improving AAS-council relations.

Dennis Fitzgerald's bid to have council take over the food services in SUB was defeated by council, thus negating his efforts in this area.

The treasurer also tried to keep student parking rates for students down this year as another part of his platform, but was foiled by the administration, which thought differently and imposed a fee increased by four dollars for parking facilities.

With service promises becoming reality, the executive is trying to take on a new look for next year. This is reflected in the endorsement of an action-education priority by all members of the executive except for Mr. Fitzgerald.



THE MEDIUM IS A MESS AGE
... according to the principles of Clytemnestra (story page 8)

—Dave Hebditch photo

Tyndall objects to limits proposed in White paper

By BOB BLAIR

The University of Alberta retirement fund has significantly more than ten per cent of its assets invested in American stocks, and U of A's vice-president in charge of finance presents the recommendation of the government White paper on taxation that the amount be reduced.

Finance Minister Edgar Benson has recommended that Canadian pension plans should invest at least 90 per cent of their assets in Canadian securities in an effort to cut down on the amount of Canadian capital being poured into American securities.

In a letter to the finance min-

ister, Dr. Tyndall, university vice-president in charge of finance and administration and director of the U of A retirement fund, suggests the limit on foreign investment be increased to 50 or 60 per cent to allow pension funds to capitalize on the foreign market. He further stated that the inability of Canadian funds to diversify their holdings in foreign securities might result in a decreased availability of investment funds.

He expressed fear that governments losing Canadian investment capital as a result of the White paper recommendation might retaliate. He suggested the amount of money coming into Canada from American pension plans could be

cut off in the same way that Canadian investment has been cut off in the United States.

Stopping the movement of foreign investment capital into Canada and a similar motion of Canadian funds out of the country is the intention of Mr. Benson's White paper. This would indicate that Dr. Tyndall's request might not carry very much weight with the finance minister.

The White paper states that a reduction in foreign investment may have adverse short term consequences, but expresses a hope that the move will strengthen the Canadian economy in the long run.

Dr. Tyndall's letter displays the concern of many pension fund administrators who fear the reduction in foreign investment capital. The set-backs which they may suffer by keeping their money in Canada will damage their financial standing and may cause them to lose subscribers.

Parents look into Loyola

MONTREAL (CUP) — Approximately 200 parents of Loyola students emerged from a meeting Wednesday at McGill University, sympathetic towards faculty and student dissidents, but slightly confused over the issues involved in the current crisis at Loyola College.

The two-hour session, sponsored by the Loyola and McGill English Departments, was designed to mobilize public opinion against the Loyola administration's firing of 27 faculty just prior to Christmas.

The parents set up a committee to continue looking into the Loyola affair, and were urged by college faculty to write letters to the college administration and the Quebec government expressing concern over the crisis.

Both administration president Patrick Malone and academic vice-

president Jack O'Brien refused to attend the meeting.

Meanwhile, sources at Loyola said Thursday, that a Canadian Association of University Teachers report into the dismissal of nuclear physicist S. A. Santhanam was expected to reach both the college administration and the fired professor by Friday. The report will not be revealed to the public until next week.

The Santhanam case lies at the base of most of the conflict which has kept the Loyola campus simmering since September.

Santhanam was dismissed without stated cause by the all-Jesuit Board of Trustees at Loyola; students and faculty charge that the recent administration firings were aimed at purging professors who supported student efforts to gain binding arbitration by the CAUT in his case.

Students' union official notice

There will be a referendum dealing with SUB expansion on Friday, January 23. All full members of the students' union are eligible to vote. The official wording of the referendum is as follows:

Do you favor an expansion of the Students' Union Building which will require an increase of three dollars (\$3) in students' union fees?

Yes No

short shorts

Birthday of Swami Vivekananda to be celebrated

The executive of Hindu Society invites you to join in the birthday celebration of Swami Vivekananda, the greatest exponent of Hinduism ever to have visited the West, at 7:30 p.m. in Ed 192. The program includes a talk by Dr. N. C. Bhat-tacharyya, associate professor of educational foundations and a documentary on the life and message of Swami Vivekananda. Light refreshments will follow the program.

TODAY

BUSTOUT DANCE

The Engineering Students' Society presents "Bustout" from 9:30 p.m. to 1 a.m. in Dinwoodie. The Key will be playing.

DRAGON INN

The Chinese Students' Association is sponsoring a movie called "Dragon Inn" today and Saturday at 7 and 9 p.m. in T-11.

ZORBA THE GREEK

The film "Zorba the Greek" will be shown at 7:30 p.m. in the College St. Jean auditorium (8406-91 St.). Admission is 50 cents.

FRIDAY FLICKS

The Dentistry Students present "The Graduate" on Jan. 15, 16, 17, at 7 and 9 p.m. in the Physics Bldg. PC 126. Admission is 50 cents per person.

STUDENT CINEMA

Student Cinema presents "Up the Down Staircase" at 7 and 9 p.m. in TLB-1.

NEWMAN CLUB

Newman Lecture Series present: All these Decisions! with speaker Fr. C. Dozois, and a panel consisting of Mr. H. Mills, Dr. C. V. laForest, and Sr. Marion Norman. It will be held at St. Jean's College at 8 p.m.

SATURDAY

DANCE

The U of A Dance Club will sponsor a dance at 8:30 p.m. in Dinwoodie lounge.

VOLUNTEER WORK

Misericordia Hospital is looking for volunteers to socialize with patients in the psychiatric ward. More information may be gained by attending a meeting at 3 p.m. Saturday in the St. Joseph's College basement, or by phoning 433-9997.

PUCK AND WHISTLE DANCE

The Gainsborough Gallery will perform at the Ice Arena from 10 p.m. to 1 a.m. During the intermission there will be a Powder Puff hockey game.

Tickets for SAPHER members are \$1 and \$1.50 for non-members.

CREATIVE WRITING

If you have always secretly wanted to write the great Canadian novel, you can secure assistance in the course The Story That Is In Every Man. This course is being offered this winter by the Department of Extension, beginning Saturday for ten Saturdays from 9:30 to 11:30 a.m. Bill Mellen, assistant professor of drama, will discuss and demonstrate a wide range of writing—the short story, article, television drama, documentary, novel, and poem. The fee is \$30 and the class limit is 25 students. Additional information is available from the Department of Extension at 439-2021, ext. 55.

SUNDAY

CAMPUS AUTO RALLYISTS RALLY

The Campus Auto Rallyists will rally in Jubilee Auditorium at 10 p.m. All entrants under 21 must pre-register by getting entry forms at the second floor SUB information desk. The entry fee is \$1 and \$2.

MONDAY

UNIVERSITY WOMEN'S CLUB

The Women's Club will hold their general meeting at 8 p.m. in the ed faculty lounge.

PROF. SCHAFER TO LECTURE

The Department of Music is presenting Professor Murray Schafer, noted

Canadian composer, author and teacher from Simon Fraser University, B.C., in two public lectures in Convocation Hall, Arts Building. On Monday, at 8:30 p.m. he will speak on material from his most recent publication, The New Soundscape. Tuesday at 10:30 a.m. he will give a lecture-demonstration in which trends in contemporary music will be discussed with illustrations from his own compositions. Admission to both events is free.

TUESDAY

MATH CLUB

The Math Club will hold its first meeting from 12 to 2 p.m. in Campus Towers 262. All those interested in extracurricular math are urged to attend. Refreshments will be served.

IN THE YEAR OF THE PIG

The University Vietnamese present the film "In the Year of the Pig" at 12 noon and at 8 p.m. in TL-11.

REASON AND VIRTUE

The Society for the New Intellectual will present Nathaniel Branden's lecture "Reason and Virtue" at 7 p.m. in SUB 138.

OTHERS

VGW

The Varsity Guest Weekend Committee needs people interested in helping out on February 5, 6, and 7 in various activities. If you are interested, please sign up on the list in the VGW office on the second floor of SUB.

PAINTING EXHIBITION

The Chinese Students' Association will hold an exhibition of traditional paintings in the SUB Art Gallery starting Jan. 18. The paintings may be seen on weekdays from 11 a.m. to 9 p.m. and on weekends from 1 to 5 p.m.

JUDO CLUB

Anyone wishing to sell a judo suit please leave your name on the list in the general office in the PE building.

PRINTS FOR RENT

The SUB Art Gallery has prints for rent for \$2 per term. See V. Rezrk or anybody in the art gallery.

ST. JOSEPH'S COLLEGE

Living, loving, sharing, Christian commitment, leading, siding, encouraging, team-work learning, Far North. Turn on with involvement! Wednesday, Jan. 21, 7:30 p.m., St. Joseph's College, or phone Gail at 433-7681.

HINDU SOCIETY FLIGHT TO INDIA

The flight leaves Edmonton on July 4 and leaves India on August 28. It travels via Montreal and Paris. More information from Box AS 363, U of A Post Office.

STUDENTS' HELP

You're only a dial away from someone who can help—academically or personally. In SUB 7-12 p.m.

CALENDARS

Eastwood Junior High wants calendars for the following faculties: Physical Education, Agriculture, Business Administration and Commerce, Law, Pharmacy, Physical Education, and the School of Rehabilitation Medicine. Old calendars can be sent to: Mrs. R. Anderson, PE and Guidance, Eastwood Junior High, 12023-81 Street.

GO CLUB

The GO Club meets every Tuesday evening in SUB 140. Beginners are welcome.

GRADUATE AWARDS

Graduating students are asked to note the availability of several graduate awards offered by outside agencies. The awards have deadlines in January. Information on these scholarships can be obtained at the Student Awards Office.

RECREATION STUDENTS' SOCIETY

There will be Keep-Fit classes for recreation students every Tuesday and Thursday in the Gymnastics Room, PE Building.

WATER POLO TEAMS PRACTICE

We are having two teams in the city league this year and need players. If you can swim come out on Mondays, Wednesdays and Fridays from 7-8 p.m.

SCM

The Paddle Prairie Metis colony desperately needs clothing, bedding and any other household materials. Leave donations at the SCM office, room 158F SUB.

SUB EXPANSION COMMITTEE

Any ideas for the new addition or the present building of the SUB can be left in the SUB Expansion suggestion box at the information desk.

CHARTERED FLIGHT

The students' union Charter Flight for Europe secretary will be in the main students' union office from 12 to 2 p.m. weekdays to answer questions concerning the flight. Call in or phone 432-4241 during this time.

JAZZ CLUB

All people interested in jazz dancing with a university club, please contact Brenda Rimmer at 432-6542. The club will be held every Monday night from 5 to 7 p.m. in the phys ed Dance Studio.

