



—Neil Driscoll photo
PRESIDENT-ELECT MARILYN PILKINGTON
... tries out president's chair

Pilkington students' union president by acclamation

Honors English student only person to file nomination papers Wednesday

By JOE WILL

Marilyn Pilkington became the first woman President of the Students' Union in 40 years Wednesday.

The 20-year-old honors English student was the only person to file nomination papers when the deadline passed at 2 p.m.

After the announcement of her acclamation Pilkington's first words were: "It's too bad, I'm sorry."

The former students' union vice-president, later said: "There were at least three other persons who intended to run for president."

"The students should have been given the opportunity to make their choice."

She said she "had no idea" she would be acclaimed; "it was a complete surprise."

The last woman president was Miss A. Wilson in 1928.

Pilkington, in her fourth year at university, said she would still run a campaign primarily to familiarize students with herself and her platform.

"I am most concerned about communication between the students' union and the student body," she said and the campaign would get students interested in the union's affairs.

Only three of a possible eight students' union positions will be contested in the election one week from today.

Three persons filed nomination papers for the position of vice-president; Peter Amerongen, eng 4, David Leadbeater, arts 3, and

Mitchell Wise, arts 2.

Cathy Elias, law 1, and Sandy Young, phys ed 2, will run for the position of secretary while Garnet Cummings, phys ed 3, and Lawrence Kolmatycki will contest the presidency of men's athletics.

The position of treasurer went to Mike Edwards, comm 2.

Two persons filed papers for students' union co-ordinator but Murray Sigler, law 1, withdrew 45 minutes after nominations closed leaving the position to Don McKenzie, arts 2.

Wendy Giesbrecht, phys ed 3, became the president of women's athletics by acclamation.

Marg Carmichael, rehab med 2 and Beth Young, arts 2, became president and vice-president of Wauneita society, respectively.

Two positions were not contested. No nominations were received for Wauneita treasurer or treasurer of men's athletics.

Returning officer, Dave Stelck said the positions have been reopened and nominations will be received up to 5 p.m. today.

University plans demolition of two more Garneau blocks

Two more blocks in North Garneau will be demolished this summer.

The Board of Governors approved Feb. 16 the acquisition of the last of the houses plus Tuck Shop which the university does not own yet. Demolition should be completed soon after July 1.

The blocks to be demolished are those immediately north and south of the lot which was cleared last fall.

In a statement Tuesday, U of A vice-president in charge of campus planning and development Dr. W. H. Worth said construction in the area will begin this fall, with a

law building probably going up first; the decision will be finalized in about a week.

Any parts of the area not under construction will be used for parking.

"I anticipate at least a block and a half being used for parking," said Dr. Worth.

The final report of Bittorf and Pinckston, the architects planning the development, is expected to be complete by mid-March. Until then no one is sure what the project will look like.

Government gives — but university wants more

Grant would limit tuition fee hike to \$75

The provincial government has raised its operational grant for Alberta universities—but not high enough to meet the Universities Commission's request.

The grant has been raised from last year's \$2,314 per student to \$2,440 per student. The universities Commission requested \$2,540.

Education minister Ray Reierson, in announcing the increase, read a letter to commission chairman Dr. W. H. Swift in which he urged the adoption of a \$2,515 ceiling for each full-time student.

If adopted, this would limit the universities to a maximum \$75 tuition fee increase.

The Board of Governors recommended Friday to the Universities Commission that fees be set at \$400 for all faculties except engineering and graduate studies, which would be \$500, and medicine and dentistry, which would be \$600.

These figures constitute an average \$75 increase.

The commission dealt with the board's recommendations at a meeting in Calgary Tuesday.

Dr. Swift said Tuesday evening the commission would report back to the Board of Governors and the board would in turn report to their universities.

With respect to Mr. Reierson's

announcement, Dr. Swift said the \$2,540 figure was suggested as reasonable although it was "less than the total request from the universities."

"But there is absolutely no way of determining what a proper budget is," he said. "There is no such thing."

He said figures presented by

B of G approves fee schedule

The Board of Governors has approved the revised students' union fee schedule involving an increase in graduate student fees chairman Provost A. A. Ryan said at a Committee on Student Affairs meeting Tuesday.

The schedule, originally proposed by students' council, was approved by COSA last week. Barring a boycott by the graduate students, the schedule will go into effect next fall.

"The board turned it back to us to tie up the loose ends," said Prof. Ryan. Tasks left for COSA include such things as wording of the new schedule in next year's calendar.

Prof. Ryan said the new fees were "more equitable and more reasonable."

The COSA meeting also approved in principle a policy statement on fraternities prepared by Dean of Men Major R. C. Hooper and Interfraternity Council president John Rouse.

There was some questioning of provisions of the statement. These were referred back to IFC for minor revision to the approval of the council. Provost Ryan said the revisions were understood to be accepted unless the council specifically objected to them.

The council discussed the relationship the fraternities should have with the university. Graduate Students' Association president Peter Boothroyd moved that the policy statement be rejected and that the university dissociate itself from the fraternities. This was defeated for lack of a seconder.



RESIDENCE CO-ORDINATOR—Lawrie Hignell, second floor chairman, Henday Hall, casts his ballot in Tuesday's Lister Hall Complex Co-ordinator election. The position is equivalent to being president of the three residences, and involves co-ordinating residence matters, heading the Lister joint council, and acting as liaison between residences and campus.

short shorts

Radio and Theatre Committee present 'Serkus of Sound'

For the total experience you have been missing see the Serkus of Sound Tuesday and Wednesday in SUB theatre. Tickets \$1.25 at SUB information desk.

TODAY

CARNIVAL DANCE
West Indian Week ends with a "Carnival Dance" at Old Timer's Cabin 9430 Scona Road, 9 p.m. today. Music

by "Caribbean Harmonites" steel band and "Tropicales" combo. Prizes for best costume and "old mask" band.

STUDENT CINEMA
Student Cinema presents "Von Ryan's Express," today, 7 p.m. in SUB theatre.

SOIL SCIENCE
C. F. Bentley and W. E. Bowser will speak on "India's Agricultural Problems, 1967" today, 4-5 p.m. in ag 255. Everyone welcome.

ILARION CLUB
The Ilarion Club and St. John's Institute are holding their annual Graduation Formal today at St. John's Cathedral Auditorium. Tickets on sale at St. John's Institute. Phone 439-2320. Cost: \$7 for grads, \$9 for guests. Everyone welcome.

CONSERVATIVES
There will be a panel on Political Realignment at 2 p.m. today in the SUB seminar room. Speakers will be Hon. Robert Thompson, Gerald Amerongen, and Eric Schmidt.

ACTIVITIES BOARD
The Activities Board is sponsoring a forum on the Welfare State to be held today at 7:30 p.m. in TL-11. Panelists will include Senator Wallace McCutcheon, Senator Harry Hays, Mr. Robert Thompson, M.P., and Mr. Colin Cameron, M.P.

LDS CLUB
LDS present Curtain Time U of A, today at 8 p.m. in SUB theatre. Tickets 50 cents per person on sale in Tory, SUB, ed bldg., v-wing, and at the door.

THE WEEKEND
CHEERLEADERS
There will be a dance, the Bear Bash, Saturday, 9 p.m. to midnight, in the phys ed gym. The Breaking Point will play. Everyone welcome.

ART GALLERY
There will be a show of Stan Day hard edge paintings in the SUB art gallery, until Saturday.

GUITAR
12-string FRAMUS, excellent condition, must sell to pay room and board. Offers? Call Rich-439-0473.

HOLLOW CROWN

All Saints' Cathedral Theatre Guild presents "Hollow Crown" until Saturday at 8:30 p.m. at the Centennial Library. Admission \$2.50 and \$3. Student night tonight. Students with I.D. admission \$1 at door.

MUSIC DEPARTMENT
String quartet concert by one of the Bachelor of Music student string quartets preparing for the visit of the Hungarian String Quartet in March will be held Sunday at 8:30 p.m. in Con Hall. Music of Mozart, Shostakovich and Brahms. No charge.

MONDAY

B'NAI B'RITH HILLEL
Dr. Richard Rubenstein of the University of Pittsburgh philosophy dept., will speak on "Israel, Auschwitz and the New Theology," Monday, 8:15 p.m. in upper auditorium, Beth Shalom Synagogue, 11916 - Jasper Ave. Students and faculty welcome.

MUSIC DEPARTMENT
Bachelor of Music students present a noon hour workshop concert Monday in Con Hall. No charge. Bring your lunch.

ENGLISH DEPARTMENT
Canadian poet Mariam Waddington will be guest lecturer Monday at noon in 142 SUB, and Tuesday 8:15 p.m. in the faculty club. Everyone welcome.

TUESDAY

MUSIC DEPARTMENT
Piano recital by Judith Malcolm, assisted by Heilwig von Koenigsloew and Sylvia Matstallish. Music by Haydn, Beethoven, Scarlatti, Schumann and La Montaine Tuesday at 8:30 p.m. in Con Hall. No charge for admission.

ARTS COUNCIL
General meeting for all arts faculty students Tuesday in the SUB seminar room 12:30 p.m. Everyone welcome.

THURSDAY
CLUB INTERNATIONALE
Club Internationale presents Prof. Neville Linton speaking on "The Political Kingdom of Tanzania," Thursday at 8 p.m. in TLB2.

HISTORY DEPT.
Professor T. F. Carney, head of the University of Manitoba history department will deliver a lecture Thursday, 8:30 p.m. Tory LB-1. He will speak on "How Suetonius' Lives Reflect on Hadrian"—a discussion of the discovery of bias in history and in the writings of historians.

ROTARY FOUNDATION

Applications are being received for the Rotary Foundation Graduate Fellowship for study in a foreign country in 1969-70. Covers return travel, tuition, books and living costs. Applicants must be Canadian citizens, age 20 to 28 and have a degree by Spring, 1969. Interested students contact Administrator of Student Awards not later than Thursday.

OTHERS

AGRICULTURE ECONOMICS
The Agriculture Economics Club will sponsor two debaters to Bozeman, Mont., Aug. 18-21. Topic, Resolved: That the Government Should Establish a Program to Retard the Movement of People from the Farm to the City. Travelling expenses paid. Interested students contact Wayne Natrass at 433-4776.

ANTENNAE
The last Antennae deadline will be March 1. Anyone interested in submitting short stories, poetry, plays or graphic please drop off material at rm. 232, SUB.

SERVAS
You can obtain host lists in 28 different countries from Servas, a travelers organization. Free accommodation is provided. For further information contact Mrs. Aileen Powers, 10611-85 Ave.

MUSIC DEPARTMENT
The piano recital by Robert Klakowich originally scheduled for March 2, has been postponed to April 5, because of illness.

CONSERVATIVES
Executive elections will be held March 11. All nominations are to be handed in to Cathy Elias by March 4. For further information contact Cathy Elias at 434-6348.

USHERS CLUB
Ushers are needed for Male Chorus, March 1 and 2, at 7:30 p.m. Sign up on the theatre bulletin board in the theatre foyer. White blouses and dark skirts preferred.

TRAVEL AWARD
The Canadian Chamber of Commerce is sponsoring a three-week expense paid tour of Canada for 30 students May 11-31. Application forms available from registrar's office or chamber of commerce and must be received by March 15. Applicants must be in final undergraduate year.



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A TOTAL EXPERIENCE

Council briefs

Students' union life insurance program going over like proverbial lead balloon

By ALEX INGRAM

The students' union sponsored life insurance plan is a roaring non-success.

Harold Wright of the company offering the policies, the Great-West Life Insurance Company, told students' council Monday he did not know why students are not buying.

He asked council members to suggest means of promoting the plan.

EASY COME, EASY GO

Council passed a motion granting the bowling club \$100 to subsidize the western region bowling tournament to be held here March 1-2.

APPOINTMENTS

Council approved the following appointments for the 1968-1969 university year.

- Returning officer—David Stelck, sci 3,
- Assistant returning officer — Audrey Stewart, arts 2,

Rum, nationalism among problems in West Indies

"The West Indies is best known for calypso, cricket, and rum," says Professor Neville Linton of the political science dept.

"And the order of importance is not clear," he added at the opening of a teach-in on West Indian Unity, Tuesday, in SUB.

The main local problem is communication between the islands, he said. "The difficulty arises because of the distances between them."

"Relations are hindered because of feelings of nationalism and traditional relations with the former mother countries."

DISUNITY PREDICTED

"If it becomes necessary for countries to enlarge their outside contacts, disunity may result," he predicted.

"Exploitation has many emotive connotations in the West Indies," said O. R. Padmore, first secretary to the High Commissioner for Trinidad and Tobago.

"It is true that often the country in which a resource is located shares a small portion of the profit."

Professor C. A. S. Hyman of the sociology department said there are more inequities in South America and the Caribbean than anywhere else in the world.

"Democracy is what is good for the well-educated and the well-cultured western Caucasian. Totalitarianism is said to be the only good thing for the under-developed and under-privileged societies."

- Evergreen and Gold editor — Wendy Brown, nu 2,
- Course Guide editor — David Leadbeater, arts 3,
- Assistant Course Guide editor — Robert Hart, arts 2,
- Gateway editor—Richard Vivone, sci 3.

3's A CROWD

Council approved engaging the band, Three's A Crowd, to play at SUB theatre March 25-26.

Co-ordinator of student activities Glenn Sinclair proposed tickets sell at \$3 each. He said he did not feel this price was high considering the popularity of the band. It was suggested there be a lower rate for university students.

ABOUT HANG-UPS

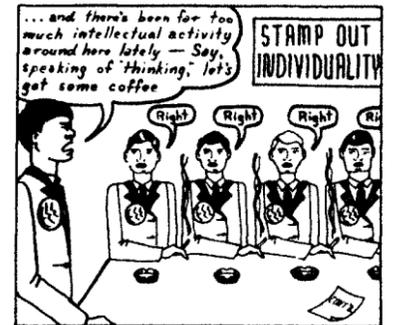
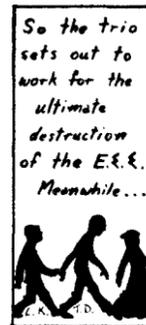
Professor A. J. B. Hough, Director of Student Counselling Services told council vocational, study method, and personal problem counselling is available to university students.

