

THURSDAY, FEBRUARY 13, 1969

THE GATEWAY

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Varsity Guest Weekend
Supplement Inside*

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SCM debates student government

Student Christian Movement is sponsoring a Friday noon forum in SUB theatre on "What is a Democratic, Responsible and Representative Students' Union?"

TODAY

JEUNESSES MUSICALES
The Jeuneses Musicales will hold a concert today at 8 p.m. in Convocation Hall featuring Spanish soprano Montserrat Alavedra. Tickets at door are \$2.

FRIDAY

COFFEEHOUSE
The Eleven-24 Coffeehouse will feature Gord Howie's folksinging from 9 p.m. to 1 a.m. Friday. Entrance at back door of 1124 84th Ave.

ITALIAN/SPANISH CLUB
The Italian Spanish Club will hold a Valentine's Party at 8 p.m. Friday in the French House. All members and guests are welcome.

WEEKEND

MARXIST CLUB
The Norman Bethune Marxist Club will hold a seminar Saturday at 2 p.m. in TL-96 featuring Dr. Gabriel Fischer speaking on "The State, Its Role and Education."

SARABAND
Members of the Jubilaires Club will be performing poetry readings for Valentine's Day at the Saraband in Nellie's on Hwy. 16 north Sunday at about 9 p.m.

HILLEL

B'Nai Brith Hillel organization will sponsor a film presentation and open discussion with Dr. Bernard Schwartz, associate professor of art education, Sunday at 8 p.m. in SUB 142. The films will be "The Ghetto Pillow" and "Ir Van En Be Israel."

CELEBRATION

The Anglican-United Parish will hold a Celebration service Sunday at 7 p.m. in SUB Meditation Room. A colored documentary called "Roadside of a Merry-Go-Round" will be shown.

OTHERS

CUSO TALKS

Jim Ward, ag consultant to CUSO will be available for discussions Wednesday from 12 noon to 2 p.m. in Rm. 145 of the ag bldg; 4 to 6 p.m. in the conference room, fifth floor of the gen serv bldg. and at 8 p.m. in SUB.

MISS U OF A PAGEANT

CKSR and Special Events Committee are sponsoring the Miss U of A Pageant featuring Jose Feliciano in the Jubilee Auditorium March 6.

MUSIC LISTENING

The Music Listening Room Committee will feature recorded music from 7 to 8 p.m. weekdays in the music listening room, SUB. Monday features soundtracks; Tuesday and Thursday—classical; Wednesday—pop; and Friday—folk.

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Directed by: Vic Sutton

I told you we should have gone Air Canada for half fare.

shut up Bonnie, and hand me the wrench.



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TEACHERS WANTED

by the
Edmonton Separate School Board
for
SEPTEMBER 1969

Teachers who hold an Alberta teaching certificate or anticipate certification by September 1969 are being interviewed at the Student Placement Office, 4th Floor, Students' Union Building, Phone 432-4291 on February 10, 11, 12, 13, 14, 1969; or any time at the School Board Office, 9807 - 106 Street. Please phone 429-2751 for an appointment.

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\$2 million damage at Sir George Williams as frustrated students burn, smash comp centre

Frustrated principal tells police "I want them out of there and I don't care how you do it"

MONTREAL (CUP)—The occupation at Sir George Williams University ended violently Tuesday and left in its death throes over a million dollars worth of damage, a fire and water gutted

ninth floor of the school's Hall Building, 79 arrests and numerous injuries to police, students and by-standers.

Monday night, the whole affair seemed calm and approaching satisfactory settlement. Tuesday morning, it exploded wildly out of control.

The spark to explosion, ironically was a weekend-long round of negotiations between the occupying students and the administration. By Sunday afternoon, the negotiators had hammered out a working proposal—and that's where the confusion began.

The students' lawyer said he had been told by his administration counterpart that the terms of the agreement—acceptance by the administration of the five demands set by the occupiers in return for an end to the occupation—would be ratified by his superiors.

The occupiers sensed victory and arranged a party Sunday night.

Meanwhile, the administration lawyer took the agreement to principal Douglass Burns Clark for signature. Clark hesitated and said he wanted to sleep on it. The next morning, he did not sign but rather called a faculty association meeting to discuss the proposals. Spirits were still high in the two occupation centres—the computing centre and the faculty club—everyone waited for final victory.