ST. JOSEPH'S COLLEGE CHAPEL

Schedule of Masses: Monday to Friday 12:10 noon, 4:30 p.m.; Saturday 12:10 noon; Sunday 8 a.m., 9:30 a.m., 11 a.m., 12:30 p.m. and 4:30 p.m.

PERSONNEL BOARD

Applications are now being accepted for chairmen and members of all students' union committees, boards and publications. For further information, see the receptionist on second floor SUB.

UN-Classified

— GETTING ENGAGED —
Save 20% to 40% on diamond rings. Ph. 488-8444 (anytime) or 433-0280 (evenings only).

CO-OP ROOM For Rent, \$50.00, full privileges, 11710-100 Avenue, Phone 482-4977

TYPING PROBLEMS? Copying Problems? Why not call Varsity Thesis Reproduction Co. Ph. 488-7787.

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FOR SALE: 1951 MG-TD, Red, Hardtop, New Upholstery, Whitewalls, Reconditioned Motor, \$1500.00. Call Dale 433-0387

YOU'VE GOT TO BE KIDDING!! You say you have all your term papers finished; studied for all your upcoming exams and are free from social, emotional and psychological mixups? Well you're one fellow we don't expect to call—but we'd like to know how you did it. Students' Help, 432-4358.

1959 MGA COUPE, safety sticker, needs clutch otherwise very good condition, must sell, Phone Gordon 433-7934.

- 7c per word
- minimum \$1.05 per insertion
- 3 day deadline
- payable before insertion
- for further info . . .

CALL 432-4241

Some Students Are Aware
of the professional barbering services
available at the
S.U.B. BARBER SHOP
Are You?
By SPORTS AREA in SUB • 433-7809

Friday Flicks
"The Graduate"
Physics Building 126
Jan. 16 & 17 7 & 9 p.m.
Admission 50c

2 FOR 1 HERO SANDWICH SALE AT GUISEPPI'S

That's Right! This Monday and Tuesday, Jan. 19 & 20, you'll get two Hero sandwiches for the price of one . . . So bring a friend for Lunch, Supper or just a snack.



Giuseppe's
PIZZA

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- Capilano Mall 469-0644
- 8017 - 118 Ave. 474-3636

Non-Discriminatory Establishment

Student Employment Information

Employers interviewing at the Student Placement Office commencing the week of January 19th, 1970:

Manufacturer's Life Insurance Company	January 19, 20
Alberta Government Telephones	January 19, 20, 21, 22, 23
Edmonton Public School Board	January 19, 20, 21, 22, 23
Grande Prairie School Division No. 2357	January 19, 20
County of Lac Ste. Anne	January 19, 20
Sun Life Insurance Co. of Canada	January 20
Allstate Insurance Company of Canada	January 20
Drayton Valley R.C. Separate School District	January 20
Ontario Department of Agriculture	January 21
Edmonton Separate School Board	January 21, 22, 23
American Hospital Supply	January 21
Westlock School Division No. 37	January 21, 22, 23
General Foods Ltd.	January 22, 23
Western Co-op Fertilizers	January 23

For further information, contact the Canada Manpower Centre, 4th Floor, SUB.

STUDENTS' UNION CHARTER FLIGHT 1970

\$226.00 return

Leaves Edmonton May 19, 1970

Returns from London July 21, 1970

For details contact:

Students' Union Flight Secretary
Students' Union Building
Phone 432-4241

CKSR applies to council for capital to go "big time"

Students' council might approve the allotment of money, as part of SUB expansion, to enable CKSR to purchase the capital equipment necessary to set up an FM stereo station at U of A.

Monday, a brief prepared by David Leadbeater and Larry Saidman, director of CKSR, was presented to students' council to be voted on at the next meeting. If passed, CKSR will be operated with the goal of eventually applying for either an FM or a low-power AM license.

Improved radio more current, more effective

In this brief the following reasons were seen for encouraging CKSR to go on the air:

- A radio on the air would be able to communicate to members of the university community both on and off campus about campus news, provide a forum for worthwhile debate and discussion, and better inform them of future developments in the university.

- A radio station could be more current on campus news than *The Gateway*, and even provide a contrast to *Gateway* editorial policy.

- A radio could become an effective means of informing the public as to the activities of the university and its role in the community.

- A radio could become a significant educational device, giving special university lectures, concerts, teach-ins, forums, etc.

- A students' union radio could provide an excellent non-commercial programming of student and youth oriented programs with better content than any other station in the Edmonton area.

- A radio station could be used to encourage co-operation between NAIT, nursing and university students in the Edmonton area and act as a medium for bringing students together by informing them of their common experiences.

- A radio station would provide an excellent opportunity for students interested in radio production in a wide variety of areas (such as composers, musicians, playwrights, poets, dramatists, announcers, newscasters, sports-casters, interviewers, speakers, panelists, technicians) to make significant contributions and gain knowledge in their

particular areas.

- The students' union radio could provide a more clear-cut alternative to much of the broadcasting in the Edmonton area of commercial type and add considerable variety to the educational broadcasting.

- Going on the air would make greater demands as to the broadcast quality of CKSR. Standards would significantly improve and greater pride in accomplishment could result for workers in CKSR.

Politics won't determine programming

The argument that such a station would only duplicate CKUA's service is absurd. Besides the fact that university students are not involved with CKUA (it is probable that more students listen to CHED than to CKUA), it is owned and operated by the Alberta government, which is sometimes opposed to certain interests of the students; sometimes politics do determine what they program. This is not and will not be the case with CKSR.

The most important result of a university radio station is that it will directly involve all the students; any program

produced by any student, providing it is of reasonable quality, can be aired on CKSR. With the listening audience expanded city-wide, students will be much more motivated to contribute to it.

Theses and special projects of professors, graduate students, and undergraduates can be communicated both to other university students and to the world outside. A university radio station, being

by
Larry Saidman
Director, CKSR

non-commercial would have the freedom to program interesting music of high quality, both popular, classical, rock, folk, blues, underground, etc., without the commercial stations' fear of "keeping the ratings up" by playing mindless music. Live programs of a controversial nature can be programmed frequently. Leaflets informing the students of special CKSR programs can be distributed weekly. Open line programs

conducted by informed people on a relevant topic of interest to the university community can involve every student. Editorials can be submitted by any student on campus. Students with special interests in music can feature the development of a type of music, a particular artist, etc., with the freedom to do his own research and to broadcast himself if he feels competent, or else have CKSR staff members broadcast it. The program policy can be organized, yet flexible enough to accommodate any student who wishes to get involved. It should be pointed out that CJUS Saskatoon is a student radio station with an FM license, and several universities in Eastern Canada have FM and/or AM licenses.

CKSR is currently striving for the kind of programming mentioned above, but seems to be suffering from a disease called apathy; the university campus does not wish to be involved. Part of the blame for this can go to CKSR for not promoting the opportunities students have to submit material for broadcasting both on closed circuit and on 1580.

CONGRATULATIONS!

you and 68,000 others graduate this spring

got a job?

It is becoming common knowledge that this year there will be many more graduates than jobs. We are aware of the situation and we're taking steps to solve it.

During workshops held recently by the Human Studies Foundation and Career Assessment Ltd., leading employers discussed Canada's human resources problem.

Their findings are important to you:

- (1) Employers agreed that there are more and more applicants each year for fewer and fewer jobs . . . and the ratio is growing.
- (2) Turnover of newly-hired grads is increasing annually, making students a bad risk for expensive training. This is due to the fact that grads often do not like their first job, since at the time they were hired, they were unsure of their real interests and abilities.

The workshops were conducted by several eminent psychologists, including Dr. Edwin Henry and Dr. William Owens. The former has been Chief Psychologist of the U.S. Armed Services, and Director of Selection, Peace Corps. The latter is President of the Division of Industrial Psychology, American Psychological Association.

Drs. Henry and Owens, along with Mr. James Hickling, one of Canada's foremost industrial psychologists have accepted positions with the Foundation to help students find the right job. The first time.

The Foundation can do this if you complete a Biographical Inventory Blank — BIB . . . a multiple choice inventory of auto-biographical questions relating to your own past experience. Once you have completed the BIB, and returned it to the Human Studies Foundation, you will be sent an individual, personal counselling report based

upon your responses. The compilation of this report involves advanced computer analyses based on thirty years of research.

The BIB could also provide you with professionally selected job opportunities. This is done without charge to you by Career Assessment Ltd. Our staff of psychologists will be recommending lists of people who complete the BIB to various Canadian employers. The recommendations are made only after careful matching of job specifications to BIB profiles have been completed by the psychologists.

BIB will be available in your campus bookstore, along with explanatory material, as of January 21st. Your fee of \$5.00 is remitted to the Foundation to help finance further research. If you wish job assistance as well as a counselling report, your BIB must be postmarked no later than Jan 29th. For more information about BIB, contact your Department of Psychology.

If you cannot get BIB from your bookstore, write the Human Studies Foundation, 50 Prince Arthur Avenue, Toronto 180, Ontario, enclosing \$5.00.

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The Gateway

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STAFF THIS ISSUE—The Medium is the Mess Age where Dan Jamieson who has THREE tickets to the Med Show, Elsie Ross, Ellen Nygaard who is not peach rum flavored, Jim Carter, Ginny Bax, Brian Campbell who did not get credit in Casserole for his article, "Our Schools Produce Lobotomized Dolts" and who can fill a slot as well as the next man (ho ho), Winny (V for Victory) Gereluk, Wayne Bax, Darrell Colyer, Beth Nilsen, Dave 'ebditch, Bob Blair, Beth Winteringham, Barry Nicholson, and yours truly, that lovable, fuzzy-headed, belly-buttoned Snake For All Seasons, Harvey G. Thomgirt (Note to all girls: my wife was champagne-flavored, and we produced a bubble-brain).

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PAGE FOUR

FRIDAY, JANUARY 16, 1970

Education is futility

By staying at this university we are passing up any chances we may have of getting educated for modern global/tribal life, if we are to believe all of the wonderful things that Prof. Watson told us Thursday about environmental languages.

By staying here we are subjecting ourselves to a universe of "words" that say very little about life in the modern-day community. Instead, the things that we perceive around here are telling us about a different world, in waves of words.

On cold winter days, the cramped-in buildings on this campus groan out "depression," "emptiness" and "gloom."

Then add the professor-student relationships which say "mistrust" and "try harder," as well as the pens, notes, books and lectures that say "trivia" and "futility."

Oh yes, there are other things being said in counter-argument, but they are quiet, almost futile whispers. There are girls in mini-skirts shooting out cupid-quivers full of "love" and "togetherness," and even copies of neglected Gateways whimpering "awareness".

But more commonly, the tribalization of man is contradicted by the loud assertions of "fragmentation" which are the breaking up of classes, the separate buildings, the different courses, and the segregated washrooms.