He said the greatest problem counsellors deal with are students who have yet to establish an identity with themselves.

"We are as busy as we've ever been," he said. However, he admitted few students came to the Counselling Services office when it moved to fifth floor SUB last fall.

"They were probably not aware of where we were," he explained. To correct this problem he plans to set booths up in the main lobby of SUB during FIW next year to inform students of the availability of the counselling service.

He said many students misinterpret the counselling service. "Counsellors have no administrative responsibility," he said. Although they may recommend a student change faculties or courses, the dean always has the last word.



Independents lend opposition support

Tory government toppled

Are engineers independent?

The Progressive Conservative government in Model Parliament was defeated last weekend because the opposition received unexpected support from six independents identified as engineers. They were taking the place of friends who were unable to attend.

After the speech from the throne was read Friday, the Liberals moved a vote of non-confidence. A debate ensued. Curtis Long, leader of the Progressive Conservative party, questioned the right of the independents to sit in Parliament.

This action alienated the independents. The engineers held their position and were allowed to vote on the motion of non-confidence.

The Progressive Conservative government fell and the Liberal-Social Credit coalition was asked to prepare a speech from the throne for Saturday's session.

On Saturday, a motion for a vote of non-confidence on the Li-

beral speech from the throne was made by the Progressive Conservatives, but it was defeated.

The first resolution brought before the house called for a Vietnam peace conference to be held in Canada or on neutral soil to come to a settlement amenable to all the affected countries.

Several amendments were made but the resolution later passed without any amendments.

From the Social Credit bench, Sam Konkin III proposed a resolution making Canada a totally free trade area. It was passed with an amendment stressing the negotiations must be reciprocal.

Last on the agenda Parliament

repealed an eleven per cent sales tax on building supplies and production machinery.

All the members addressed their speeches to William Switzer, Liberal MLA from Jasper-Edson, who was speaker of the house. He also acted as a consultant on parliamentary procedure.

Friday evening at the opening of Model Parliament, about 40 people came to observe the proceedings. However, few people were present on Saturday.

Poor response was attributed to a mistake in advertising Con Hall instead of second floor in Rutherford Library, as the place of Model Parliament.

Art nouveau being revived in psychedelic art says Bell

An interest in tampering with the state of the mind has created a revival in the art nouveau, says professor Quentin Bell of the University of Leeds fine arts department.

Art nouveau is characterized by two features said the art history specialist. "The surprising form made from curves, mad flame shapes and swirling design," sharp rectangles and the use of space.

This is now being revived in

psychedelic art with its lunatic patterns.

Naturalistic pre-Raphaelite art was popular in the 1850's but in the 1860's the influence of Japanese art caused British art to move towards clarity and simplicity.

Later, the art nouveau with its straight lines and infinite spirals spread to the continent as the "French became interested in what they found in their neighbours to the north."

Michener tenants want facts

By MARILYN ASTLE

Michener Park residents are unhappy with a lack of information concerning the recent residence rate increase.

"We are not protesting the rent increase as much as not being given the facts," said Jack Chambers, spokesman for residents at the married students housing project.

Michener Park residents elected Chambers head of a committee Tuesday to continue investigation into the rent increase.

The committee will demand a realistic cost projection from the

Board of Governors, he said.

An attempt will also be made to make the public aware of the situation said Chambers, who helped prepare a brief on residence rates presented to the Board of Governors.

"We are organizing ourselves before we thought we had to because we haven't been listened to," he said.

"We are in effect living in a co-operative housing project as we are not subsidized.

"As long as the university is not subsidizing this they have to give us a realistic picture."

"TEACHERS ARE INVITED to enquire about vacancies in the County of St. Paul for the 1968-69 school term.

This progressive system requires specialized teachers at the various levels to assist in coping with many unique educational problems. Teachers who are prepared to independently implement innovations, teachers who are interested in dedicating one or more years of service to the promotion of integrated education for Indian children, and teachers who are prepared to undertake instruction in bilingual schools are particularly invited to enquire about opportunities.

For a free brochure and further information contact The Teacher Recruitment Officer, County of St. Paul No. 19, St. Paul, Alberta, indicating your qualifications, experience, and type of position desired."

TEACHERS WANTED by the EDMONTON SEPARATE SCHOOL BOARD for SEPTEMBER 1968

Teachers who hold an Alberta teaching certificate or anticipate certification by September 1968 are being interviewed at the Student Placement Office, 4th floor, New Students' Union Building; phone 432-4191. These interviews will be held Tuesday afternoon and Friday mornings during March.

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STAFF THIS ISSUE—There were a few of the faithful that didn't make an appearance but most of them stuck there heads in the door to see how Fitzelda's campaign is coming. Those that stayed in work were: Marilyn Astile, Glen Cheriton, Ron Yakimchuk, Bernie Goedhart, Dennis Cebulak, Rich Vivone, yeah Rich, (who denies that the rumor he is no longer in love with Her was started by a jealous girlfriend but was not actually started by an unruly typewriter that thinks it knows his heart) Gail Evasiuk, Alex Ingram, Carol Jackson, Pat Mulka, Doug Bell, Bill Kankewitt, Jim Muller, Marcia McCallum, Chuck Lyall, Henry Kwok, Ken Hutchison, SUB-supervisor and his girlfriend, Linda Koshure, a janitor with a backless shirt, Marjibell, Leona Gom those who shall forever remain nameless and the sexy, suave succulent, smooth, slovenly sadistic, successfully seductive, sanguine sivil serpent yours truly Harvey G. Thomgirt.

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PAGE FOUR

FRIDAY, FEBRUARY 23, 1968

hush, hush . . .

The students' council doesn't want to make itself relevant to anyone.

Monday night's meeting was a typical example of councillors' attitude that they are divinely-appointed demi-gods and they, alone, are capable of deciding the fate of the student body.

A series of personnel board recommendations were on the agenda—the recommendations by the board of certain people to certain students' union positions.

All applicants for all the positions had been interviewed by the board, but tradition has it that all applicants must further submit themselves to a session of questions from the members of the council—in "closed committee".

The issue raises two questions: 1. If the council does not have enough faith in the interviewing ability and character judgment of the personnel board members to accept their recommendations, then what the hell is the board for? and 2. What does council hope to achieve by holding these sections of their meetings behind closed doors?

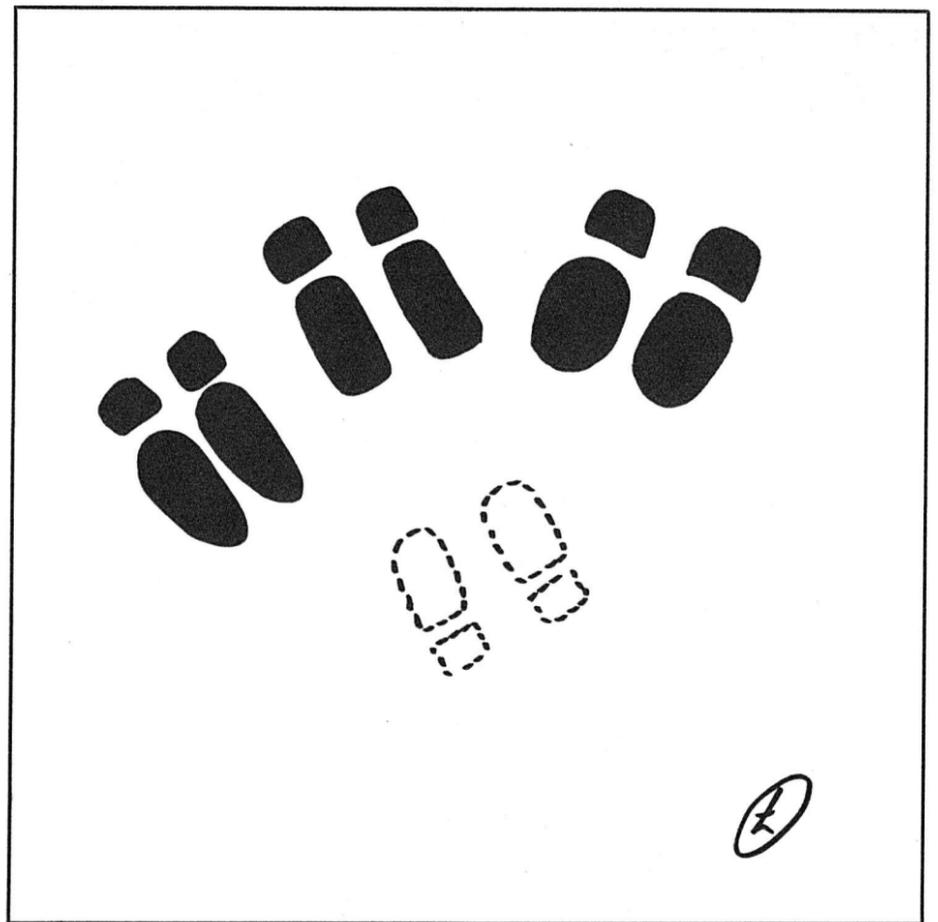
The personnel board members are generally speaking, fairly thorough in their initial interviews of applicants, and, to be honest, most of their questions make more sense than the questions of council as a whole.

It should be a simple procedure for the chairman of the board to go before council after the interviews and say "We interviewed Mr. X and Miss Y, asking questions about their past experience, their knowledge of the position they are seeking, and their ideas for fulfilling the office. It was the joint opinion of the board that Mr. X is definitely more suitable for the job, and therefore, we recommend him."

If council can't accept this sort of presentation from the board and vote on the recommendation on the information given, then the personnel board should be disbanded.

It's a waste of everybody's time for there to be two identical, and usually-lengthy interviews.

Secondly, it seems to be the opinion of this year's personnel board at least, that appointments to stu-



watson, we do not feel that the women's residence is the proper place to test the effectiveness of your invention

. . . somebody's listening

dents' union positions fall into the category "top secret information".

These appointments are of interest to a large number of students on campus; they want to know what kind of people are in positions which affect them; they want to know what sort of person is running their student radio station, their student newspaper and their student yearbook.

There seems to us to be no reason why the appointments cannot be made at an open meeting, allowing the people who are interested in the working of the union to see what is going on and to ask pertinent questions.

The present system makes the applicant feel like a dangerous criminal being brought before a tribunal for questioning and the observer

feel like he has mistakenly ventured into the private domain of Mata Hari.

True, personalities enter into the discussion, but we maintain that personalities are nothing to be ashamed of. There was nothing said behind closed doors Monday night that any councillor should have had any qualms about saying to the whole student body.

The students' union wants to make itself relevant—meaningful to the average student. Yet when enough students show interest in a particular item of council business to attend a meeting, they are told to "wait outside because this is private".

It sort of defeats the whole idea of a STUDENTS' Council.

the adventures of a weird little kid

By JIM STRATTON

Reprinted from The Ontario

Once upon a time there was a weird little kid. The little kid was like all little kids and grew up to be a big kid. That's logical.

The kid's old man was a nothin' but he thought big. "When my little kid grows up to be a big kid he's going to go to University and get that old piece a' parchment and make a bundle of money and have lots of money and everything and be rich and everything," said the old man.

"I can't buy that," said kid, "that's dumb."

"But money is God," said the old man.

"That's really dumb," said the kid, "God can't be money 'cause it just doesn't figure that when I die I'll go to some big Fort Knox in the sky where everybody has money and spend the rest of my life countin' money or somethin'."

"Money is God," repeated the old man.

Anyways when the little kid grew up to

be a big kid he went to University so he could learn stuff. He had a lot of problems though 'cause he still didn't believe the old man.

At University he didn't learn as much as he thought he would 'cause everyone held the same beliefs that his old man had. The only difference seemed to be that they were more hypocritical about admitting that Money was God.

The people the kid met at University were all learned priests in the divine church of the God-is-money religion. Some of the subtle arguments they used to convert him were pretty convincing.

● Happiness is the highest good but to be happy you got to have money.

● The important thing in life is experience but to experience thngs you need money.

● Hell, I got no use for money but if they're going to give it to me anyway why should I say no?

● Some of the university people even be-

lieved in an outmoded religion called Christianity and they were very devout as long as it didn't interfere with making money.

The high priests of the Money-God religion were called professors and they were so smart they said they didn't believe in money at all. They were academics solely in the pursuit of knowledge. The peculiar thing to the kid was that they were so smart they got thousand of dollars a year for saying so.

But the kid still couldn't buy it! He just kept doing weird stuff.

Then one day the kid got smashed all over the pavement by a twenty ton "Mack" truck which broke every bone in his body, slopped all his insides outside and killed his whole head. There is little chance for survival when this sort of thing happens and so as luck would have it he died.

After a little while an angel picked up the little kid off the pavement and put him in the back seat of his Cadillac limou-

sine. They drove over to God's place and parked outside of his big palace. It was called "Heavenly Mansion".

When the kid went in he was announced by the butler and directed into a huge reception room. There was a lot of people running around the room having fun and drinking and feasting and taking around the world cruises and living on the Riviera and going to gala parties and driving fancy cars, but most of them were counting money. Like I said, it was a big room.

After a while God came over and gave the kid a martini and introduced himself, "My name is Money."

"I guess my old man was right, huh," said the kid.

"Yep, I guess so," said God.