Why are we here when McLuhan was so right?

Why don't we pick up our tuition fees, grants, spending money, i.e., all of the money that it costs to educate ourselves and head out there where the real centres of information in the modern day society are?

A bunch of us could start our education in the spring by walking on the highway between Calgary and Edmonton with a favorite book and a transistor radio, exploring life.

—W.G.

Does McLuhan grok?

Gads! No longer can we talk in simple terms, or so it seems from what can be garnered from this McLuhan era and its prophets.

No one talks anymore, or understands one another. They participate in a dialogue composed of perception, exploration, pattern recognition, and finally, ah, at last—break-through!

Fragmentation to integration to goal seekers, creators and choosers. "The metaphor is exploration. The method is dialogue." (Watson story, page eight.)

Throw them all together in the right pattern, er, recognition, I mean if you pattern the right recognition, no, that is, recognize the right pattern, well, you cease to be a robot and become a Captain Cook, maybe even a Horatio Alger, zounds—a McLuhan!

Ah, but most exciting is, shhhh, the silent language, something presumably akin to the silent majority—it just keeps rousing you out to go somewhere you don't want to but you can't fight back because it refuses to argue.

It all seems as complicated as grokking. In that field, Robert Heinlein has something important to add about communication. Laughter, not just a smile, but that real old belly laugh is the ugliest sound in the world, he states.

Because anything that really makes you laugh is something that has hurt or embarrassed someone else—another side of human "communication".

—A.S.

The high cost of dying - university wants one last pound of flesh (\$)

January 11, 1970

Comptroller's Office
 Third Floor
 Administration Building
 University of Alberta

To Which Bureaucrat It May Concern:

Recently I received a small piece of paper purporting to be from your office (my agents are checking its veracity) which stat-

ed that I owe the U of A \$96.33 in fees. After picking myself up off the floor where I had collapsed in a fit of hysterical laughter, I thought over my unfortunate association with the U of A. In its hollow halls I had taken 15 arts and science courses resulting in an infectious B.A. in English and Sociology. Upon graduating (1969), I'd waved a tearful goodbye to my old alma mater—proud to have been part of the great mass deception—and, diploma in hand, set out into the real world.

Alas and alack, after two months I was still unemployed. My weight was down to 13 pounds and I was surviving only by crawling thru keyholes and robbing rich capitalists of their bloody profits. And then one day the light dawned—I had been cheated. The university had promised me an education and then wasted my time with a lot of irrelevant garbage. At that moment it became quite obvious that it was the university that owed ME money, not the other way around. Its debt to me is outlined below:
 Lying professors,
 Boring professors,

Inane professors,	
Stupid professors (total):	\$ 783
Lectures from 1949 notes:	\$ 178
Overcrowded classes due to enrolment of undercover agents and narcs:	\$ 122
Cafeterias resembling hospital wards:	\$ 89
Nausea:	
Wauneita Formal:	\$ 266
Ugly Buildings:	\$ 29
Obnoxious administrators:	\$ 101
Continued existence of Faculty Club:	\$ 108
Absurdity:	
Fascism:	\$1,293
Thwarted destructive urges:	\$ 112
Fraternities and other cancerous growths:	\$ 94
Alienation:	
Frustration:	\$ 809
Irrelevancy:	\$ 804
No Exit:	\$4,774
	\$9,633

Please remit this amount.
 (1st Notice)

Dialectically yours,
 Dougal MacDonald

P.S. A plague upon the gray despair of your ugly lives that keeps us all from the truth we deserve.



Editor checked: all Bears support coach McDonald

We are writing you regarding your sports editors' comments concerning the Golden Bear Hockey Team in your January 13th issue.

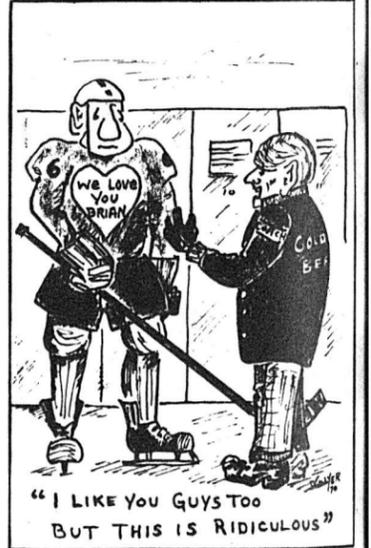
In stating that there is "internal strife on the club" and that "several of the veterans are upset with the unpopular McDonald", we feel that he has certainly gone beyond the definition of an "opinion".

Let us assure you that there is no such thing as "strife" on our club, or is there ever likely

to be, win or lose. Secondly and most important is that our coach is backed one-hundred percent by all the players and managers associated with this team. If we can play with the same dedication that our coach has shown us so far this season, we will promise a successful year.

As a team, we can say we are proud to have him as our coach.

Golden Bear Hockey Team,
 Players and Managers,
 69-70.



Unwanted wilting from wretched watering

by Gerald Umbach

One of the main problems with house plants is the watering and the effects of watering. There seems to be no general rule as to the amount and frequency of watering because some plants require moist soil; others do



best when the soil is allowed to dry moderately between waterings. One of the biggest problems with plants is that people tend to overwater their plants rather than under-water them.

I have found from experience that the frequency of watering depends on the type of pot used. At my apartment, which is relatively dry, I have found that clay pots need watering more frequently than do plastic pots of the same size. This is because the clay allows the water to evaporate more quickly than do the plastic pots of the same size.

As for the method of watering, there seems to be two different ideas on the matter. The one that I have been taught and found successful is to water from the surface. This method, as does the other, requires that the pot have holes in the bottom.

The water must be slowly poured into the pot and allowed to drain out the bottom. This excess is collected and discarded. The water is allowed to drain out the bottom so that excess salts, which are in the water, are removed.

The second method uses subirrigation; the water is allowed to seep into the soil from underneath. The procedure here is to place the plant in a sink of water until the soil feels wet. At this time remove the plant to the growing area. In using this method a white crust will form on the surface of the soil. This is salt and should be removed by replacing the top layer of the soil—one-quarter inch.

As a last point it should be noted that overwatering and underwatering plants both show the same symptoms—wilted.

Casseroles

— A look at education



casserole

a supplement section of
the gateway

produced by the gateway staff

●
guest editor
dan carroll

arts editor
irene harvey

●
It's not so much that this university is encasing every-one's head and brain in a cotton padded prison, that brought this issue about, but the fact that no one seems to realize it.

Watch the robots plot to their eight o'clock classes.

Watch the walking dead in their lecture halls, in their offices and their corridors.

And then look at yourself and this campus.

"Quaecumque vera" indeed!

This university, and all that stands behind it, is an insatiable monster that takes real live (and already partially processed) PEOPLE and turns them into little automatons who spend the rest of their lives with the vague suspicion that something isn't quite right. And they're right.

Read on . . .

—dc

Blame it on the first 12 years—

Our schools produce lobotomized dolts

You see it's like this. Dan Carroll, the lanky, frizzy-haired freak who runs this rag, comes up and says he wants 110 lines on alienation. Perhaps I rank as some sort of expert because I wrote several weepy columns about alienation (really, that word is starting to make me sick) during the last few years. Back when those things were getting a lot of ink, I used to fool myself into thinking they would actually accomplish something. They accomplished nothing.

It's not even like beating a dead horse anymore, because as I write this there seem to be maggots coming out of the roller. When I was writing the stuff, I actually thought there was someone listening, but just looking around this fluorescent prison of an office, it is obvious no one was. Sure there's soul, but it is so small and so far behind the skin that you'll never feel it, even in a crowd. You swim in it and never recognize it.

Are you separated from yourself? Are you depressed? Do you work with your mind turned off? Are you faking more and enjoying it less?

Don't ask what you've got.

What they do is simple. Just take a human being between the ages of five and six and insert it in a classroom with five rows of desks, with five (or maybe six) in each row. Add a blackboard, a ruler, a few pencils, paper, and an authority figure. The authority figure usually comes skirted and sexually frustrated at this stage. Later, there are variations; but even though some authority figures are human, there are others who ruin anything they do. Next, stuff the object in the desk with 12 years of education. Make sure that nothing is relevant to anything it is doing outside the school. Never respect any opinions it might have. It gets all its knowledge from the Authority Figure. Never teach it how to deal with its problems itself.

Make it shuffle a lot. It should know how to step-and-fetchit. Turn it off. If it starts looking for an outlet where it can plug in, kick it, jail it, dispose of it. When it starts to grunt it is ready to be eaten. When it is ready it will look like other its. It will not look. It will be blank.

Now take the finished it and insert it in a job. It will work blankly eight hours a day, and when the boss passes it will salute (if it's been properly trained). At night the it will watch television where other its who have been specially trained to look alive will look alive. Their skin will flex in alive ways on commercials, and it will go out and buy, hoping to look alive. It won't do any good—an it is an it. With few outlets, and there are fewer every day, it may forget it has a plug. It may even join the social credit league. When the police pass it will shuffle, when a politician speaks it will say "sir," when an election happens it will grunt.

What I've been trying to say is this. The schools produce fascists. The schools produce people who cannot think. The schools produce people who cannot read or write. The schools produce lobotomized dolts. The schools produce grist for the mill. The teachers ride the students into the ground. Most have no minds by the time they've finished grade twelve. Most of them never will have minds.

The system is designed to turn you off. The system has already turned the teachers off, and they, in their turn perpetuate the system. The system lives off itself. The system eats your mind. The first thing to do is burn the schools to the ground and start over again. That, of course, is impossible. That will never happen.

The quality of education is clear. Teachers only strike for pay. They will not strike for better schools. Teachers will not strike for better libraries, better educational materials, more in-service training, more educational research. Teachers are pigs.

The Silent Majority is silent because all they ever learned to do is grunt.

They will teach you to grunt too, if they haven't done it already.

That's about it. You have to live with it—I have to live with it. Someday we may come together and be alive. Maybe someday soon.

I'm not optimistic.

Student Handbook '68-69

If Dr. Tory and Premier Rutherford could see their university today, they would probably be proud—and not a little astonished—at what they had started to build 60 years ago.

The University Motto

The University motto, *Quaecumque vera*, is taken from the Latin Vulgate, version of the Bible, the Epistle of St. Paul to the Philippians, Chapter 4, Verse 8:

De cetero, fratres, quaecumque sunt vera, quaecumque pudica, quaecumque justa, quaecumque amabilia, quaecumque bonae fama, si qua virtus, si qua laus disciplinae, haec cogitate.

The same passage, from the King James version, is:

Finally brethren, *whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.*

Special Regulations of the Board of Governors

Conduct and discipline. When a student enters the university, he is expected to apply himself to his studies and conduct himself with propriety. Should a student fail to live up to these expectations, the university reserves the right to take such action as, in its opinion, his case warrants. The penalty of expulsion may be applied.

Dr. R. C. Lindberg

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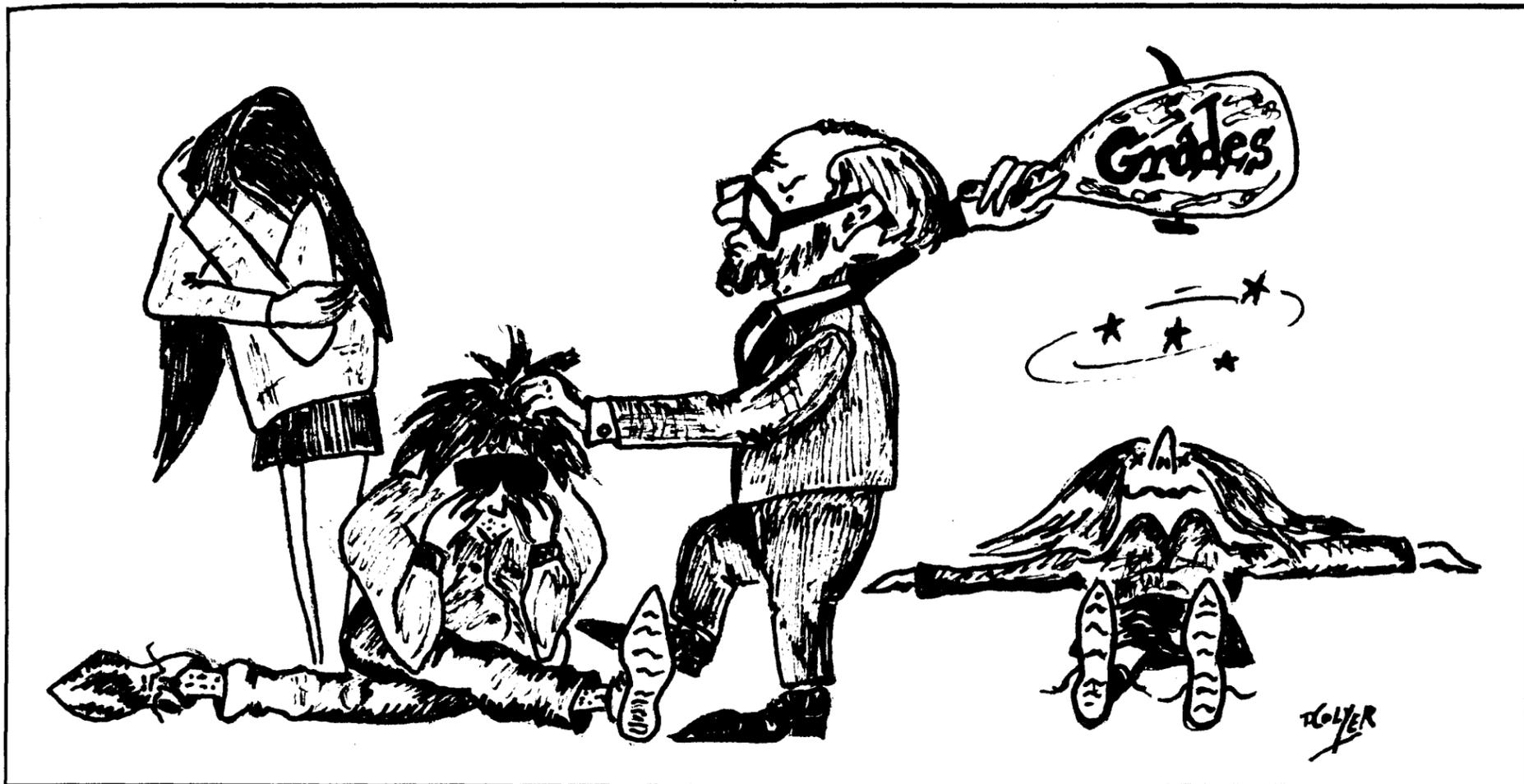
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Just what do your grades measure—and why?

By DOUG MUSTARD

What did the grading of your Christmas exams or essays tell you about yourself? Are you a Grade A egg? 2nd grade butter? Red or blue brand beef? Premium or regular gasoline?

What does university grading do? An obvious answer is that it sorts people into various levels. This grading can then be used to rank a group of people—useful, for example, when a number of people are applying for one vacancy, whether a scholar-

Background

Doug Mustard is a grad student in the department of education foundations. He taught for two years in the department of philosophy, and got two 9's in his half-year courses (so he tells us) which, of course, qualifies him to sound off on the subject of marking.

ship or a job. Some might say that grades measure a student's accomplishment. Let's see just what kind of accomplishment grades measure.

Why is grading or ranking people necessary? Cynics will point to particular instructors who, in order to satisfy some personal psychological hang-up, need to have the power over other people which grading gives them. Certainly we all suspect that some instructors delight in wielding this power over others. (Notice how they say 'I gave you a 7' rather than 'You earned a 7'.) For some it is the only way they can prevent knowledgeable students from successfully challenging their ideas and beliefs. (Do you dare tell any of your professors when they're talking nonsense?) The only way some instructors can maintain the image of their own superiority is to keep their class grades very low and, between pipe puffs, tell their colleagues how stupid students are. For others, only the power of grading which they have could induce anyone to pay any attention to them.

Is it too far-out to suggest that these sorts of hang-ups are the reason for continuing the grading system? Only a systematic survey could discover the extent to which instructors' personal psychological needs serve to perpetuate the grading system. But don't bother starting a list of instructors you would like to see investigated; I doubt that we'll ever see such a survey. Judging from the availability of information, the university disciplines do little research on the university itself.

Some might say that students need to have an authority-figure tell them how they measure up against other students, and that grading fulfills this need. Some insecure

students like grades for this reason, but the most common reason given by students for accepting the grading system is simply that the university requires them to get certain grades in order to get a degree. In the last analysis, students need grades only because someone else requires that they have them.

It would be theoretically possible for a university to grant degrees without having a grading system; one could get a degree merely after registering for four years. Why does that sound unrealistic? Because the university's need for the grading system, like the students' need, is based on someone else's requirements. Employers want the university to act as a people-grading station. A university grades people into two general classes, those with degrees and those without. Its transcripts also rank people with degrees into different levels according to the grades they received. Employers require transcripts and obviously find them useful. Let's look at the nature of grading to see what they find useful.

Grading is an activity in which a standard is set up, and a given object or performance is measured against that standard. Eggs, butter, and steel are things (other than students) which are graded. Certain standards are established, and if a piece of butter completely attains those standards, it is labelled '1st grade'. In the university situation, certain standards are set up by the instructor, and if a student completely attains those standards, that student is labelled '9'.

We all know that standards of different instructors vary. Even if instructors Furd and Farkle both use the same criterion for evaluating the student (say, the amount of original research) Furd may require more research for a mark of '9' than does Farkle. But instructors may also set up completely different criteria: Furd may judge students on the amount of original research; Farkle may instead look for new interpretations of existing data. If a combination of several criteria is used, instructors may differ on the relative weighting to be given to each factor.

Standards set up by instructors can differ in other ways. The instructor affects the standards to be met by determining the content of the course, and by deciding on what part of that content tests will be based. Some instructors use multiple choice exams which evaluate a student according to the standard of how well he recognizes statements of accepted dogma. Others use essays which can evaluate a student's originality, creativity, or ability to interpret facts. The type of test set up by the instructor both reflects and forms part of the standards which the student must work toward in order to receive good grades.

I'd like to see the results of a study showing the actual standards being used by instructors in the university. We all suspect that in some courses the standard by which one is graded is how well one agrees with the instructor. How widespread is the use of this standard? Grading has no necessary connection with learning things which are true, or with developing one's critical ability, or with any of the other avowed aims of universities. The only requirement for the activity of grading is that some standard or other be set up. That standard could be the height of the student, the regularity of attendance, the position of the exam paper after being thrown down a staircase, the degree of obsequious class participation, or the ability to recite accepted dogma. Any university which professes certain aims should discover what in actual fact are the standards being applied by those who are grading, and should demonstrate that the standards used are conducive to the avowed aims.

Students know that, in fact, instructors' standards vary widely. They recognize that it is as ridiculous to compare a grade in one course with a grade in another as it is to

by each instructor, and the transcript shows how well the student measured up to that standard, whatever it was. In the case of a person with a degree, the employer knows that some additional standards were set up by the university, and that the student also measured up to them, whatever they were.

From this information, the employer is able to infer three things about the student. He can tell how well the student discovered what were the standards set by the instructor and university (i.e., how well the student discovered what others wanted of him). He can tell how much the student desired to work toward those standards set by others. And he can tell how capable the student was of attaining those standards. A lack in any of these three areas will result in poor grades.

The phenomenon of those who are forced to withdraw because of bad grades is not necessarily explained by lack of ability or by emotional problems. In an increasing number of cases, the student simply decides that the standards set by the instructor to obtain marks are not worthwhile, and the student prefers to learn about the subject rather than to work toward the exams.

The third item is of use to the employer only if he knows the actual standards which were set, and only if those standards required skills relevant to the job for which he is interviewing the student-applicant. Egg-grading standards are uniform, and so we come to know by experience what kind of product is designated by 'Grade A egg.' Entrance exams set by professional societies (e.g. law) approach this level of uniform grading of product, but they are the only ones that do.

In any case, the first two items are invaluable. They tell the employer to what degree the future employee will be able to discern the standards and goals set by those in authority over him, and they indicate to what degree the employee is likely to accept and work toward those standards. This is the 'accomplishment' of a student which grades measure, and this is valuable information to an employer.

The grading system does have a function, and it performs this function admirably. The function of egg-grading is to designate a uniform product. The uniformity which student-grading measures is the extent to which the student-product has indicated its readiness to work toward standards and goals set by others. Student-grading is an effective method of assessing that quality of the student-product. Grading will be with us just as long as the university is controlled by those who want student-products which are ready and willing to work toward standards and goals set for them by others. The medium is the message.

Mark-it-yourself!

- (1) Choose five criteria (the more arbitrary the better).
- (2) Choose five weights (again, the more arbitrary the better).
- (3) Then read the first and last paragraph of this feature and grade accordingly. Be sure to use a red pen, and make any comments illegible.

criteria	wt.	mark
(1)
(2)
(3)
(4)
(5)
total	

compare 1st grade butter with 1st grade steel. Yet employers, scholarship officials and deans compare transcripts and grades. What are they comparing?