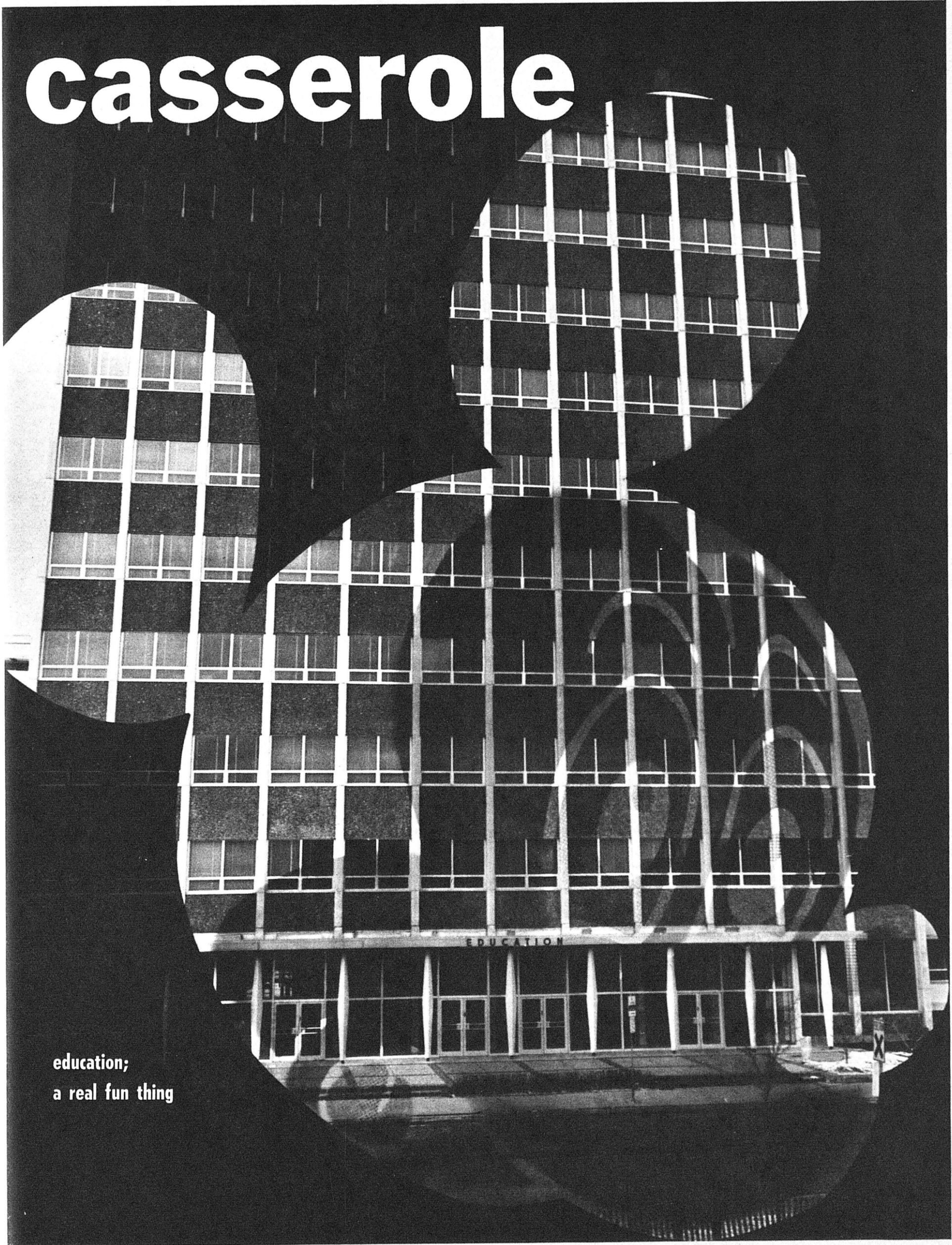
"I guess I was wrong, hey," said the kid.

"Yep," God replied.

"I suppose that's why I'm so weird then," said the weird little kid.

"Yep, I guess so."

casserole

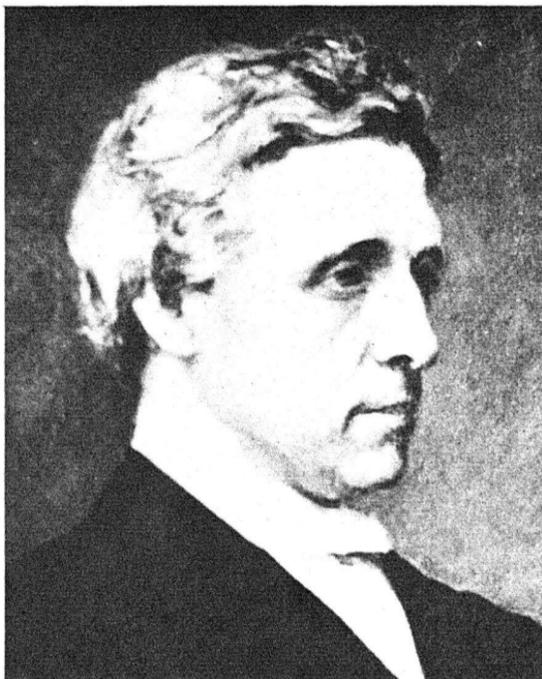


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**Lewis Carroll (left)
and Robert Louis
Stephenson (right)
— two of the original
explorers of
psychedelia, and
a couple of
the first hippies**



Psychedelia isn't a new thing it all started long, long ago

By MARJORIE BELL

"There was something strange in my sensations, something indescribably new, and, from its very novelty, incredibly sweet. I felt younger, lighter, happier in body; within I was conscious of a heady recklessness, a current of disordered sensual images running like a mill race in my fancy, a solution of the bonds of obligation, an unknown but not innocent freedom of the soul."

An intellectual acid-dropper describing his first trip? Wrong. These were the sensations of Dr. Jekyll as he transformed himself into the diabolical Mr. Hyde of Robert Louis Stephenson's classic novel, written in 1885.

The drug LSD and its relations have a reputation of being contemporary evils, signs of deterioration of societal mores according to slanderers of the present generation. But the sensations described by users of LSD are hardly new.

TIME REVERSAL

Dr. Arthur Hoffer, a Saskatchewan psychiatrist who has experimented extensively with LSD will tell you one of the illusions commonly experienced by takers of the drug is that of time distortion and reversal. Condemned now as an unrealistic drug-produced sensation, the idea of time reversal met with wide acclaim when Charles Lutwidge Dodgson adopted the pseudonym Lewis Carroll and in 1896 penned the child's fantasy, "Through the Looking Glass."

Having just described how the King's messenger was in prison being punished preceding a trial to begin the following Wednesday, as a result of a crime he had yet to commit, the White Queen suddenly begins to scream.

"Oh, oh, oh!" shouted the Queen, shaking her hand about as if she wanted to shake it off. "My finger's bleeding! Oh, oh, oh, oh!"

"What is the matter?" she (Alice) said, as soon as there was a chance of making herself heard. "Have you pricked your finger?"

"I haven't pricked it yet," the Queen said, "but I soon shall—oh, oh, oh!"

"When do you expect to do it?" Alice asked, feeling very much inclined to laugh.

"When I fasten my shawl again," the poor Queen groaned out: "the brooch will come undone directly. Oh, oh!" As she said the words the brooch flew open, and the Queen clutched wildly at it, and tried to clasp it again.

"Take care!" cried Alice. "You're holding it crooked!" And she caught at the brooch; but it was too late; the pin had slipped, and the Queen had pricked her finger.

ACCOUNTS FOR IT

"That accounts for the bleeding, you see," she said to Alice with a smile. "Now you understand the way things happen here."

Dodgson's psychedelic imagery is not strictly confined to that incident or indeed to that book. The Jefferson Airplane, one of the chief expositors of the new music cult known as acid-rock, lifted the lyrics of their song, "White Rabbit" from Alice's experiences in "Alice's Adventures in Wonderland", one of the foremost children's classics on the market.

Alice had ready access to various cakes, mushrooms and drinks that gave her the sensation of growing larger or smaller, according to which was convenient to her situation. Advice as to which size would be most convenient was administered to her from a belligerent caterpillar who perched atop a psychedelic mushroom and smoked a water-pipe.

SHE'LL KNOW

"When a hookah-smoking caterpillar . . . gets up and tells you where to go, go ask Alice. I think she'll know," they chant.

Although acid-rock is enjoyed by many gregarious souls, a large majority of actual acid-droppers are also adherents of the hippie cult, hailed as an affliction peculiar to this age and generation, whose chief mottoes are 'make love, not war,' and 'tune in, turn on, drop out!'

Although early Christians were considered an affliction to the government and not to the standards of society, their views, nearly 2,000 years old, were much the same.

"And now abideth faith, hope, love, these three; but the greatest of these is love," the apostle Paul writes to the members of the church at Corinth. (I Corinthians 13:13)

JUST AN ECHO

Isn't the hippie view of the importance of love just an echoing of Paul's?

Christians "dropped out" of society, too. "Wherefore come out from among them, and be ye separate, saith the Lord . . ." the same apostle tells adherents to the Christian faith. (II Corinthians 6:17)

Just as hippies have a fringe of hangers-on and pseudo-hippies, so Christians were troubled by unbelievers. A prime example was Judas Iscariot, who was one of the twelve disciples but in the outcome betrayed Christ into the hands of his enemies, signifying the one who called himself Jesus with a kiss.

Psychedelia and hippiedom are not new concepts, they're incredibly old-fashioned; non-conformists will have to look a bit further to come up with something different, and chronic complainers of societal decline should examine history more closely before they come up with a fresh gripe.



"GO ASK ALICE, I THINK SHE'LL KNOW"

. . . the original White Rabbit

Casserole devotes this issue to education. Students and profs from U of A have a few words on the subject, and an ad hoc education curriculum committee presents some suggestions (C-4).

The issue of teaching university teachers is reviewed on C-5, and a disillusioned teacher states his case.

Psychedelics are old hat, as Marjibell shows on C-2, and arts editor Terry Donnelly devotes C-6 to local theatre.

Credit for this week's cover goes to Chuck Lyall, Walt Disney, and Mrs. Mouse (Mickey's mommy).

And why did you decide to enter education?

Students from U of A's largest faculty speak their minds

By LEONA GOM

Education, as any arts or science student can tell you, is at the bottom of the status hierarchy of faculties.

As one student in arts 3 put it, "You don't go into education; you flunk into it."

"People that take education are far too often ones who can't make it in any other field," said a grad student in English. "They want the status of a university education so they go into what looks easiest, what will offer them the least resistance, the least threat to their middleclass values."

But what do education students themselves say about their motives for entering the faculty?

In a random sample of 20 students interviewed, 12 said they went into education because, quite literally, they "wanted to teach."

"I had this idealistic picture of doing my humanitarian bit," was the way one student in ed 4 put it.

"I love little kids and I wanted to work with them," said a girl in ed 1.

"Some courses need to be revised or scrapped entirely. It is much more important to get a B.A. or B.Sc. first to get your subject matter down."
fourth year English major

Other reasons given were more practical.

"It's the only faculty I could get into with the marks I had," said a student in ed 1.

"I needed something practical to make money at," said an ed 3 student.

A third year transfer student from Victoria said, "I wanted some insurance for when my kids grow up and I thought teaching might be good for my mental health."

"It's the only faculty where I could go for only two years," said a girl in ed 2.

"I was dissatisfied with the way history was being taught in high school and I wanted to do some-

thing to change it," said an ed 1 history major.

"The pay is moderate, and you get two months summer holiday," an ed 4 student said.

"I love little kids and I wanted to work with them."
ed 1 student

"I met kids in education with good ideals," said a grad student who left the faculty.

"I just never thought of doing anything else," said a student in ed 3.

Asked their general opinion of the faculty, students tended to reply in one of two ways: the "Oh-boy, how-long-can-I-talk-about-it?" type, and the "Well . . . I haven't - really - thought-about-it" type. Not one of the students interviewed, however, expressed complete satisfaction with the way the faculty was set up and the ed courses required, although three said they were generally "fairly satisfied."

"I'm quite passive about it," admitted a third-year voc ed student.

"It's okay, and it's immaterial to me what others say about it," said a student in ed 2.

Only three people interviewed did not say their courses in the arts and science field were more useful to them than their education courses.

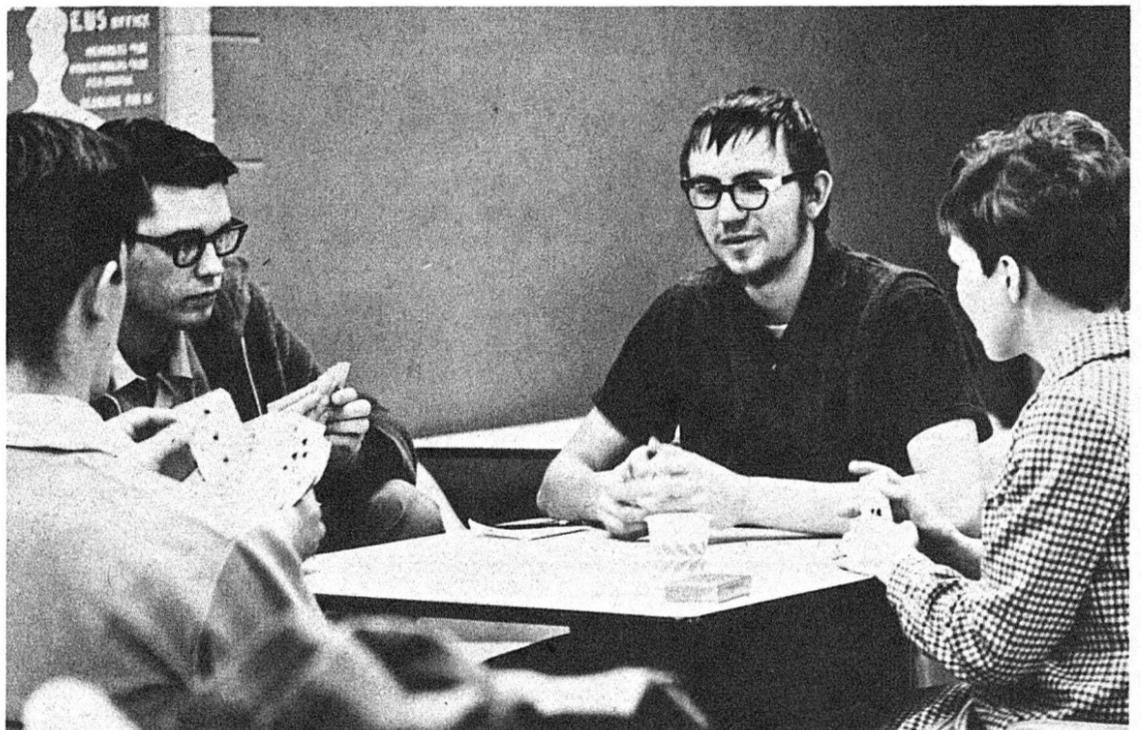
"I find most of my ed courses interesting and see a purpose for them," said an ed 1 student.