When an employer or scholarship official looks at transcript, he does not know what standards were employed by each instructor. It is like trying to compare grades on farmers' produce under a system whereby each farmer sets his own standards and grades his own farm products. But the employer knows that some standard was set

Account and an institution is the shit, that is the bad mot you."

University is really quite cold. Un-
ess, you're in a fraternity. I've met
ot of people in hot caf because I
ncount out of my way to meet them.
I have much freer on campus than in
asp school. By sex I mean kissing,
e, using, and anything farther than
t. If you do too much too soon you
muse each other. You'll reveal your
ealize but you won't reveal your soul
you somebody. Sex is one of the biggest
y questions on campus among my
ple. They all wonder just how far
wony should go. The learning system
ever sometimes a repetition of high
ool. Lectures are often a reflection
s gain the professor. I only have one large
resting. There's more interaction in
l classes. I'm very fortunate. I've
I do fabulous professors. But then I
: this along with just about anybody.
a que rather write a term paper than
ng age Christmas exams.

Exams make me study. They're
or co-ed for me. In a way, I was dis-
sioned after the exams at Christ-
I don't know anything about
e we student union activities except the
nts, laires. There was a lack of com-
its m- munication so I quit.

—1st year U of A co-ed

I don't know what happened. Mid-
through my junior year I just
t stale. You come to college and
think you're on to a whole new
g. You run to your first class in
ember; Survey of European His-
The professor says, "Read these
books. Do one ten-page paper and
three-page papers by January
Then to English class where it's
books and three ten-page papers
the same date. And on and on.
e of it ever seems to tie in.

the second semester. First class:
nd six books . . . " Sooner or later
ask yourself, "Why am I doing
? What does it all mean?"
The Light and Dark Imagery in
g Lear. The Effect of Peer Group
The Adolescent. James' Defini-
of Pragmatism. Meanwhile the
ide world is moving on, maybe
g something.

the ultimate ridiculousness occurs
w months into your junior year.
fellowship time. Practice writing
mes. Take the Grad Records,
Boards, Medcats. The pressure
nbelievable. Ask yourself why,
you've got a big laugh coming.
e's no answer.

four years I took two courses
were worth anything. I was
er than most. Anyhow, I spent
of my junior and senior years at
downtown chugging drafties and
etting I was going nowhere. It's
to explain. I wanted to be moti-
d. I wanted something to reach
and turn me on, but there was
ng there . . .

—A Holy Cross Graduate

was sick of feeling that I was
opted for reasons having nothing
y to do with me, but with the
e or parent I came from. I was
of the idea that you had to be
sleep with everyone, and kiss

everybody's royal American to be
someone. I only wanted to be myself
and that never seemed to be enough.

My parents hounded me about
grades to the point where I spent
more time worrying than studying.
The idea of failure was the worst
thing in the world that could happen.
There was no chance to begin over;
if you failed the first time, that was
it. By the time exams came, I was a
nervous wreck.

I went home before exams for the
weekend. Then it happened, the worst
it had ever been. Then came 75 sleep-
ing pills, 125 aspirins, and a razor
blade.

—A Wisconsin co-ed



—UPO photo

Do you have to jump off a building
to get attention?

It's a damn shame that you have
to emphasize suicide in order to
dramatize the importance of student
emotional problems. Suicide is natu-
rally a problem of student mental
health. But suicide isn't the major
problem here. There are many nearly
as severe.

A lot of us are really hung up over
close personal or sexual relationships.
I know students here who seek pro-
fessional help because they are very
confused about the future—their
majors, their careers, even their rea-
sons for staying in college. A lot of
others have pretty deep personal
problems which make it difficult to
study or to be motivated about any-
thing. Some of my friends really feel
the tension and get depressed easily.

All of these are problems which I
would call "severe". Sure, they're not
a matter of life and death, like suicide,
but they are the difference between
a life that is happy and worthwhile
and one that is not. To me that is
pretty important.

There are people here who under-
stand what's going on with us, and
they make themselves available. Our
problem is that there just aren't
enough of them to go around.

—William and Mary College

Withdrawal: the causes are complex

By A. J. B. HOUGH

Director, Student Counselling Services

By the end of November this session,
210 students had had withdrawal
forms signed in the Student Coun-
selling Services. It does not follow
that all 210 did actually withdraw,
for some change their minds after leav-
ing counselling. Of the foregoing, 26
per cent were from the Faculty of
Education, 22 per cent from the Fac-
ulty of Arts, 20 per cent from the
Faculty of Science, ten per cent from
the Faculty of Engineering, and seven
per cent from the Faculty of Business
Administration and Commerce. The
pattern tends to follow the rank-order
of the size of the several faculties that
have been mentioned. The great ma-
jority of the 210 were seen in Septem-
ber and October. There was a typical
spurt again in December, but we have
not got our figures available at the
time of writing. (Editor's note: As of
December 31, statistics show 560 stu-
dents withdrew, from an estimated
enrolment of 15,000) Of the 210
approximately 53 per cent were
first year students, 31 per cent were
in second year, 14 per cent in third,
and about three per cent in more
senior years or in graduate studies.

It would appear that more than
usual cited financial difficulty, and
that there was an increase in the
number who wanted to get away for
a time or who expressed themselves as
feeling that the university was not for
them. The latter group consists of those
who thought that they should seek a
less demanding form of training, as
well as those who indicated dissatisfac-
tion with the university as an institu-
tion.

Across the past decade and more
there have been a great many studies
of college drop-outs. While, as could be
expected, some differences in results do
occur with respect to particular vari-
ables, there is a remarkable stability in
some of the areas that have been in-
vestigated. For example, it would ap-
pear that, on the average, those who
drop out are less intellectually capable
than those who remain. This does not
mean that all who withdraw are made
up of the less intellectually able, but it
does indicate that, as could be ex-
pected, drop-outs will include a rela-
tively high proportion of those who
are likely to have difficulty in coping
with university work.

Similarly studies suggest that there
will be a fairly large proportion of
individuals who, at the time of with-
drawal, may not have achieved a suf-
ficient feeling of confidence about
themselves as individuals in order to
cope in a situation in which so much
depends upon what the individual does
himself. This does not mean that such
individuals have serious psychological
hang-ups, for, in general, it is more
likely to indicate that with a bit of
time and experience the development
would be adequate.

Studies also suggest that there are
positive relationships with such factors
as the socio-economic status of the
family, age at the time of admission (in
this it would appear that, in general,
the younger the better the chances for
survival), and so forth.

However, it does seem likely that
such studies have been too simplistic
in their conceptualization, even if the
information obtained does have mean-

ingfulness. For example, much of the
impetus behind such studies has had
one or both of the following bases. The
belief that there was something wrong
with students who withdrew. The be-
lief that anyone who has the intel-
lectual ability to handle university
work, and does not do so, is both wast-
ing his resources, and is not contribut-
ing as he should to society.

It may be possible to be equally
simplistic through ascribing the chief
cause to the structure of the universi-
ties, their increasing size, the lack of
involvement, and what have you. While
I would think it likely that support for
such contentions would be found if
careful studies were carried out, I also
suspect that one still would not have
exhausted the ramifications of the
question.

While the information obtained from
the studies that have been done is use-
ful, there are aspects of the question
that are not being adequately exam-
ined, so far as I can tell. One reason for
this is that it is unlikely that any single
discipline can provide the comprehen-
sive picture that is needed in order to
adequately consider the phenomenon.

To illustrate, we live in an age when
a greater proportion of the members of
society attend university than was the
case at any previous time in Western
civilization. At the same time we have
what I consider to be an inadequate
understanding of why people attend
universities. Certainly, we are aware of
some of the familial, social and other
pressures that may encourage univer-
sity attendance. We even know that in
individual instances the pressures can
be wrong. However, I wonder if we
really have any comprehension of the
broad meaning or value of such pres-
sures. In short, it is quite likely that we
may need to know which of the pres-
sures should be supported, which re-
directed, and which should be decried.
Here, individual and social values will
surely come into focus and will need
examination. The answers, so far as it
may be possible to determine them,
will not be found in the work of any
one discipline.

As an implication of the same ques-
tion, there is the question of the roles
of the universities. Without some sort
of a comprehensive awareness of the
changes and trends within society, uni-
versities cannot modify their roles in
order to more adequately meet the
needs of society itself.

For the present, it is too easy to be
simplistic in citing possible causes, such
as:

- There is something wrong with those who do withdraw;

- An individual who has the intel-
lectual potential and fails to take ad-
vantage of university training wastes
his own potential and makes less of a
contribution to society than he other-
wise would;

- It is the fault of the university.

There are, of course, elements of
truth in each statement, at least in
some particular instances. Similarly,
each one is likely to be fallacious when
used as a total explanation. I suspect
that even in combination they fail to
provide an adequate appraisal of the
situation, for the answers are likely to
be far more complex and far more in-
clusive than all that can be gathered
under such headings.

Classical music must cause a musical happening

The following is the second in a series of eight articles examining the Arts in Edmonton. It explores the wide range of classical music performed in this city—the symphony orchestras, chamber music groups and solo performers—through the vocal and instrumental mediums, and attempts to evaluate their present status and potential in the future.

Viola Braun is a third-year Bachelor of Music student with an applied major in piano. She has studied music for over fourteen years, and performed last Sunday at a Brahms concert at the Centennial Library. She will be performing in a similar program at Convocation Hall February 1.

By VIOLA BRAUN

Serious classical music in Edmonton can be experienced through both instrumental and vocal mediums. It can be heard played by large orchestral or choral groups, by chamber groups of several players, and by solo performers. Various compositions are sung and played by these groups for widely diverse audiences.

Edmonton has two large instrumental groups of players—Edmonton Symphony Orchestra and University of Alberta Symphony. ESO runs two series, the Saturday night-Sunday afternoon performances and the mid-week series. It has approximately 80 members and is conducted by Lawrence Leonard.

It is important that one can go to an ESO concert and become a participant while physically being non-participant. One can musically experience the sounds by allowing one's feelings to unite with or reject the sounds. Some "consciously knowledgeable" concert-goers of Edmonton cannot unite with often-heard versions of *Night on Bald Mountain* by Moussorgsky or Ravel's *Bolero*—or was it Mozart and Haydn symphonies that were "Edmonton-hackneyed-trash"?

What upsets me is hearing many programs without any Schonberg, Stravinsky, Hindemith, and other contemporary composers. These composers are difficult to play and need professional musicians with musical insight and agile technical ability.

Should we not perhaps demand that, through the mass medium of orchestral sound, ESO express what is going on around us? Are we paying them to play pleasant music to us so that we do not destroy the image of our professional musicians and comfortable society?

The University Symphony is a group of amateur musicians on campus. Not only are the members trained non-professional musicians but also experimenters in creating. Students play in it because they choose to create with others.

As their conductor, Ted Kardash, has said, "One does not necessarily have to understand the music totally, but one must feel it." This these amateurs must do—artistically create sounds to communicate feelings to the listener.

When I think of all the Canadian campuses, I wonder how many of the universities have a symphony orchestra comparable in size and calibre to that at the U of A. That is why it is exciting to experience a composition like *Essay for Orchestra* by Malcolm Forsythe played at the fall symphony concert. Forsythe is a music professor here and wrote this composition in 1965 while traveling. Its performance here was a musical happening.

Large choral groups in the vocal medium in Edmonton are the Opera Association chorus, Symphony chorus, U of A Mixed chorus, and various ethnic choirs. It is interesting to note that large choral groups, to create a musical experience, have only their voices. Perhaps that is what makes good choral singing especially exciting to hear. U of A Mixed Chorus is usually a very good choral group which puts on several spring concerts and goes on winter and spring tours within the province. Opera chorus in operatic tradition is closely aligned with the ESO because opera is a combined instrumental and vocal medium. Several operas are annually performed with guest artists.

A chamber group of players or singers have through their medium a



LOCAL SOLOIST THOMAS ROLSTON

... part of Edmonton's music scene

more intimate and personal contact with the listener. With a more direct and more exposed sound, a few players or singers in a smaller concert hall can express emotions and feelings more succinctly. A great sense of rapport develops within a small group of performers. Becoming attuned to each other (hearts and minds too), they can communicate with an audience.

Edmonton has several good organizations which are involved in the instrumental chamber group medium. The Edmonton Chamber Music Society sponsors some excellent chamber groups. Further, U of A as of this year has a resident string quartet which is practising regularly and going on tour. The St. Cecilia Chamber Orchestra under the direction of Michael Bowie has developed into a very fine group performing several concerts this year.

Chamber Music Society sponsors six or so concerts a year. A very commendable group that was here last year was the Hungarian String Quartet. Through the efforts of the music department, they were in residence for a month. As artists they were totally immersed in the music of the twentieth century Hungarian composer Bela Bartok. It was exciting to hear and see a small group of musicians talk about the man and hear his music played. The reality of their musical experience enhanced mine in listening to them.

A good vocal chamber group of Edmonton is Da Camera Singers. Also under the direction of Ted Kardash, it shows a true blend of sound and attempts such compositions as Stravinsky's *Symphony of Psalms*, which the group is preparing for its Edmonton premiere.

Finally, the soloistic medium is most personally expressive, for one person alone produces the sound. Here the performer becomes totally exposed technically and musically.

His own judgment and interpretation determine his characteristic style. The sound produced is an indirect exposure of the thoughts, feelings, turmoil and peace within the performer. The soloistic medium very much becomes a "one-to-one" communication, where the listener very urgently is drawn into responding.

The scope of solo instruments is vast. Wind, brass, and string instruments usually are accompanied by another instrument, by an orchestra, or by piano. The instrument in soloistic position is emphasized, however, by a characteristic content which makes it easily recognizable. Piano and voice are both solo instruments with piano frequently accompanying the voice.

Many of the students in the Bachelor of Music program at U of A are in the applied music program. It becomes very apparent which of these music students are soloistic artists. Technical concerns are very imminent, often more so than the artistic necessity of expressing. Music can very easily become the world here—a world which no longer fits into the natural cosmos of all art and life.

Opportunities for performing are very good for music students. There are workshop concerts, junior and senior recitals demanding solo performing by the students. Featured soloists also perform with many of the larger orchestral and vocal mediums mentioned.

As an artistic expression, serious music must not become an isolated art. It must have appeal. Very often people avoid experiencing it because they cannot understand it and thus feel they cannot appreciate it fully. The technical aspects often seem too highly complex. Then, the quality of the medium must help create a reaction within the listener.

The content of classical music as in all music is sounds—tones creating beautiful consonances and striking dissonances. These sounds must be creatively communicated in order to become real. When these sounds are real, nearly everyone can listen and say—"Yes, that's it. That I also feel inside me. I don't exactly understand what you are saying or why you are saying it in that manner, but continue. In your creating, I can create with you."

Serious music is created within a structured form. When performers recreate the musical experience of a composer, the listener spontaneously reacts to that musical experience. The musical response of a listener is then a reaction to the content, the medium, or the form.

In its various mediums, is serious classical music necessary for being and living? As juxtaposed to the great spontaneity and impermanence of much of the popular rock and jazz, can it exist with its greater concern for permanence and form? The next few years will very likely see a continued interest in electronic music. Perhaps within the next few years mixed media will also be examined by the ESO and by solo performers. Through the various instrumental and vocal means and forms of expression, one experiences many things concurrently. This is the musical times of mediums.



LAWRENCE LEONARD CONDUCTS THE EDMONTON SYMPHONY
... are we paying them to play pleasant music?

Repetition monotonous at art photo showing

Presently at the Edmonton Art Gallery, located downtown at 2 Sir Winston Churchill Square, there are two shows; an Inflated Image collection in the Museum of Modern Art and a photography exhibition.

The photo exhibition serves well as a reminder of an era long past. The prints give a feeling of serenity in their soft brown tones. For anyone interested in life at the turn of the century, Eugene Atget's style makes the exhibit well worth seeing. For someone interested in photography and photographs, there is too much repetition and some unfortunate choices technically. All the same size, all the same tone prints become boring; for photographers, probably not worth a special trip downtown.

—George Barr

Conductor finds ESO changed under new management

Edmonton Symphony this weekend saw the return of Brian Priestman, who conducted the orchestra for four years from 1964 to 1968. *Jeu de Cartes* by Stravinski was the first item on the program, and generally I enjoyed the orchestra's performance. The Dance of the Joker is delightful, and the orchestra seemed to be enjoying itself. The conductor did not appear to be as confident and relaxed as the orchestra unfortunately. I had the distinct feeling that the ESO had become Lawrence Leonard's orchestra and was not responding to Mr. Priestman. The last deal, The Triumph of the Hearts, is marred by the obscurity of the tuba entries—if it was meant to be humorous, I felt it was distinctly misplaced. The woodwinds in the whole composition were less than convincing. Perhaps they were less

than convinced. I was often aware of the percussion, when I felt that I should not be forced to notice them.

I was apprehensive about the Glazounov violin concerto, as the only performance I have heard of this before is a record by Isaac Stern, and I did not really feel that this was a fair comparison. Thomas Rolston's playing was truly inspired. His interpretation gave the first theme, that I was convinced meandered without purpose, amazing dramatic subtlety. Tasteful romantic performance is Thomas Rolston's forte, and the liberties that he took in rhythm were well justified and added to the effect immensely.

Thomas Rolston is at the University, and is presently leading a resident string quartet. The final Russian folk dances were spirited, and a plea-

sant relief from Glazounov's fondness of runs. Despite occasional discrepancies in intonation, that were the result of woodwind insecurities, it was a most enjoyable performance.

The Frank Symphony was the best known of the works played, and as a result probably the most appreciated. The strings were not always together in the first movement, and the later pizzicato was also uncoordinated. The last movement with its demonstrative passages interrupted by a sombre note of warning was convincingly played.

Due to my own personal lack of knowledge of the works, I am limited unfortunately to an evaluation based mainly on emotionality, however valid that may be. I really enjoyed the concert.

—IRENE HARVIE

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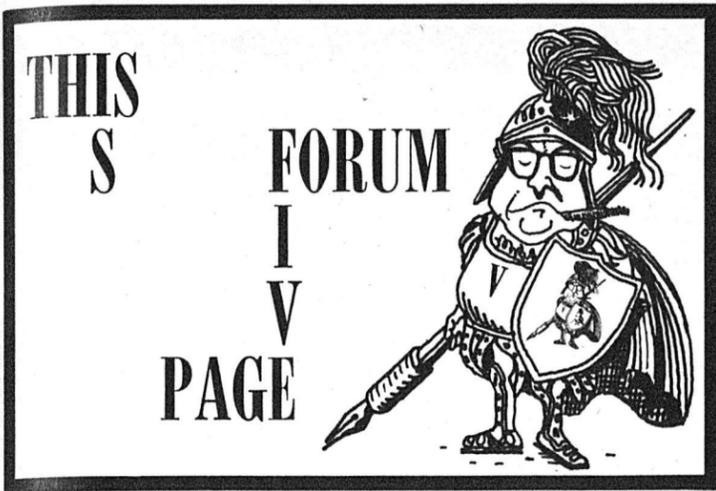
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— Al Yackulic photo montage



Discrimination justified--- the image is the message

To Mr. Wayne Burns,

This is in regard to the comment under your by-line on page four of the January 13 edition of The Gateway.

Given the accepted definition of discrimination, I agree with you, discrimination was practiced in the incident described. But, stop and think, it was not you nor your long hair that was discriminated against. The discrimination was against the image that you, and other males who wear long hair, project.

I personally have nothing against long hair, but I think that if you wish to follow the fashion or fads, you should be willing to accept the consequences. Roll neck dress shirts have been in vogue for a number of years, but in some establishments, this particular style of shirt is still not accepted evening wear.

Yes, this is analogous to your hair problem. It is something that you have made of yourself, something which is an option to you. Show up at the Steak Loft some evening in jeans and a sweat shirt and see whether you are discriminated against or not. You will not be allowed in because the image which you project is contrary to the image which the management wishes to project. This is discrimination but socially, and rightly I feel, accepted. Management should have the right to discriminate against those who do not groom and/or attire themselves in line with the reputation that the management wishes to establish.

Finally, it is not as if all services are being denied you, to your detriment.

W. A. Bell
Comm 2

Parity is not the answer

by Winston Gereluk

There is, of course, no question about it. The least that university administrators can do is grant students parity on all important decision-making bodies. The only good reason that they can have for continuing in their dictatorial fashion is the only reason that there is: the force of civil society that is behind the status quo.

However, even parity is not the answer to student problems.

From infancy, I was indoctrinated into a belief that we on the North American continent hold near and dear, (and are willing to shoot yellow-skinned people over); the democratic principle.

The best that I could decipher from all the babble about democracy is that all members of a community should be free to govern themselves; or, where the numbers are too great, to participate by electing responsible representatives.

In this university, the groups that should participate in government should include: (1) the students, the main reason for the university being here in the first place; (2) the profes-

sors, the veterans that guide the students and do much valuable (?) research, (3) the non-academic staff, who have much to say about the physical plant, and (4) the administrators, insofar as they justify their presence at this university. Representation on university government bodies should be based on population.