"Although the junior ed courses could be better, you certainly need both ed courses and arts and science courses; they should complement each other," said a student in ed 4.

The other 17 people were definite in their reaction against their education courses.

"My ed courses are really a loss, but the courses in my major are a real help," said a second-year art major.

"My arts courses are the only valuable part of my education," said a B.A. student in ed 1. "My ed courses are terrible. They're



—B. S. P. Bayer photo

"I HAD THIS IDEALISTIC PICTURE OF DOING MY HUMANITARIAN BIT"
... ed students at work in the ed lounge

dull, boring, and useless, and the profs know it, too. Nobody's kidding anyone."

A fourth year student who switched into arts from education said, "It's more important to me to get background courses, which I couldn't get in education."

"Course content is dull and monotonous," said an ed 2 student. "There, courses are a complete waste of time. I'd much rather be taking courses in arts."

"A lot of ed courses are not applicable to teaching, and most of us don't see what value there is in taking them," said an ed 3 student.

"Arts and science courses are definitely more relevant," said a fourth year linguistics major.

"Ed courses are too simple," a student in ed 3 said.

"Some courses need to be revised

or scrapped entirely," said a fourth year English major. "It is much more important to get a B.A. or

"It's the only faculty I could get into with the marks I had."
ed 1 student

B.Sc. first to get your subject matter down." She added, "There is utterly no senior student I know that isn't disillusioned with education."

Most students agreed, however, that the quality of instruction in ed courses is as good as, or better than, that in the arts and science faculties.

Disillusionment

Students enter education with a fantastic amount of adolescent idealism says Dr. Charles J. Brauner

Student disillusionment with education is to be expected.

Dr. Charles J. Brauner, who is currently doing research at U of A and is co-author of "Problems in Education and Philosophy" (the text for the senior ed philosophy course), said, "Students enter education with a fantastic amount of adolescent idealism, so naive that it can't hope to survive."

"To find teaching has a limited influence will bring a certain amount of disillusionment. The pre-growing up report and post-growing up report will naturally be different."

"Until students get down to identifying what they find unsatisfactory with their professors, courses or faculty, they are sluffed off as kids. Their complaints

are so general that nothing compels that they be taken seriously," he said.

"Without a consumers' report, all the criticisms and all the defence is left in the hands of the prof whose natural inclination is not to be too severe on himself."

"The student has a conflict of interests. On the one hand, he wants to exercise his freedom and express his discontent, and on the other hand, he realizes that getting his degree and going into teaching is dependent on his going along with the administration," said Dr. Brauner.

"If students want to say what they think, they have to stand on their own two feet, and there is always the danger that someone will knock them down."

"The hippies coined it nicely: 'Trust no one over 30.' But," he added, "that's not to say no one over 30 is trustworthy."

"In a power struggle, to say we'll all be gentlemen is to sell out."

"Severe criticism is never a gentlemanly thing for the person being criticized," he said.

"Honest and objective criticism requires freedom to say fully and without restraint what those being criticized do not want said, nay, will not permit being said."

"To say it requires independence. Without that independence many worthwhile things may still be said but there will come a point where what is most important to say will be forsaken."

"I have no complaint about any of my professors in education," said a third year math major. "None I've had were particularly brilliant, but most of them were trying to make a dull course interesting."

"A prof makes or breaks a course in education," said a student in ed 4.

"The faculty has some very good profs, but still they often treat us like kids," said an ed 3 student.

"Most profs try to do the best they can with the kind of material they have to deal with," said an ed 3 student.

Positive comments were also made in almost all cases about student teaching, and most suggested the time spent on practice teaching be increased.

"Student teaching was the only valuable part of my education," said a B.A. student in ed 1.

"It is something we really need," said a student in ed 4. "But we shouldn't be expected to carry an academic load besides."

"It was the most important and practical part of my training," said an ed 3 student, "but being evaluated on it sort of defeats the purpose of having it at all."

"A lot of ed courses are not applicable to teaching, and most of us don't see what value there is in taking them."

ed 3 student

"I think it should be lengthened, even to an in-training year," suggested an ed 4 English major.

"It has shock value, if nothing else," said a student in ed 4.

Conclusions? Education students, contrary to public opinion, can think, and what most of them think about their faculty is worth noting. When only three out of 20 students can say they are "satisfied," surely it is not hyperbolic to say something is certainly the matter.

And if you're getting tired of hearing the clichés about education, do something to change them.

A modest proposal by and for education students

The solution which I am urging is to eradicate the fatal disconnection of subjects which kills the vitality of our modern curriculum. There is only one subject matter for education, and that is life in all its manifestations.

Instead of this single unity, we offer children algebra, from which nothing follows, geometry from which nothing follows, history from which nothing follows, science from which nothing follows, a couple of languages never mastered; and lastly, most dreary of all, literature, represented by plays of Shakespeare, with philosophical notes and a short analysis of plot and character to be in substance committed to memory.

Can such a list be said to represent life, as it is known in the midst of the living of it? The best that can be said of it is that it is a tepid table of contents which a deity might run over in his mind while he was thinking of creating a world, and had not yet determined how to put it together.

Alfred North Whitehead
"Philosophy of Education"

The aims of the ad hoc curriculum committee are three-fold:

- To evaluate the present program with the purpose of proposing changes and/or modification
- To reaffirm the need for a close liaison between student body on the one hand and the faculty and administration on the other
- To propose new approaches to the after degree, secondary program.

Curriculum and methodologies tend to be too rigid, said the report. Options are limited and because of schedule conflicts, are often non-existent. One-way communication appears to be the rule, rather than the exception.

Due to "other commitments", some lecturers appear unable to devote ample time and energy to

their course responsibilities. Even considering these cases as the exception, they are detrimental.

In view of this, the committee recommended:

1. The adoption of a more flexible approach to both the curriculum and the methods of instruction. This could be accomplished by offering a broader choice of available courses, and by the institution of a lecture-seminar approach. Module programming—that is the differential scheduling of time according to the needs of the course—would allow for a greater degree of flexibility than the present fixed-interval system. The seminar would replace the current monologue with a meaningful dialogue and would facilitate the desired encounter between lecturer and student.

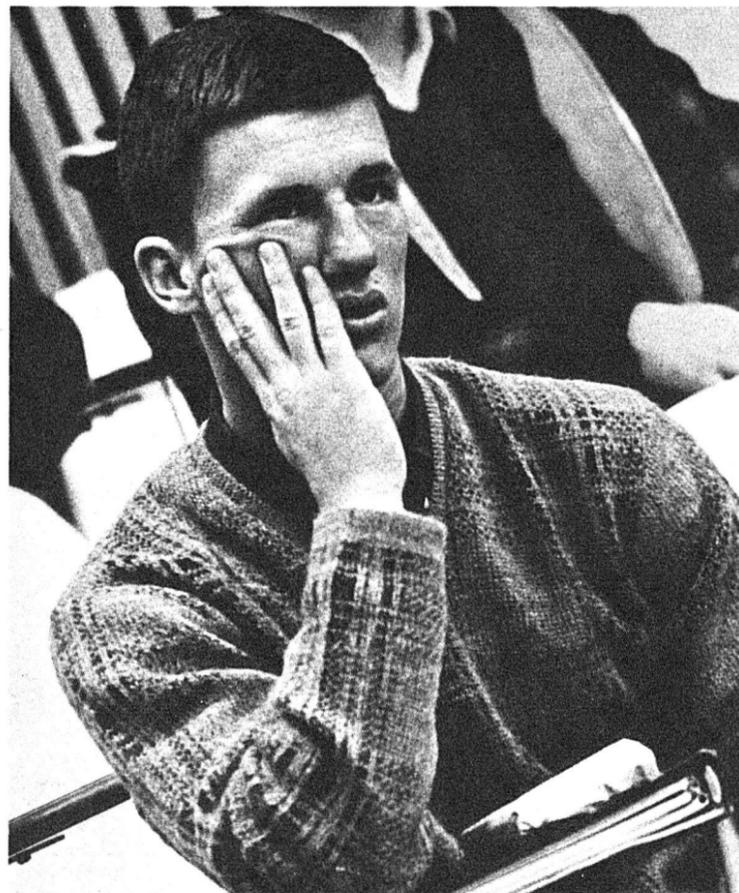
2. A shift of emphasis from theoretical "knowledge for its own sake" to the more practical "how does this apply?" type of knowledge.

The committee report then outlined an evaluation of student teaching and the system of examinations.

The extensive use of multiple-choice examination questions seriously inhibits creative expression and original thought, the students said.

"This approach is incongruent with the ultimate goal of this program—that is, becoming effective teachers. The essence of effective teaching is the meaningful communication of knowledge."

It seems that the high points of



THE PROBLEM OF ONE-WAY COMMUNICATION
... is it the rule or the exception?

the academic year are not the good seminars, the interesting discussions, the controversial ideas, but rather those weeks or days on the "anxiety mill" preceding examinations, said the report.

Just as ludicrous is the statistical approach to the evaluation of the comprehension of knowledge.

Percentages, stanines and other grading systems are "cute euphemisms for categorizing the students into a pseudo-sophisticated hierarchy of superficial abilities". They are; therefore, they must be.

The report recommended the present formal examinations should be eliminated and be replaced by a greater emphasis on term work, that is, short and frequent class presentations.

In addition, the lecturer should take into account student participation. Finally, the lecturer should hold oral interviews with each student during the academic year. The final evaluation may be based on a pass-fail system or simply on written evaluations and recommendations.

"This system may smack of subjectivity," said the report, "but this is a calculated risk which crops up even in the present system."

It is the opinion of the "ad hoc curriculum committee" that the student teaching period now allotted is too short. Most student teachers hardly manage to reach their optimal level of efficiency in the three-week session.

It is difficult to establish a close rapport and a class presence in such a short time. By the same token, any meaningful evaluation of the student teachers' effectiveness becomes tenuous and unrealistic.

It is felt that the one-month lecture prior to student teaching, for the most part, does not prepare education students for the teaching experience.

Student teaching should be begun immediately after a one-week orientation seminar, the report recommended. This orientation se-

minar period would consist of the three-day orientation as it presently exists, adding to it two days of seminar discussion centred around situations which the novice will encounter in the classroom.

The student teaching term should be lengthened to three months from the present six weeks, the report recommended. This would allow for a period of adjustment and for a meaningful term upon which an evaluation can be based.

The failure of some teaching consultants to devote sufficient time to the observation of student teach-

background

Last November, a group of approximately 20 students enrolled in the B.Ed. after B.A. program met informally to discuss their dissatisfaction with the Faculty of Education and, specifically, with the program in which they are enrolled.

In an attempt to turn their complaints into a more constructive approach, the students organized themselves into the "ad hoc curriculum committee" under the chairmanship of Saul Landa, ed 1.

A brief was prepared and circulated to members of the faculty and students in education. This Casserole feature includes a summary of some of the opinions expressed in the brief. A second brief, based on individual submissions, is to be presented next week.

ers has evoked bitter criticism from some students. Others have complained that some co-operating teachers would not allow for originality or flexibility, but rather

continued on C-5

An ed faculty view of education

Many faculty members in education realize certain inadequacies exist, but they are not prepared to make any outright condemnation of what they are doing.

Associate dean of education Wilfrid Pilkington told The Gateway he feels there is something wrong with the students coming into university. "It is so dead," he said.

On the other hand, Dr. L. D. Stewart, Co-ordinator, Division of Field Experiences, Faculty of Edu-

cation, said, "Students have some valid criticisms, but I don't agree with many of them."

Both men agree the education program does not offer enough student teaching practice. Dr. Stewart says it is first on his list of priorities, but increasing the student teaching time would hurt the rest of the program.

It appears that increasing the amount of student teaching time would disrupt an already-overburdened system. There are not enough teachers in the Edmonton school system to act as cooperating teachers with the student teachers. In fact, according to Mr. Pilkington, the situation is now so bad that marginal quality teachers are being accepted as cooperating teachers.

"I would like to see the university go on a semester system," said Mr. Pilkington. "This way we could have part of the students spend one whole semester on student teaching and one on course instruction."

It would also permit more time for student teaching while using fewer cooperating teachers.

"Just like there are different kinds of people, so there are different kinds of teachers, some good, some bad," said Dr. Stewart.

"We are now offering a preparatory course to cooperating teachers. It is only in the experimental stage, with 105 out of 700 teachers taking it this year," said Dr. Stewart.

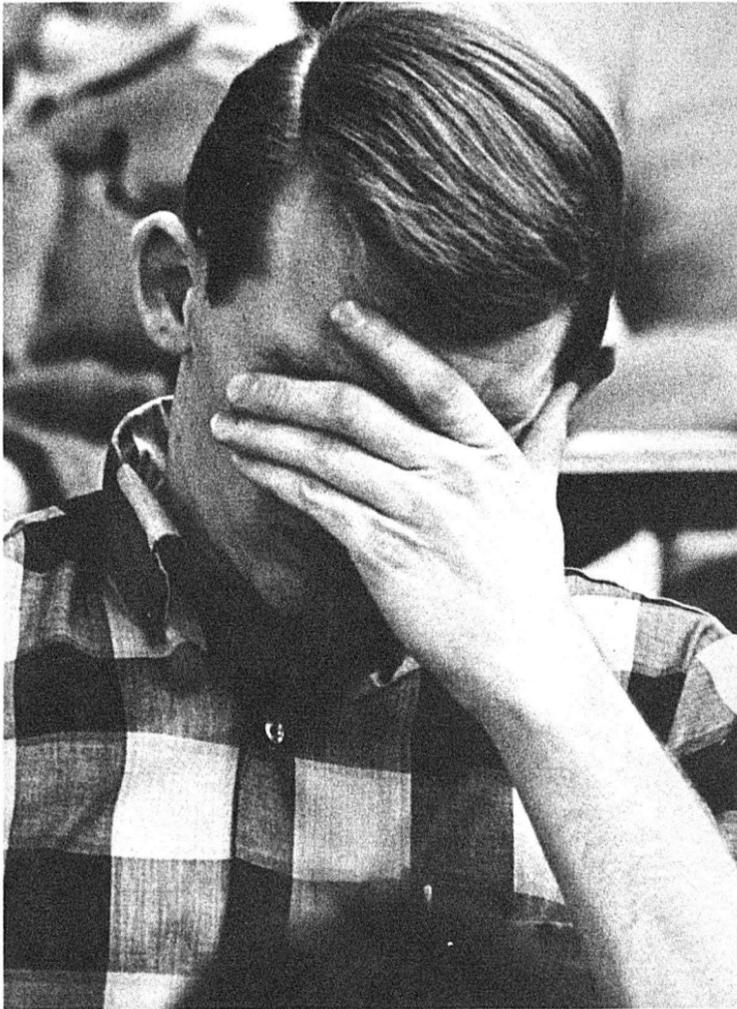
"A pass-fail grade system for student-teaching is not successful, the employers are not satisfied with it," he said.

"As professors we can make reasonable judgments beyond just a pass-fail. We can divide passes into groups."

Both Mr. Pilkington and Dr. Stewart felt although there may be only one group of failures, passes vary in degree and should be differentiated.



—B. S. P. Bayer photo
DR. L. D. STEWART
... "pass-fail is not successful"



WHAT IS THE POINT OF IT ALL?
... creativity and imagination are easily stifled

from C-4

"suggested" approaches resembling their own.

The faculty consultant(s) should meet with the principals and co-operating teachers of the schools to be involved in order to formulate ground rules to be implemented during student teaching.

It was suggested that, where possible, more than one co-operating teacher be assigned to each student, and they should spend a reasonable amount of time in the classroom observing the student teacher.

The faculty consultants should observe the student teachers in action at least twice a week, and seminars should be held at the end of the school day.

"The present grading system is artificial, and a pass-fail approach accompanied by a written evaluation would be preferable," the report said.

The total evaluation of the effectiveness of the student teacher should include the following:

- self-evaluation by the student teacher
- written and oral evaluations by co-operating teachers
- informal evaluations by the students being taught
- evaluation by faculty consultants, including a pass-fail grade.

The students on the committee proposed in the report that a curriculum committee composed of interested students be formed annually. The initial "ad hoc curriculum committee" would elect an executive from among its members. The elected chairman would function as the liaison between the committee and the faculty.

The committee would be responsible for following up recommendations from the previous year, and it would concern itself with course evaluation.

The present committee expects the implementation of its proposals will lead to improved and informed communication between students and faculty in the Faculty of Education.

Teaching teachers

Students should not put up with bad lecturers. Maybe professors should be taught to teach?

By C. WELLINGTON WEBB
Associate Professor of Philosophy,
University of Toronto
Reprinted from The Saint

A growing unwillingness on the part of students to tolerate bad lectures is forcing universities to consider whether professors should be required to have training in teaching methods. At present, most professors have none. Whatever skill they have in lecturing they picked up by themselves. Consequently, there are poor lecturers on most campuses.

What are the causes of student dissatisfaction? Some academics argue that lectures are no worse than they used to be and that student unrest is fomented by a few troublemakers.

This view, however, ignores pertinent facts. First, the rapid growth of universities has created a situation in which persons are being hired to teach who would not have been hired a decade ago. Second, the size of departments makes it more difficult for the beginner to absorb the wisdom of elders about university teaching problems. Third, the size of some classes is so large that effective lecturing is hard even for the expert.

NOT UNREASONABLE

Thus, it is not unreasonable to suppose university lectures are, in general, worse than they used to be. Student disenchantment is probably justified.

Various remedies have been recommended. For example, many students have suggested lectures be replaced by tutorials. This suggestion has serious drawbacks. It would force the university to hire even greater numbers of incompetent or poorly trained teachers, because genuine tutorial teaching requires bigger staffs than teaching by lectures. Also, students who find themselves closeted with an uncongenial tutor might long to be back in the more impersonal lecture.

Perhaps the most constructive suggestion has been to reduce the number of lectures students should attend. This would release the student to do more work on his own initiative. What he learns by himself is likely to be more thoroughly assimilated. When this is combined with some tutorials, a flexible curriculum and de-emphasis

on final examinations, the result should be better for students truly interested in receiving an education.

RECOMMENDED

At the University of Toronto such measures have been recommended by the recent Report on Undergraduate Instruction, and even prior to the report had been partially inaugurated by the department of philosophy.

While these measures are a step in the right direction, in the end they will be no better than the professors who adopt them. They do not go to the root of the problem: today's professors are for the most part so deeply enmeshed in certain hoary traditions that bad teaching is almost inevitable.

Two ancient evils account for much of the poor teaching and until they are corrected, no striking improvements can be expected. Indeed, if the shortage of professors continues, the situation, and the resulting student unrest, will probably grow worse. These evils are the failure of the graduate schools, which train professors, to encourage an interest in teaching, and the failure of university teachers to form professional organizations.

DISCOURAGED

In graduate schools, an interest in teaching is discouraged by the baneful influence of what U.S. philosopher William James called "the Ph.D. octopus." In a recent issue of the periodical *University Affairs*, G. C. Andrew, executive director of the Association of Universities and Colleges of Canada, contrasted the fate of Ph.D. candidates in the social sciences and humanities. Whereas the scientists achieve doctoral degrees in from four to six years after the bachelor's degree, students in the humanities and social sciences take up to 10 years—and only a few finish.

Mr. Andrew says: "The chief reason for such a prolonged purgatorial period has been that the Ph.D. thesis frequently calls for not only the requisite scholarly qualities but an experience qualification beyond that attainable by people 24 to 26 years of age."

CRUCIAL DIFFERENCE

One crucial difference between the sciences and the humanities is that scientists put questions to nature in the form of experiments, whereas scholars in the humanities do not. Hence, high-quality research in the humanities and often

in the social sciences depends on the individual's maturity in distinguishing between illuminating and helpful questions and silly and useless ones.

While the scientist can get his Ph.D. and learn teaching techniques while he is still young, the scholar in the humanities and social sciences is too often forced to take teaching jobs while he is struggling to complete his thesis. He thus learns his ways of teaching during the time when he lacks the maturity his discipline demands.

As Mr. Andrew points out, the Ph.D. was not designed as the qualification for entry into academic life.

IRONIC SITUATION

The situation is ironic in that while graduate schools are producing Ph.D.s almost solely to fulfil a demand for teachers, these same graduate schools stubbornly refuse to face the problem of helping Ph.D. holders to become good teachers. Some professors argue that training in teaching would apply only to the one function for which lectures should not be employed — namely, for the mere transmission of information. This argument displays gross ignorance of pedagogy.

If universities are content to supply the demand for college teachers without training the teachers, it would seem that initiative for change must be sought elsewhere. The logical place would be a professional organization of university and college teachers. Unfortunately, Canada is far from any such organization.

NEGATES IDEA

Ontario has a Council of Staff Associations which by its existence negates the idea of a province-wide professional organization in that it perpetuates the autonomy of local staff organizations, which are weak and ineffectual.

On the national level, there is the Canadian Association of University Teachers, which in some ways resembles a professional organization. But it is hampered by the fact that in Canada education is a provincial responsibility.

In any case, the preoccupation of these bodies with the issues of salary and tenure without a commensurate preoccupation with professional standards suggests a desire for privilege without responsibility, which is unworthy of a truly professional organization.

One teacher's decision to leave his chosen profession

After spending four years accepting or complaining about everything in the Faculty of Education, some students actually do graduate and "become teachers".

One such person is Bob Boychuk who graduated from education in 1966 and is now teaching at Harry Ainlay Composite High School. Unlike most teachers who remain unquestionably stuck in the profession for 40 years, Mr. Boychuk has decided to leave the teaching profession.

The reason he gives is the same as that given by hippies or any of the other groups who have challenged the status quo: the conditions existing in our society are not permitting the right things to happen.

"I as a teacher am required to spend five hours out of six dealing with students in a high state of interaction,"

said Mr. Boychuk. "The students' attitude is one of rebellion and disinterest and probably rightly so, since he cannot really identify with what he is learning.

"Only a small percentage of the student population can really be interested in a purely academic pursuit of knowledge."

The teacher and the system are not flexible enough to be interested in the majority of the student population, he said.

"I feel I am not accomplishing anything as a teacher under the present conditions, so I am taking the easy way out."

Mr. Boychuk admitted the real challenge would be to remain and try to bring about a changing philosophy and system which would alleviate the present ills and be rigid enough so that the

present situation would never again occur.

To do this, he said, everyone would have to be made aware of the need for change.

"This isn't a problem," he said, "because most people are already aware of the need but nobody is taking it to heart."

After everyone was aware of the need and genuinely interested in doing something about it, there would have to be a movement toward increased student and teacher involvement in curriculum planning, he said.

"A reason for studying must be found," said Mr. Boychuk. The present philosophy of education talks about "creating" a self-disciplined, understanding individual capable of analyzing and coping with the problems created by an ever-increasing population

and ever-increasing amount of interpersonal relationships.

"But how can the teacher influence the child to become such a person?" asked Mr. Boychuk.

There is not enough time for interaction between pupils, teachers and public feeling. There is a definite lack of communication even within these groups.

"Within the teacher group, I find myself with no time contact with fellow teachers except at lunch time," he said.

The teacher is in the unique position in which he is directly capable of breeding the new ideas which would make society a more flexible entity, said Mr. Boychuk.

"But the lack of communication in the present system is allowing young teachers to drop out and not use their abilities to create change."

THEATRE

Finian's Rainbow best Jubilaires thing in years

Each year the Jubilaires' feature musical seems to be characterized by one brilliant and by one less than adequate performance. This year has been no exception; *Finian's Rainbow*, which appeared at the Auditorium last weekend, was made thoroughly enjoyable by the performance of Susan Brinsmead, and was threatened by the poor showing of Chuck Newell.

The show was very good, certainly the best of recent years. Its chief merit was consistency—a consistency of humor that kept the smile on one's face throughout the evening. There were no serious moments of dragging, no interludes of boredom. Scene flowed smoothly to scene, and there was a happy absence of long and dull soliloquies.

Wes Stefan as Finian McLonergan turned in an excellent performance, capturing all the buoyance of the Irish temperament. But Mr. Stefan is by now a veteran of the stage, and his performance here needs no further comment. Susan Brinsmead, however, is a newer face, and her performance as the pert Sharon McLonergan is worthy of note. Miss Brinsmead played the part flawlessly, and carried every scene in which she appeared; when she stopped to sing such delicate tunes as "How Are Things in Glocca Morra" she was enchanting.

Had all of the acting and singing been of the quality put forth by Stefan and Miss Brinsmead, the show would have been nothing short of tremendous. But alas, it was not to be so: Chuck Newell strode on the stage, mumbled his lines inaudibly, and sang with a total lack of enthusiasm.

Newell was simply not convincing as a merchant sailor come back to the hills of Missitucky:

he was clothed in a button-down shirt, cowboy boots, and a collegiate haircut, and assumed mannerisms totally alien to the character of Woody Mahoney. Much of this was perhaps due to poor direction; at times, when Mr. Newell appeared to remember that he was on stage before two thousand people, his performance approached the merely mediocre.

Speaking of poor direction, a few words about the general presentation of the play might be in order. This year the Jubilaires made up for poor vocalization by using a loudspeaker system. This at least made the dialogue more audible than in previous years, but too often I got the impression that the actors were speaking or singing to the



—Derek Nash photo

SUSAN BRINSMEAD

microphones (several of them spaced along the front of the stage) rather than to the audience. It was equally disturbing when someone crossed the stage, speaking as he went, his voice rising and following as he passed in and out of range of the mikes.

Electronic amplification is doubtless better than inaudibility, but is a poor substitute for proper projection. This has been a constant flaw in the Jubilaires productions, where so many of the lead singers have been incapable of projecting their voices throughout the theatre. The microphones caused some of the male voices to come out sounding like old, scratchy 78 r.p.m. records; and even with the aid of loudspeakers, there were complaints in the balconies that the voices could not be heard.

However, I don't want to do too much nit-picking. The production was, as I have said, thoroughly enjoyable, and at all times the players conveyed a feeling of happy enthusiasm to the audience. The dance routines of Jeremy Leslie-Spinks and Patricia Wilson were astonishing, and the choreography in general was of its usual high calibre. Don Sorochan as the leprechaun Og was competent and very amusing, despite a tendency to whine out his lines. Brian Chiles as Buss Collins, Senator's lackey, failed to make the role as strong as it might have been, but his part in the hilarious scene at the Senator's mansion redeemed him.

(I might explain incidentally the presence of a mysterious personage on stage who had me confused until I enquired about her later. She was wearing a blazer and carrying a clip-board, somewhat like a strayed script girl. It seems that she was supposed to be a social worker among the sharecroppers. I wish this had been either explained or omitted.)

I might conclude with the usual vain plea to the Jubilaires to consider more carefully their choice of plays in future. An ambitious attempt such as *Finian's Rainbow*, or any Broadway play requiring more than two or three really good actors and singers, is bound to have serious flaws. There is simply not enough talent among university students—at least available talent—to adequately fill all the roles in a large-scale production.

—Terry Donnelly

Citadel comedy yields to Guild's history pageant

The productions of *The Owl and the Pussycat* and *The Hollow Crown*, by the Citadel and the Friendship Guild at the Centennial Library Theatre respectively, form an interesting contrast between professional and amateur theatre.