But there is even a deeper objection to parity than saying that it doesn't fulfill the democratic principle. Do students want parity on committees, the function and aim of which they don't agree with at all? Or—should the Czechs seek representation on the Communist Party?

How about the aim of The Disciplinary (DIE) Board? or the Long Range Planning Committee? or the structure of Faculty Councils? In many cases, students' interests might better be served by just ignoring these committees, or better yet, by joining them with the sole purpose of destroying them.

To be represented on many of the governing committees would be to merely have the right to participate in the wrongdoing—and if all we accomplish is becoming one of them, then what's the use?

Alberta Human Rights Act is no basis for court actions against Boston Pizza

The Gateway, in keeping with its policy of covering off-campus stories, has performed a valuable service in exposing corporate oppression at its rampant, insidious zenith. The reference is, of course, to the famous *Boston Pizza vs. Long-Haired Males* case, to which your January 13 issue devoted in excess of 15 per cent of its news coverage.

If the Boston Pizza policy with regard to service of long-haired male persons is as you have stated, then we are opposed to that policy. Such an attitude on the part of a business, in relation to modern social mores, can only be termed reactionary and ridiculous. We would further agree that the best measure to combat this type of policy is to make it economically unfeasible for Boston to continue their course of conduct; that is, to boycott their restaurant.

However, we must take strong exception to The Gateway's over-indulgence in a sort of self-righteous martyrdom, which is epitomized in the Page four cartoon depicting a Christ-figure being refused service at the offending pizzeria. While understanding cartoonists' necessary techniques of stating issues in their extreme, we must nevertheless view this particular attempt at visual humour as pure self-flattery on the part of your staffers. The pretension that long-haired individuals by their appearance alone incorporate the same goodness and shoulder the same responsibilities associated with a Christ-figure is one that has already been over-exploited by numerous commercial interests; its appearance in The Gateway does not add to

its believability. Oh, that martyrdom were so easy!

Now a comment about the discriminated and evicted Mr. Stein (Page one of the January 13 Gateway). You have quoted him as stating that he plans to prosecute the Boston Pizza chain for "a clear case of discrimination" under the *Alberta Human Rights Act*. Might we suggest that he see his legislator before his lawyer. The operative section on discrimination is quoted below:

No person, directly or indirectly, alone or with another, by himself or by the interposition of another, shall

- (a) deny to any person or class of persons the accommodation, services or facilities available in any place to which the public is customarily admitted, or
- (b) discriminate against any

person or class of persons with respect to the accommodation, services or facilities available in any place to which the public is customarily admitted,

because of the race, religious beliefs, colour, ancestry or place of origin of that person or class of persons or of any other person or class of persons.

It seems to be very apparent from the above that there is no provision for an action of the type Mr. Stein contemplates under the present *Human Rights Act* of Alberta. Nor is any right of action in such a case envisioned by the *Canadian Bill of Rights*.

Better luck next time.

Lloyd Malin
law 3
Paul Sharek
law 3



Non-academic staff left high and dry--- university pool is "out of bounds"

I wish to commend the U of A students for "Boycott Boston". The fight against discrimination and prejudice is one that should never be retreated from.

A form of discrimination is happening right here on campus, but it seems that there are no willing fighters to pick up arms and go to war. I am talking about Academic Staff vs. Non-Academic Staff.

My duties as a bookkeeper in Zoology label me as non-academic staff. The professors in this department rely and trust in me to keep their accounts in order; but it seems I am not worthy of sharing the U of A swimming pool with them or their "kind". If I attempted to enter the pool area would I not be asked to leave? If I were to question this, would I not be told "you are not academic staff"? Is this not the same as saying "you are Jewish, or you have long hair, or Indians are not allowed, or, or," And would I be free to enter the Faculty Club with the intention of wining and dancing?

I fully understand that the U of A pool is only so big, but why shouldn't the non-academic staff have one or two days a week

pool time — and no academic staff allowed (lack of space). It is true that the academic staff have to pay for these privileges; why isn't my "group" given that choice?

Does a degree or the desire to seek one, determine what class level one is on, or what race one belongs to? I am reminded of something said to me when I approached an academic staff

member with this question. His reply was: "Frankly, I do not feel that I should have to swim alongside the fellow who comes in and empties my trash can."

I certainly hope that the disease of the subject academic staff member is not contagious.

(Mrs.) Johanne Kelley
Department of Zoology

P.S. I would be very surprised to see this letter printed!



Gateway Sports

Medicine wins

Don't underestimate the power of the medical mind.

And don't think for a moment that doctors are adept only in the operating room.

The boys in white are pretty good in the swimming pool, too, as they proved by capturing the men's intramural water polo title.

To do so, Medicine had two close calls. They beat the Dekes 2-1 in semi-final action and got by Kappa

Sigma by the same score in the championship game.

Murray McFadden and Ludo Scheunhage scored for the champs in the finale, while Allan Jamha replied for the losers.

Netting the Meds' goals in the semi-final round were McFadden and Blain Ferguson. Chris Ouellette scored for Dekes.

Kappa Sigma edged St. Joe's on a goal by Bill Zapisocky to advance against Medicine.

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Puck walkaways not planned on

Lemieux doubtful, other injured fit

By BOB ANDERSON

Four points are at stake this weekend as the hockey Bruins attempt to add to their second place standing in the Western Canada Intercollegiate Hockey League.

Saskatchewan Huskies and Brandon Bobcats invade Varsity Arena tonight and Saturday night, respectively, and chances are that Brian McDonald's crew will take neither of them lightly.

"We can't afford to be overconfident, as the two games won't be a walk-away for us," he said.

"Saskatchewan has a number of new players and a new coach this season and it has taken them time to come together," he added. "And that Brandon team is tough, too, with eight former Wheat Kings in the lineup."

The Bears barely got by the Bobcats 5-4 in overtime in the Manitoba city earlier in the season, while the Huskies put up a good battle before going under 7-2.

Bears currently have a 4-1 mark in WCIHL play, and are deadlocked with Calgary Dinosaurs, two points behind the league-leading Manitoba Bisons.

The Dinosaurs also tangle with the Huskies and Bobcats on the weekend, while the Bisons travel to the coast to meet UBC Thunderbirds and Victoria Vikings.

ASSORTED HURTS

Injuries could make things rough for the Bears as four players are nursing assorted hurts picked up in recent games.

Mike Lemieux's ribs are giving him problems and he is a doubtful starter tonight. His place will likely be taken by Dennis Zukivsky.

Oliver Morris, with a pulled hamstring, Gerry Hornby with a sore ankle, and Al Cameron with a slight shoulder separation, are the other wounded troops, although all will play.

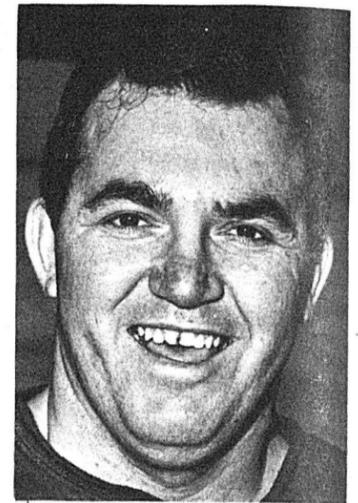
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Bill Clarke



Sam Belcourt

... Bear veterans starting to find range

Nine Bear hockey fans unhappy with performances of squad

Dear Sir:

It's about time that someone has had enough courage to criticize and make it really known what the feelings are concerning the current "exhibition" that the Golden Bear hockey team is displaying.

We have attended every game this season and in our opinion the play of the club is deteriorating. The enjoyment of going no longer exists even when the club wins.

Mr. Anderson's column of Jan. 13 (One Man's Opinion) perhaps summarizes our feelings better than we could have expressed them ourselves.

What it amounts to is that we're downright browned off with the performance of the team. Granted they have a respectable 4-1 record in league play, but the team we view is not the same club of last year despite the fact that the majority of the personnel is the same.

But why is this year's squad different?

This university definitely misses Clare Drake. Brian McDonald had an enviable role to fill when he took the job, and as he said at the beginning of the season, "We could ice two teams in this league and finish 1-2."

But Mr. McDonald's club will be lucky to finish third this year.

We'd like to direct some questions now at Mr. McDonald.

1. Why can you not discipline your club as Clare Drake could?

2. Why are fans booing you and your players, something that never happened in the past?

3. Why do you allow such childishness such as displayed last weekend by Milt Hohol and Jack Gibson?

4. Why is the club's play as a whole suffering this year?

5. Why is Gerry Braunberger, one of the best college hockey defencemen we've seen in the past four years, lagging behind this year?

6. Why do you allow your club to take such cheap penalties?—you can't win while in the penalty box.

We'd sure like to see an improvement in the club, hopefully this weekend. We're not counting you guys out yet, because you're still the greatest.

But please start playing like the greatest.

In conclusion, a special note to you Uncle Miltie—the next time you give your fans the finger treatment, please make sure that your hand is clean, unlike your filthy mind.

Gerry Buccini, Jamie McBean, Blair Sibbald, Boyd Shomaker, Chris Buccini, Bruce Sibbald, Arnie Loxam, Ed Kruchkowski, Bill Chandler

P.S. Bill Kankewitt, you're full of shit!

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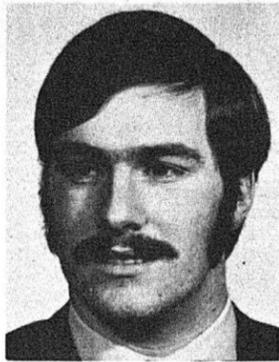
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As branch manager of our new office I feel an obligation to assist you in fulfilling your insurance needs at the least expensive cost to you. In my opinion one of the most important considerations when purchasing insurance is planning the program most suitable for you. When buying insurance and planning or reviewing your program the following points should prove helpful.

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2. Shop around and compare rates.
3. Concentrate most of your insurance on the family breadwinner.
4. Select an overall plan based upon your specific needs.
5. Review your insurance program periodically.

6. If you have any questions about insurance I will be more than happy to answer them.

Let me conclude by quoting Calvin Coolidge: "Insurance is the modern method by which men make the uncertain certain, and the unequal equal . . . part charity and part business, but all common sense."

LANCE WHITE
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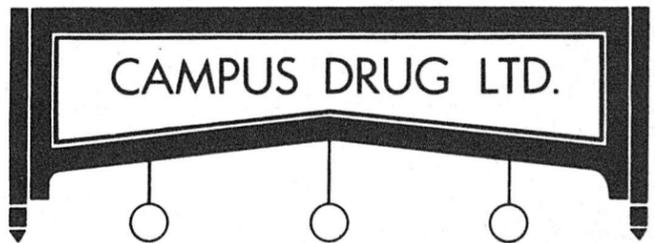
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ASA struggles feebly onward

It's a long way down from 700 students to 10 students and ASA members wondered Wednesday what happened to the other 690 people.