The Owl and the Pussycat, produced by Edmonton's only "resident professional theatre" is an example of "professional" comedy in the worst sense of the word.

Briefly, it is the story of an academic bachelor writer and a sometime prostitute. The girl turns up in his apartment after he has caused her to be evicted from her own. They fall in love, and try desperately to adapt themselves to the other's way of life.

The failure of this play is due essentially to a lack of direction. The play is a weak one to begin with, and it has been attacked too violently. Virtually every line is delivered with an equal amount of unnecessary bombast.

There is no comedy here. Comedy does not mean lack of subtlety. Overstated comedy can be as disastrous as overstated tragedy.

Whatever social relevance the play might have had, and there is some, underneath it all, it all has been stripped away. What remains is a frame for bad comedy. Unfortunately even some of this is lost. The more subtle lines are destroyed through lack of timing.

Jack Heller's performance as F. Sherman is only mediocre. Marlene Warfield's rendition of Doris W. is not that good.

The sets and costumes, happily, were of their usual high quality. It must be admitted there are good connotations to the word 'professional'.

I suspect that this play was chosen and produced for the benefits of a "good solid box office". It has very little dramatic merit. Even more distressing than the failure of the play itself is the fact that this reasoning will probably be justified by a large popular acclaim.

This play, as I said, contrasts sharply with *The Hollow Crown*. *The Hollow Crown* has been produced by the Friendship Guild, a non-professional group.

It is a reading of poems, letters, documents, etc. by and about the kings and queens of England. This dramatic pageant is mixed with music on the same theme.

This is a less pretentious and more successful production than that of the Citadel. It has the effect of a quiet evening in someone's drawing room. This effect is increased by the intimate quality of the Centennial Library Theatre.

These performers make no bones about being amateur. If anything, they are too self-conscious of the fact. This is a good example of community theatre, and proof that community theatre does not have to be bad.

There are flaws, though. The most glaring one is Jean MacIntyre's reading of Jane Austen's "Partial, Prejudiced, and Ignorant" history. The dry humour of Jane Austen at the age of fifteen is completely eclipsed by Mrs. MacIntyre's characterization of a simply scatterbrained old dowager.

However, it must be admitted that this is not a production of universal appeal. It is interesting, but not exceptionally exciting. Those who do go to see this should make sure they have a solid grounding in English history first.

One of the fortunate by-products of seeing *The Hollow Crown* is the chance to see the art displayed in the theatre lobby. It is one of the best displays I have seen this year.

It is even more intriguing because it is the work of children from Edmonton schools. Children is a misnomer, for I found at least one work by a person aged twenty.

These works show a great deal of imagination. They give ingenious variations of just about every 'style' or 'school' ever devised. For people with little or no training, they betray a surprising control.

Anyone who is at all interested in art must try to see this display. It is quite separate from the theatre, and may be visited any time the library is open.

—Bill Pasnak

films

Stagnancy has struck the movie theaters, and the city is in the grips of a Restoration period for the old spectaculars and a wave of new epic-length films. Consequently, until the promised transfusion arrives, there is little left to do but sop through the spilt milk of past eons.

The film version of Margaret Mitchell's eonian novel *Gone With The Wind* has been disinterred (again) and is still capable of raking in a good profit, which its current run at the Paramount is proving.

Movies haven't changed much in the intervening years and it doesn't appear old fashioned. It is said that everything about the technical aspect of film was discovered by the Russians years back, and modern directors are still using techniques which have always been available. At any rate, technique has not changed enough to date the picture, and it would still be judged a first class picture today.

The love story is ordinarily trite, but when placed on the background of some great historical event, it is given sufficient dramatic impact to make it perpetually popular. Note the love triangle in *Camelot* in the historic period of King Arthur's reign, Zhivago's predicament magnified by the Russian revolution, and now Scarlett's love life set against the drama of the American Civil War. Actually, this story is of even superior complexity involving a number of inter-related triangles.

The novel itself will probably never die. It is something which practically everyone has read at some time or other, and no one could be envious of Sidney Howard's task of converting the mammoth novel into a workable screen play. He has done admirably well, and the movie version retains the same mammothity. It also may live forever.

It would not have been difficult to get lost in the vastness of the novel, but the movie asserts its own unity and independence while maintaining the quality of the written word. It carries on for about four hours and invites the same emotional involvement.

Not having seen the film before, I can make no comparative analysis of the splendor of the 70 mm. wide screen and the six track stereophonic sound except to say that the difference sounds so splendid it must be an improvement on the old version.

It is easy to get swept up in the grandeur of the production irrespective of film size. At times the movie is guilty of over-working the audience by continuing at an exhaustively high dramatic pace. It is only occasionally lost in sentimentality, the character of Scarlett being too deceitful to allow much romanticism to prevail.

Vivien Leigh plays this sweet, selfish belle of the Southern aristocracy. She is accustomed to getting what she wants, and the normal mortal melts into meek acquiescence when she turns on him.

She is changed by the ill-fated war from a weak and helpless girl to a strong, hard-headed business woman. She is too dynamic and resilient to be conquered by the carpetbaggers and the Yankees, or by the traditions of the dying rebel society in which she lives.

She abandons mourning too quickly after her husband's death, and consorts too readily with the Yankees for business profit to be considered gentlewomanly; but she survives while the others are defeated.

Clark Gable's popularity is justified by his role as Rhett Butler, a gun-runner and a rogue, a person much like Scarlett, too deceitful and resilient to be conquered. Their relationship has been enshrined by the old song—something about an irresistible force meeting an immovable object.

The two of them must take a large share of the credit for the movie's popularity. Both have captured the complexities and subtleties of the characters they portray and carefully developed them through the whole movie.

The film leaves that poignant question still unanswered—"Did Scarlet get Rhett back?," but people will continue to discuss it as long as the book is read and the movie viewed, which appears to be a considerable time yet.

—Gordon Auck



—Ken Hutchinson photo

JUST FIDDLING AROUND—These lads are starting early in their careers as violinists for the Edmonton Symphony Orchestra. Admittedly, they don't look very happy about it—but it's certain that in fifteen years' time they'll be happily putting out fine music for those of us who never got to play when we were young.

Fine arts calendar

The Music Department of the University will present two concerts next week: On Sunday, February 25 a student string quartet will play Mozart's Quartet in C major, K 465 ("Dissonant"), Shostakovich's Quartet No. 1, Op. 49, and the Brahms Quartet in C minor, Op. 51, No. 1.

On Tuesday, February 27 pianist Judith Malcolm will give a recital of works by Haydn, Scarlatti, Schumann, and La Montaine. All concerts are in Convocation hall at 8:30 p.m. and are free of charge.

"The Owl and the Pussycat" continues at the Citadel until March 9. "West Side Story" is at the Auditorium February 27, March 1 and 2.

"Poetry Now!" will probably be next Thursday at S.C.M. house. Tim Lander and John Thompson will have their poetry subjected to criticism.

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Recordings

Transformed poet sings his song

Leonard Cohen's first attempt at recording lacks a few things, but mostly common sense on the part of Cohen or his producer.

The first playing of the record was not satisfactory, for Cohen has a discordant voice. The second however brought the mystery of



COHEN

his voice into the open and was much easier to appreciate. By the third playing Cohen had burrowed into my mind with his strangely beautiful lyrics and simple guitar arrangements.

The songs for the most part are poems put to music, and their effect is pleasing. This is the reason I question the amount of common sense that went into the recording and arranging. Cohen has a quiet, almost droning voice that is appropriate for simple arrangements. In the album he uses orchestrations, chorus backing, and assorted musical accompaniment, which are not effective and not satisfying except for a few exceptions.

Cohen's strength lies in his voice, which at times is not really strong. He demonstrates in "So long, Marianne" that when he has to sing over a chorus of bubbling girls, a violin which is being played as a fiddle, and a pop-corn drum, he is not able to control his voice. The effect is of a strained Leonard Cohen fighting the others so his voice can be heard.

In "Suzanne", Cohen's girls would have been more effective if they had been left out of the

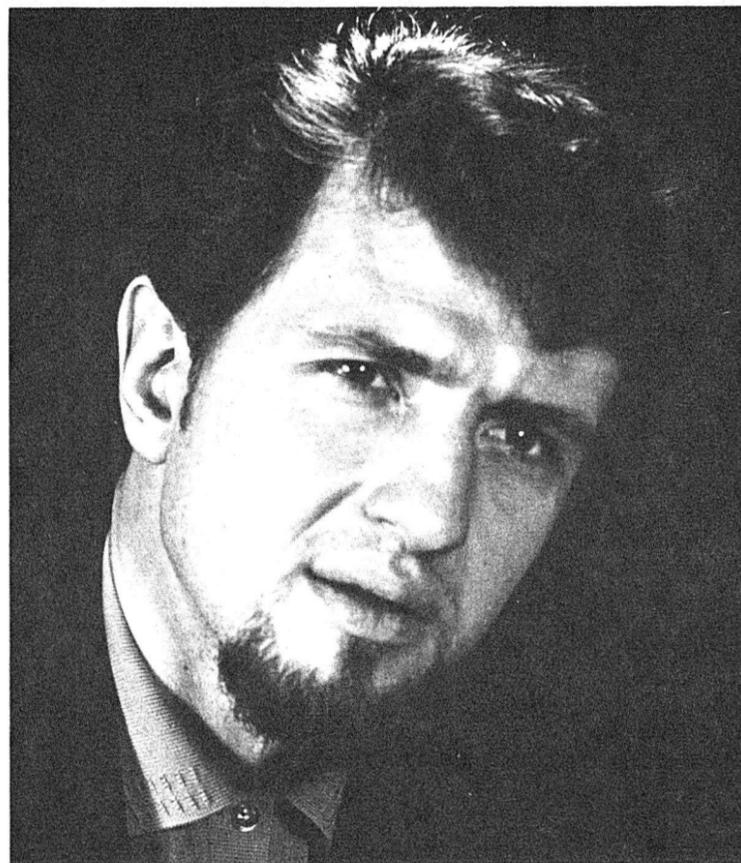
recording. They do very little to help push the effectiveness of the song.

An exceptionally fine effect is found in "The Sisters of Mercy" when the orchestration helps lift the song. A merry-go-round effect is used to emphasize the bounce of the lyric. It sounds as if Cohen is leading a sophisticated rhythm band with his word power.

"The Stranger Song" is the only song where Cohen really shows his talent, both in vocalization and writing. Using a steady, drone effect, he backs the words with his voice; putting out the song as pure Cohen, with no gloss. The song is probably the one most similar to the style he sang when he toured here last year. This is the song that catches a listener and makes Cohen a powerful emotional force.

For the greater part of the album less accompaniment by the producer's imagination and relying more on Cohen's talents would have produced a much better album. Even at that, the album is quite good for a first effort; better things may appear in the future by Leonard Cohen.

—John Makowichuk



—Chuck Lyall photo

Ted Kardash

Mr. Kardash will be sharing conducting duties with Dr. A. Crighton of the Music Department when the University of Alberta Symphony Orchestra presents its Spring Concert on March 4. Mr. Kardash recently completed a course in symphonic and choral conducting at the Kiev Conservatory in the Ukraine. The concert program will include Symphony No. 2 by Sibelius, the first movement of Grieg's Piano Concerto, and the Overture to Verdi's "Nabucco".

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DATE: Monday, February 26, 1968

TIMES: 4:00 p.m. and 5:30 p.m.

LOCATION: SUB Theatre, Students' Union Building

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leftovers

Antennae, the students' union sponsored literary magazine, will be putting out one more issue after the current one. The deadline for submissions is March 1.

Poetry and prose contributions may be submitted to Marcia Tyerman in Room 232, SUB.

* * *

TWO FABLES

Once there was a professor who, after four years of teaching at a major Canadian university, came up for tenure. It was denied.

"Why?" he asked his department head.

"Because you're a lousy teacher," replied that worthy gentleman, "and we have no place at this university for lousy teachers."

"But—but—" stammered the professor, "I could understand it if I hadn't published my little articles regularly, or if I had had a quarrel with you, or if I had been remiss in doing my committee work. But being denied tenure for a failure to be a good teacher—how petty can you get?"

But all his protestations were in vain, and he lost his job.

This story is not true.

* * *

Once two students were having a conversation in a cafeteria. One student, Harold, said to the other, "Tell me, George, what do you think of this Student Power movement?"

"Never heard of it," replied George.

"It's a new movement to give students more say in what happens to them at university. It's an attempt to remove students from the low spot in the hierarchy which they occupy. It is an attempt to re-introduce learning into university life."

"What's in it for me?" asked George.

"It means you would have a voice in curriculum, quality of instruction, and generally the type of education you are receiving here. It means you would have a voice in the way your tuition money is being spent."

"Boy, this is terrible coffee," muttered George.
This story is true.

V-3 lectures — 'The truth about university life'

By MARJORIE BELL

Varsity Guest Weekend, Feb. 15-17, was a \$3,000 cacophony of sounds, sights and activities.

Amidst the whirlwind of teas, displays, dances, plays and social activities there was one centre of serious concrete thought — V3 — labelled by its instigators "The Truth about University Life."

Held Friday in the SUB seminar room, V3 was kicked off by representatives of fraternity, athletic, students' union, religious and faculty aspects of U of A.

The panel consisted of Rev. Father Pendergast, associate professor of economics and university Catholic chaplain; Ken Porter, chairman of the Academic Grievance Committee; Don McKenzie, assistant co-ordinator of activities; Richard Hewko, of the Golden Key Society; students' union vice-president Judy Lees; Interfraternity council president John Rouse; and Murray Sigler editor of the year-book as moderator of the panel.

GAIN KNOWLEDGE

Father Pendergast told the 40 high school and university students that university is a place for gaining knowledge. A place for formulating the basis of value judgments.

"There are various reasons why people come to university. Many come because they don't know what else to do while others come so they can make more money, and some so they can contribute to society," he said.

Porter said, "The problem of the multi-versity is there is a conflict of disciplines. Some study the liberal arts to gain an understanding of world problems while others come for specific training, as doctors, engineers and such.

"You'll find in university the problem of dull professors, but here we're trying to do something about it. Involvement becomes deeper in such matters at university because you're paying your way."

IMPROVE UNION

He said the Academic Grievance Committee and the Academic Relations Committee are examples of what is being done to improve the students' situation.

McKenzie said, "It gets pretty impersonal on campus. It's difficult to relate to people. You get the feeling nobody cares what happens to you. The union is a great way to make friends.

"The university administration doesn't care what happens to you to a great extent," he said.

Asked whether students away from home have difficulty adjust-

ing to university, Porter said, "If you find the trauma of university life too great to bear there are psychiatric services in the form of student counselling. All health services are free."

A member of the Students for a Democratic University remarked, "Yes, all except for contraceptives."

Asked how much truth there was in the rumours of an extremely liberal attitude among U of A students, Hewko said, "There is a large amount of apathy on campus. However although students may be politically apathetic they are not otherwise."

PROTESTED

The comment brought a barrage of protest from SUB members.

Rouse told the lecture, "A fraternity is an organization of people from all walks of life."

Asked, "Is there racial prejudice in the fraternities?" he answered such prejudice was specifically forbidden by their constitutions.

"Are there any niggers in your fraternity?" an SDU member wanted to know.

"We have a Malaysian in our fraternity," Rouse replied.

"Is he your showcase nigger?" asked another SDU member, Teri Turner.

"A Malaysian?" inquired Rouse somewhat incredulously.

One student wanted to know, "Is there any way to prepare for the transition from high school to university?"

SEMINARS

Father Pendergast mentioned orientation seminars, in which academic and social problems are discussed.

An SDU graduate student in political science said, "The problem is not one of disorientation but of non-preparation. The fault is with the high schools, which don't prepare students to think creatively."

The political science grad student said the major problem is not getting around the situation but to confront it. "The goal of the SDU is to confront the system," he said.

A high school student, Brenda Gordon, 17, said, "The lecture got



V3 PANEL AT VARSITY GUEST WEEKEND LECTURES
... intelligent speakers, dedicated rabble-rousers and garbage mouths

a little out of hand and defeated its own purpose. When you're coming to hear about university life you don't want to hear radicals arguing about the establishment."

Of the SDU accusation that the panel was stuffed she said, "Of course, that's what you need to get the kind of information we require—not radicals."

Anna Groeneveld, 16, said, "There wasn't too much question-answering, but it was a real eye-opener. I didn't realize the campus was split into two groups. The panel was a good one, and I was glad to see a professor on it."

She said she failed to see how there could be a juxtaposition of power and learning.

Ella Flemke, also 17, said, "I felt right at home; there's a group of radicals there too."

Tom Kofin, president of the Jasper High School students' union said the panel was well-chosen and the idea of V3 was good but he left because the SDU destroyed the purpose of it.

"I just couldn't understand what the radicals were trying to prove," he said. Perhaps it was a good thing V3 wasn't completely non-controversial. It showed us everything isn't smooth at university."

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Official notice

WAUNEITA COUNCIL

Applications are now being accepted for the positions of arts and science representatives on Wauneita council for next year. Any girls interested should submit their names to the receptionist's desk, second floor SUB, by 5 p.m., March 14.

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AROUND AND AROUND WE GO

—Ken Voutier photo

... trackmen strive for victory

Bearcat unbeaten streak ended by All-Stars

By BOB ANDERSON

Edmonton Motors 2, Bearcats 6
 Juvenile All-Stars 6, Bearcats 4
 Pardee 0, Bearcats 10

All good things have to come to an end sometime.

The hockey Jr. Bearcats found this out the hard way at the weekend, as their 26 game unbeaten streak was snapped by a 6-4 loss to the Juvenile "AA" All-Stars Saturday afternoon at Varsity Arena.

Two goals midway through the third period by Mel Gushathey broke a 4-4 deadlock and sent the Bearcats to the defeat—only their second of the season. Other All-Star goals were scored by Frank Hughes with two, while Ken Campbell and Doug Bentley added

singletons. Nick Heemskerck blasted two for the losers, with Harv Poon and Gary Kerr rounding out the scoring.

Penalties played an important role in the game, with the All-Stars scoring three times with the man advantage and once while playing shorthanded. The Bearcats scored twice with their power play. Over the route, the All-Stars picked up 7 of 13 minor penalties.

Friday night against the Edmonton Motors Canadians, the Bearcats had extended their streak to 26 games with a 6-2 drubbing. Taking period leads of 2-1 and 6-1, the Bearcats were never headed. Heemskerck again led the way, firing two goals, with Kerr, Jules Brassard, Poon and Don Tallas each adding singletons. Len Fasek

scored both goals for the Motor-men, who picked up 6 of 15 minor penalties.

Pardee Equipment were the visitors Sunday afternoon, in a game which could be quite accurately described as a head-hunting contest. However, as Pardee was busy looking for Bearheads, the Bearcats were busy scoring goals—ten of them as they posted a 10-0 victory, to start another winning streak.

The Bearcats were led by the three goal performance of Lorne McLeod, his first hat trick of the season, and the two goal performances of Don Hickey and Nick Heemskerck. Don Tallas, John Steinbach and Larry Baker rounded out the scoring, Baker's goal being his first of the season. Ron Warner in goal recorded his first

Track team finishes dismal fourth in championship meet

Ever have a beautiful dream suddenly shattered abruptly?

It happened to the U of A track squad. After surprisingly strong showings in two previous indoor track meets this year the team headed for Saskatoon and the WCIAA championships last weekend with hopes high.

They finished a dismal fourth, only two points ahead of the University of Calgary. The U of A sent 15 men and four women to Saskatoon, the U of C sent three men.

The best showing the U of A representatives could come up with was a third in the men's 4 x 1 lap relay and a third in the men's 4 x 440 relay. The best individual showing was Ray McKenzie's fourth in the men's two mile.

McKenzie also finished sixth in the men's one mile. George Wil-some finished sixth in the men's long jump and Len Alexander sixth in the pole vault.

Ed Frost was under doctor's orders not to compete. He was still suffering the effects of a concussion picked up in a car accident two weeks ago. Larry Dufresne, who won the men's 50 yards in the Alberta Indoor Championships in Lethbridge two weeks ago did not make the trip to Saskatoon. Ray Haswell was in Vancouver for the Achilles meet.

As expected the talent-laden UBC squad, considered the best university team in Canada, took the meet. But not after a very tough battle from the University of Saskatchewan. The U of M, U of W and the U of S (Regina) also sent representatives to the meet.

Thunderettes take two from Pandas in weekend action

The U of A Pandas basketball team ran into some many-talented birds last weekend.

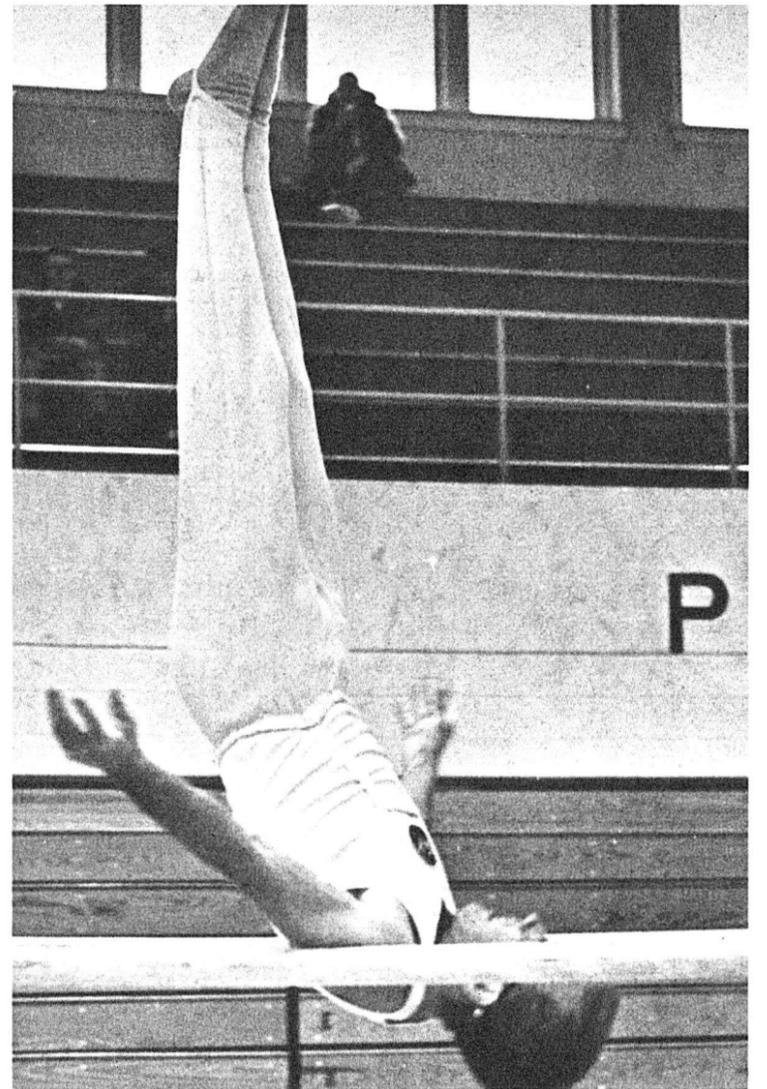
The UBC Thunderettes handed the Pandas a double setback in Vancouver last weekend. Friday night the west coast squad crushed the Pandas 65-47. Behind 32-22 at the half the Pandas could not make a comeback against the taller UBC girls.

High scorer for the Pandas was Donna Bryks with 14 points. Angie Radanovich with 11 was the high UBC point-getter.

Saturday night in a closer fought, defensive match the Thunderettes downed the Pandas 42-27. The Thunderettes picked up 19 points from the foul line as the Pandas committed foul after foul trying to keep the Thunderettes in check.

High scorer in the game was UBC's Jan Douglas with 20 points. The highest point total the Pandas could offer was Bev Richard's six points.

shutout of the season, stopping 12 shots.



—Ken Hutchinson photo

LOOK MA, NO HANDS—The gymnastics teams, men's and women's, are entertaining two UBC gymnastics squads here this weekend. The meets will be taking place Saturday in the main gym. Two weekends ago the U of A gymnasts paid a visit to the coast and got dumped, hard. Rick Danielson, Canada's top male collegiate gymnast in 1967, has now fully recovered from a hand injury and will be looking for his first win of the season against top-flight competition.



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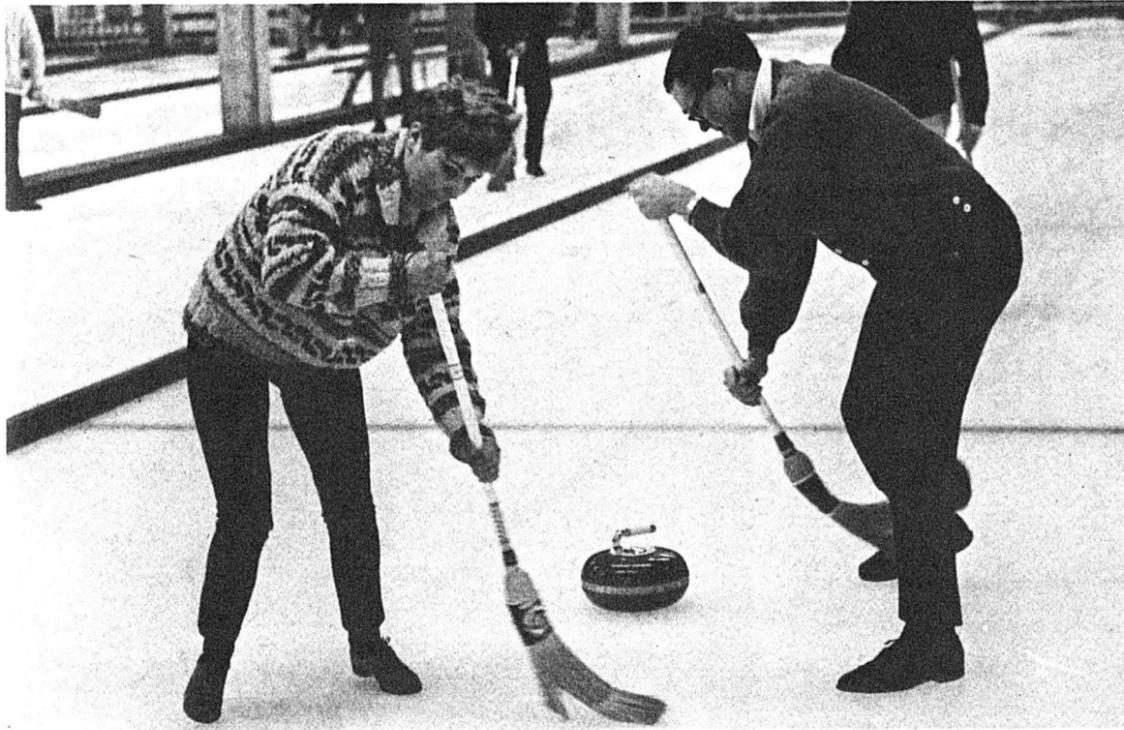
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A WOMAN'S WORK IS NEVER DONE
... it's always sweep, sweep, sweep —Ken Voutier photo

Just call him Jerry 'Extra-end'

The Jerry Rasmuson rink went undefeated in the men's curling playdowns held at the U of A last weekend.

In the finals of "A" section, Rasmuson defeated Doug Gillies 6-5 in an extra-end game.

Gillies dropped to "B" section where he defeated Doug Fisher in the finals.

This set the stage for a rematch between Rasmuson and Gillies. Once again it was an extra-end game and once again Rasmuson won 7-6.

"The curling was generally very good. Competition was improved due to the teams participating in regular SUB curling leagues," said curling club president, Terry

Brown.