There are 96 positions to be filled by students on faculty committees. The ASA is planning a mass meeting for sometime in mid-February for the purpose of electing students to these committees and ratifying

those students already sitting on various committees.

There were also several suggestions at Wednesday's meeting that speakers be sponsored by the ASA.

But, all in all, the general opinion is that the ASA does not have the popular support of arts students and its best course of action is to plan for a viable organization next year.

Res halls will be demolished

Athabasca, Assiniboia, and Pembina Halls will be torn down, the Board of Governors has decided.

Athabasca Hall will be the first of the 60-year old residences to go—probably before the end of the 1969-70 term. Assiniboia Hall will come down in 1972, and Pembina Hall sometime later.

The old buildings are fire hazards and required renovations would

cost an impractical amount, according to W. D. Neal, Vice-president of Campus Planning and Development.

A new student housing development will fill the space where the Halls now stand. It will accommodate about 600 single grad students and senior professional students, and be a social centre for all grad students.

"Water" hole hinges on vote

If the referendum Jan. 23 regarding SUB expansion is passed it will probably mean the speedy establishment of a pub in SUB.

The watering hole in question may take the form of a canteen if a students' union lobby to have the liquor laws in Alberta changed is successful.

A canteen is the type of drinking establishment now allowed to serve beer, liquor or wine. They are restricted to Armed Forces and RCMP barracks under the present regulations.

"It is the freest type of drinking establishment, much like a cab-

aret," said students' union president David Leadbeater.

Mr. Leadbeater and Dave Manning, public relations director for the union, have received \$300 to carry out a concerted lobbying campaign which will include discussions of proposed liquor act changes with provincial MLAs by mail and in person.

Students will also be encouraged to show their support through letters and/or meetings with their MLAs.

The next move for a pub in SUB will be the students on Jan. 23. The step after that will be the government.

University education isn't . . .

By ELLEN NYGAARD

Marshall McLuhan is a man who believes that education is education "as long as it is managed by students, with students, and for students."

This is Dr. Wilfred Watson's interpretation of Marshall McLuhan in a lecture presented by the Humanities and Philosophical Society Thursday evening in the Tory Turtle.

Dr. Watson began by describing the evolution of man from a "goal seeker" to a "goal creator" and "goal chooser" through the effects of technology and resultant "efficiency". But efficiency destroys perception, and perception is awareness.

Breakdown to breakthrough

Education should be a process leading from breakdown to breakthrough through dialogue. And dialogue is the only process by which this can be accomplished, says McLuhan.

"Jaques Ellul says that propaganda begins when dialogue ends. I talk back to media and set off on an adventure of exploration. I don't explain . . . I explore," says McLuhan.

"The metaphor is exploration.

The method is dialogue," added Dr. Watson.

This dialogue is the method of "opening the doors of perception" which should be the goal of education. The student must not be trained to be a goal-seeking hunter", an efficient researcher, said Dr. Watson.

This led to an explanation of the components of dialogue, that is, perception, exploration, pattern recognition, and finally breakthrough.

Environmental language

Pattern recognition is a function of the media, of the phenomenon called "environmental language." Environmental language is the "silent language" of the stimuli in our environment.

Environmental talk is all around us, said Dr. Watson. "The buildings say plenty. They say it often. This is what I've translated: university deans have no legs, they don't walk but drive around in heated cars."

"Marshall McLuhan's most explicit statement about environmental language refers to the newspaper. He sees the newspaper as an interaction between bad news and good news. The adver-

tisers offer us good news . . . balanced by an equal amount of bad news," said Dr. Watson.

He added that everybody and everything speaks environmental language, but few understand it.

And this is where education comes into play. Due to the "speed-up of information" education must consist of pattern recognition. An exploration using pattern recognition eventually leads to "every man becoming his own Captain Cook, when every man is an artist — and Marshall McLuhan insists that tribal-global man is such," said Professor Watson.

Exploration replaced

Eventually, exploration must be replaced by "dialogue", and "dialogue is the only means by which this sort of perception can be achieved," he said.

Dr. Watson concluded that "perception goes from fragmentation to integration. Marshall McLuhan perceives that university education takes us in the opposite direction."

And on that point, he agreed with the prophet of modern media, who remarked that there is more education outside the university walls than inside.

Evergreen & Gold begs for poetry

Inside was murdered. Edge sanctioned its own demise. And Pluck is somewhere, silent. But poetry is wanted by the Evergreen and Gold for an eight page section in the Yearbook.

Please submit typed contributions of any kind on any subject to the Yearbook office on the second floor of SUB. The deadline is tomorrow, Saturday.

Viet flick—Tory, Tues.

The Edmonton Committee to End the War in Vietnam will sponsor a showing of the highly-praised film, *In the Year of the Pig* Tuesday.

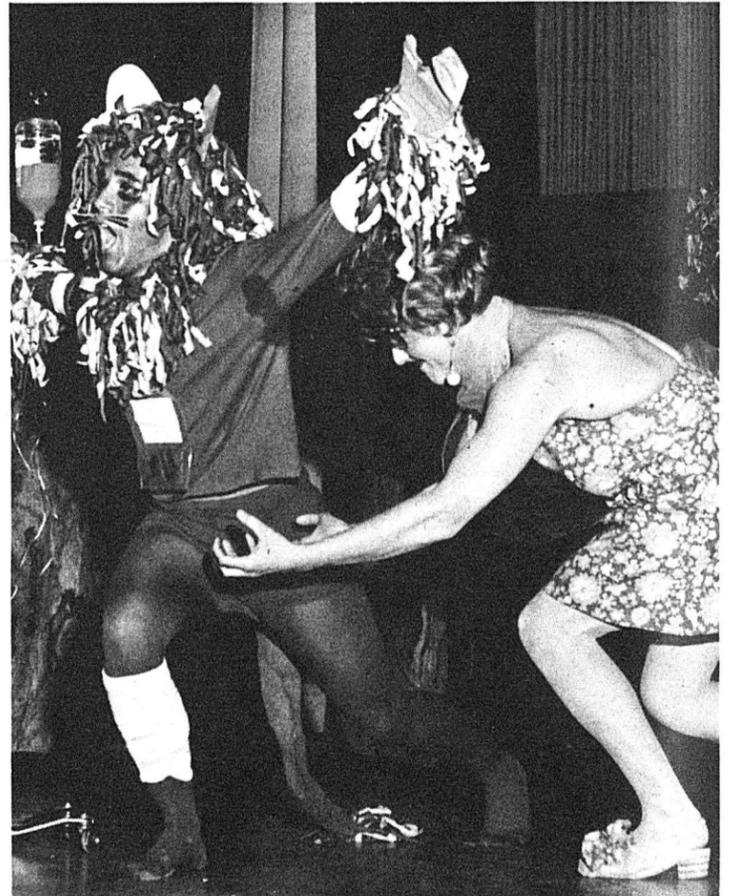
Director Emile de Antonio, considered a master of the documentary technique of implicit narration, has spliced together segments of newsreels taken in Vietnam over the past three decades. Together with interviews of politicians, journalists and combatants, he documents the development of the war as a brutal, dehumanized, and essentially imperialistic phenomenon.

In the Year of the Pig is thus a biased film, one that celebrates the long years of constant struggle the Vietnamese have endured for their freedom, and the horrors resulting from American involvement there. As the Guardian says in a review of the film, "every major figure of the last two decades whose words and actions have affected the reality of Vietnam is represented. No one speaks here for Lyndon Johnson or John Foster Dulles. They speak for themselves . . . they're all here and they are all lying."

The title of the film sets the tone maintained throughout. There is no Year of the Pig in the Chinese calendar, so the title is an oblique slap at French and American interferences in self-determination.

Propaganda or not, it is a brilliantly constructed film by a director of international reputation.

The film will be shown in TLB 11 at noon and 8 p.m. There is no admission, but contributions to help pay for the film showing will be accepted.



WELL, THE MED SHOW IS BACK AGAIN, for better or for worse, as long as we all shall live. The edifying scene above is a dramatic reading of the Wizard of Oz, in which (typically) the Medics have given the Cowardly Lion crabs and assorted other funnies. What Dorothy on the left is doing is open to conjecture, if anyone wants to be bothered. Such butchery should only happen to Med Students.

GFC committee opens meetings

The General Faculty Council committee on housing and food services decided Wednesday to open its meetings to the public and press.

All GFC committees received a letter from the GFC requesting them to decide whether or not they want their meetings open.

The housing and food services, first to do so, will publicize its agenda and allow anyone to attend if he informs the committee chairman, Professor L. C. Leitch in advance.

"The students' union naturally hopes that other committees will follow suit," said union treasurer and committee member Dennis Fitzgerald Wednesday.

President David Leadbeater, who is a student representative on GFC, wants open meetings to be compulsory. He feels that some committees will remain closed, especially those containing more staff than students.

The housing and food services committee consists of five students and four staff members.

GSA budget statement

Statements for Graduate Students' Association as presented at Association's Tuesday meeting. Graduates will be asked to pay a three dollar fee increase this year.

OFFICE	1968-69	1969-70 (10 months)	1970-71 (Estimate)
Secretary	\$ 361.00	\$1,083.00	\$1,900.00
Typewriter	48.00	477.00	
Office Supplies & Duplicating	353.00	592.00	850.00
City of Edmonton		116.00	125.00
Misc.	49.00	17.00	
	\$ 811.00	\$2,287.00	\$2,845.00
COUNCIL			
Coffee	\$ 50.00	\$ 43.00	\$ 55.00
Travel		65.00	600.00
	\$ 50.00	\$ 108.00	\$ 655.00
COMMITTEES			
Residence and Social Centre	\$ 24.00	\$ 138.00	\$1,500.00
Welcoming	598.00	574.00	700.00
Ed. Policy	216.00	35.00	
Student Affairs	10.00		100.00
	\$ 848.00	\$ 737.00	\$2,300.00
GRANTS			
Michener Park	\$ 200.00	\$ 326.00	
Other			200.00
	\$ 200.00	\$ 326.00	\$ 200.00
TOTAL	\$1,909.00	\$3,458.00	\$6,000.00
LESS			
Grants from Friends of the University	\$ 500.00		
Net Expenditure	\$1,409	\$3,458.00	\$6,000.00
		\$4,150.00	
		(12 mths)	
Approx. Income			
From Fees (\$2.00)	\$3,400.00	\$3,800.00	\$4,000.00
		(12 mths)	
Surplus (Approx.)	\$2,000.00	—\$ 350.00	—\$2,000.00