Rasmuson will represent the U of A at the WCIAA curling championships in Brandon, Feb. 29 to Mar. 2. Other rinks participating will be from the University of Calgary, University of Saskatchewan (Saskatoon and Regina), University of Manitoba, UBC, Brandon College and U of Winnipeg.

Girls curling won by U of S; Pandas second with one loss

The U of S Huskiettes took the WCIAA women's curling title in Calgary last weekend with a clean 7-0 record.

The U of A Pandas were runners-up with a 6-1 record, their only loss, a 13-4 decision to the Huskiettes.

After six ends of play the Huskiettes led 5-4. They broke the game open in the seventh end when they took advantage of Panda miscues

to score four. They stole one on the eighth end and picked up three more in the tenth end.

The Pandas had a scare earlier in the round-robin competition. After nine ends of play the U of C and the Pandas were tied 8-8. Panda skip Lorna Gibson was successful on a raise to the back of the house with her last rock. The Pandas won the game after a measure gave shot rock to the U of A four-some by inches.

Skiing was great in '46 — if you followed these rules

Reprinted from The Gateway, February 11, 1946

ADVICE TO SKIERS . . .

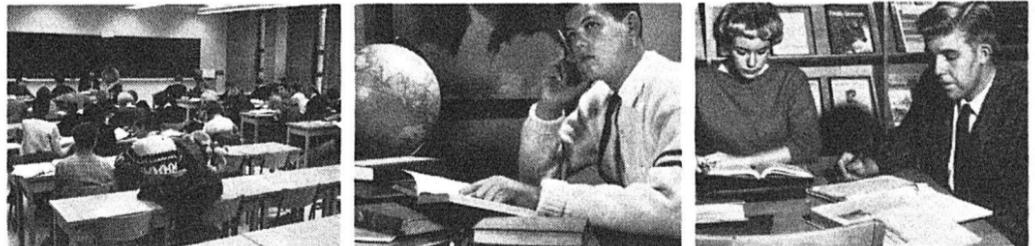
FRESHMEN THAT IS!

Follow these rules and I positively guarantee a weekend free from any untoward incidents. In fact, follow these rules closely, and you may as well stay home and save your money.

1. At all times keep your skis on, at all times, remember.
2. To ski or not to ski is not the question. If it is, then you are losing the battle. You went to ski. So ski, even if nobody else but the athletes do.
3. Remember, no matter what curly from Varsity says, and he's taking an Arts degree so should be an authority like he says he is, there are no etchings on trains.
4. A hot water bottle may keep you warmer than you wish—especially if you drink out of it.
5. You saw that Calgary chap's little mountain cabin one summer while you were touring Banff with your mother and father, thanks.
6. Yes, my good man, you have the wrong room, when those knocks sound on your Royal Hotel room door.
7. Okay, you broke the rule about the hot water bottle—well, all right. But thanks, just the same, I think I'll stick to rum now. No, no gin, thanks.
8. Please don't bother seeing me up to my room, thanks, for you must be tired, and we'll say good night down here in the lounge.
9. A Gelundesprung is something he shows you on the practice slopes, not on a bear rug before a fireplace. It's easy enough to get tangled up with skis on.
10. Wear a pair of thick glasses. You won't be worried by snow blindness; in fact, you won't be bothered by anybody.

Special rule for girl without skies:

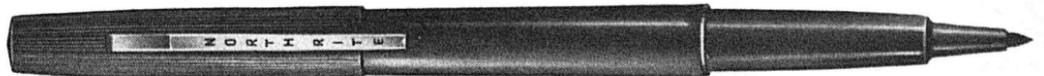
The byword and cardinal answer to all suggestions, offers or inuendos is "Noski Thankski", as the Russians say, and they know.



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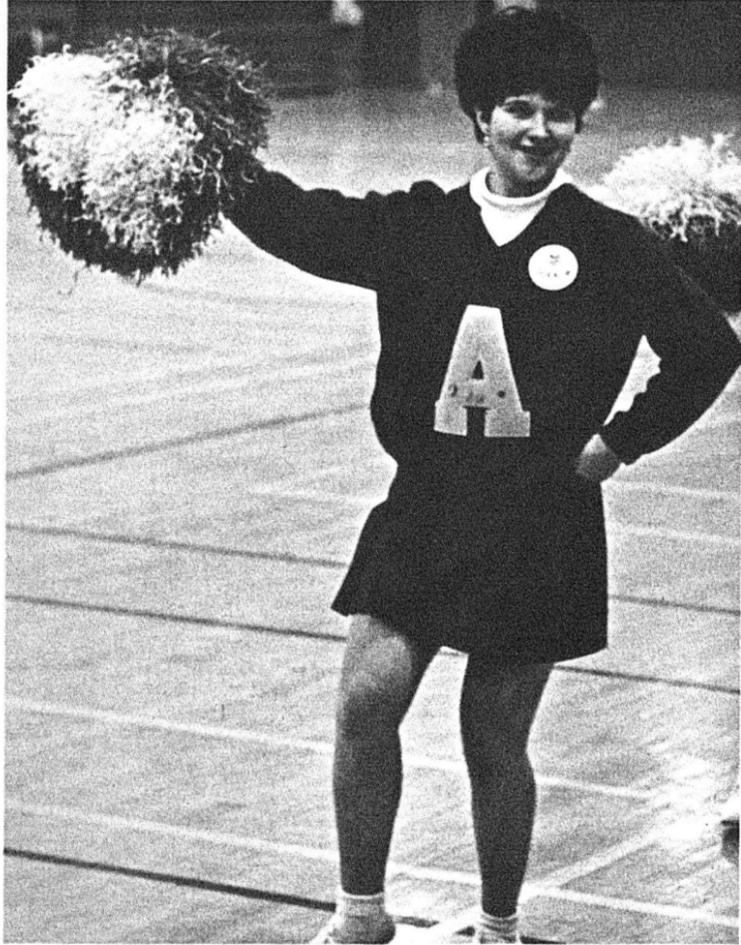


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SUNDAY 9 P.M. "THE DAWN'S EARLIES"

BAR NONE — MARCH 9



—Ken Hutchinson photo

GOING MY WAY?—There must be an easier way to get to Vancouver than this! The cheerleaders will be getting on the hockey train to UBC but only if they get some people out to their Bear Bash Saturday night in the main gym, phys ed bldg. Come and meet the Golden Bear hockey squad, after the hockey games with the UBC club this weekend.

Panda volleyballers bounced in final game of tournament

The U of A Panda volleyballers came out second best to the U of M Bisonettes in the WCIAA Championships in Calgary last weekend.

After a tough three day round robin competition, the two squads were tied for first place with 13 wins in 14 starts, forcing another match. U of M won the first game 15-7, but the Pandas fought back from a 11-6 deficit to win the second game 15-12. This second effort by the Pandas seemed to serve as an incentive for the Bisonettes, who mustered their forces to take the final game 15-7, and the trophy.

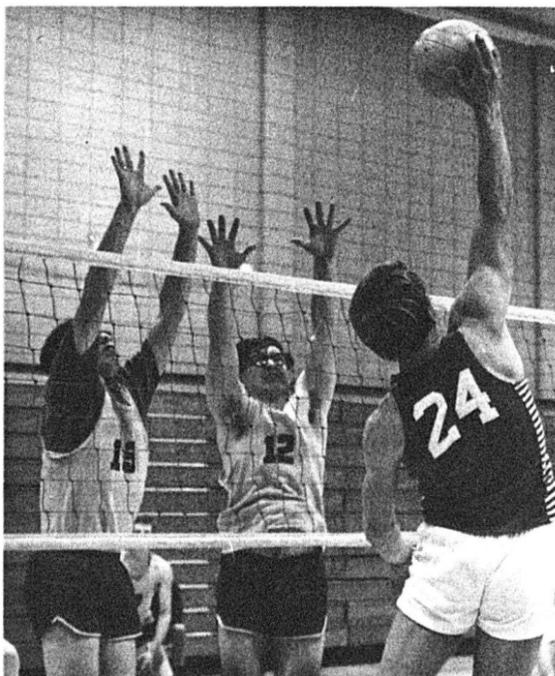
On Thursday, the first day of play, the U of A girls needed only two games to defeat the teams from U of S (Saskatoon), U of Winnipeg, UBC and U of C. Friday brought the Pandas and Bisonettes together for the first time.

PUT DOWN

The U of A put down the U of M 16-14 and 15-11, providing U of M with their only loss in the elimination play. On the same day the Pandas also outplayed the girls from U of S (Regina), Brandon University, U of S (Saskatoon) and UBC.

The Pandas' only loss in the preliminaries came in Saturday's play, against the Bisonettes. After downing U of S (Regina), Brandon, U of C and U of W, the Pandas lost their series with the U of M squad 15-12, 10-15, 6-15.

Bears bow out in volleyball semi-finals



—Ken Voutier photo

SPIKED DOWN THE GULLET

... action from WCIAA championships

U of A women's team plays host to synchronized, speed swim meet

First light shows, now water shows.

The U of A women's swim team will be hosting the WCIAA synchronized and speed swimming championships this weekend at the pool.

The defending champions, the U of A team, are favorites to repeat last year's double victory. The synchronized competitions will take place Friday morning and evening and the speed competitions will be held Friday afternoon and Saturday.

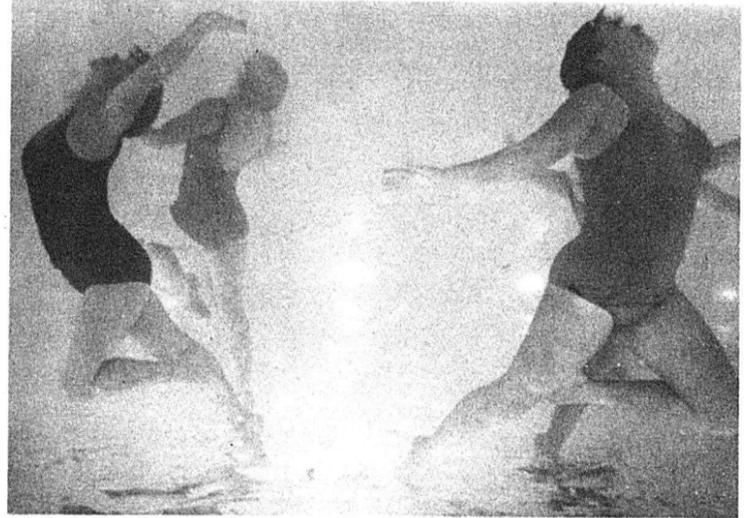
Three seniors and three juniors from each team will perform six compulsory figures during Friday morning's competitions. The girls will be marked on style, timing and skill. Friday evening, the second phase of the synchronized swimming competitions, the routines will be performed. Each university will enter single, duet and team routines.

The toughest trials will be in the speed competitions. UBC is sending a very strong team composed of some Pan-Am and British Empire Games swimmers. Heats will be run off Friday afternoon and the finals will take place on Satur-

day. There will also be a diving competition.

Joining the U of A and the UBC

entries are teams from the U of S (Saskatoon), U of S (Regina) and the U of M.



LIKE TWO GRAECIAN URNS

... synchronized swimmers in their element

Win or else for hockey team

Bears square off against T-Birds

By BILL KANKEWITT

It's win or else for Clare Drake's "Green Machine" this weekend.

Two wins for the Bears against the UBC Thunderbirds would put the team in an excellent position to win the league crown. A loss, and the team would find itself with its back against the wall.

So closely bunched are the standings in the WCIAA league that four teams stand a possible chance of winning the title. Only the hapless Dinosaurs from Calgary are out of the picture.

The Bears find themselves two points behind the Manitoba Bisons and in a tie with Saskatchewan for second spot. Clare Drake's crew has the upper hand though as they have games in hand over both clubs.

Vastly improved over past sea-

sons the third place Thunderbirds will be no easy mark for the Bears. They will be led into town by the league's scorer Mickey McDowell.

The Bears "did a lot of things well" on last weekend's Saskatoon trip and coach Drake is looking for added improvement against the "Birds".

Merose Stelmaschuk, who missed the team's last three games through sickness, will be returning to the line-up this weekend. The shifty Fairview product will add much needed scoring punch to the firing-lines. Stelmaschuk will probably be re-united with veteran centre Ron Cebryk and the fast improving Tom Devaney.

An encouraging factor in Saskatoon last week was the improved play of the Bears' Don Manning, Milt Hohol and Jack Gibson. All three highly-talented players had



MEROSE STELMASCHUK

... back in line-up

failed to reach their potential until last week's indications.

Faced several weeks ago with a rash of injuries, Coach Drake now has the problem of having too many healthy players on hand. This has resulted in a surplus of bodies and a tough decision as to who to sit out.

Ron Reinhart, Dave McIntyre, Bill Suter and Len Zalapski are all fighting it out for the final position on the roster.

The "Birds and Bears" will close out their schedule next weekend in Vancouver when they play the return engagement. Bear supporters wishing to make the trip can do so by getting in touch with U of A Radio who are running a special railroad car for the excursion.

Game times this weekend will be Friday at 8 p.m. and Saturday at 2:30 p.m. in Varsity Arena.

WCIAA HOCKEY STANDINGS (Feb. 20/68)

| | GP | W | L | P |
|------------------|----|---|----|----|
| Manitoba | 14 | 9 | 5 | 18 |
| Alberta | 12 | 8 | 4 | 16 |
| Saskatchewan | 13 | 8 | 5 | 16 |
| British Columbia | 12 | 6 | 6 | 12 |
| Calgary | 15 | 2 | 13 | 4 |

GOLDEN BEAR LEAGUE SCORING

| | GP | G | A | P |
|----------------|----|----|----|----|
| Sam Belcourt | 12 | 10 | 10 | 20 |
| Jack Gibson | 12 | 6 | 8 | 14 |
| Wayne Wiste | 9 | 6 | 8 | 14 |
| G. Braunberger | 12 | 4 | 9 | 13 |
| Ron Cebryk | 11 | 4 | 7 | 11 |