But the faculty, after a stormy seven-hour session, rejected the proposal and replaced it with another one unacceptable to the students. The faculty was incensed over Clark's morning suspension

of Professor Perry Anderson, ostensibly for his own protection.

The faculty had also supported the old hearing committee and were not willing to renege on that support.

Their refusal to accept the negotiated agreement had tragic consequences.

The occupiers decided to seize the entire building. As a major portion rushed to lock all the entrances, a small group headed out into independent action. They swarmed into the cafeteria, seized chairs and tables and started barricading all the exits and escalators from the fourth floor up to the eleventh.

To get into the cafeteria, they took axes to the locks—a move that brought the police in.

About four a.m., 50 uniformed police marched into the school. As they tried to mount the barricades, they were washed away by powerful streams from fire hoses trained on them by the students.

That was the breaking point. Once they had watered down the police, they were there to win or lose, win or lose big.

The police followed them up. They broke through the barricaded glass doors of the computer centre and were again met by jets of water from within.

Two policemen were cut—it is unclear whether they were injured by window glass or flying bottles. It is probable that both were involved.

Realizing they hadn't the strength to get in, the police settled down to a siege. Forty of them stood outside the centre in ankle deep water singing "Michael row the boat ashore".

The students then started to smash up the centre.

They tossed IBM cards, print-outs, papers, research documents—anything they could find—out the windows. These were followed by typewriters, portable computers, adding machines. Nine

floors down, the city streets, now cordoned off by police for three blocks, were thick with paper. By-standers, at least 1,000 strong in early morning, waded through reams of it.

The students then announced they would destroy the computers, one by one, until the police left. This was at 8 a.m. and Clark had had enough. He told the police he "wanted them out of there, and I don't care how you do it".

The police told him they had to wait for the riot squad, Montreal's crack team designed for crowd control and riot-busting. The squad arrived at 9:30.

But they didn't move in until one p.m.

Various administrators, thinking they could save the computers, wanted to hold off.

Meanwhile, a huge mob had gathered in the streets below. Fist fights erupted continually, at least five people were arrested throughout the day. And the police, as they moved in to quell the fights, used billies to break up knots of people, injuring several.

One police van was set aflame but the fire was quickly extinguished.

By one p.m., it was clear the computers were being destroyed. The riot squad was given orders to move in and started breaking down the barricades.

At that point, the occupiers smashed the remaining computers and set fire to the barricades.

Flames shot out 15 feet and the police drew back. The blaze was visible for three city blocks. Thick black smoke filled the corridors and at least five policemen and firemen were overcome with smoke and rushed to hospital.

The police seized 79 and kept them lined up against a wall for two hours as they put out fires and awaited instructions.

Only a few of the occupiers managed to evade arrest.

At six p.m., they were shoved into nine paddy wagons and taken

away to be processed. The university will press charges against all of them—one official said: "We'll hit them with every criminal charge possible".

The students have been charged with conspiracy, arson and public mischief. Arson alone carries a maximum sentence of life, a minimum of seven years.

At least 20 of the 79 arrested were women. The group is almost equally mixed, black and white.

The damage: at least a million dollars worth of computers. The centre itself won't be functional again until next October.

The whole ninth floor of the Hall Building is gutted. Walls are down, floorboards torn up, windows smashed.

Water damage has wrecked at least five other floors.

Valuable research projects were destroyed.

Animals in psychology experiments on the 11th floor all died.

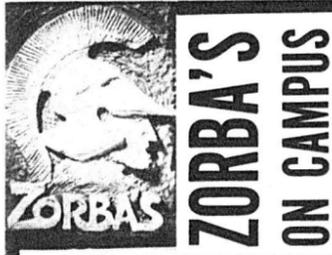
Some academic records and exam marks are forever lost.

Total damage is estimated at \$2 million.

Seventy-nine students now face severe criminal charges and lengthy sentences.

Poll clerks wanted

Anyone interested in being a pool clerk for the Students' Union general elections to be held Friday, Feb. 21, please leave name and phone number at the receptionist's desk on second floor SUB.



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EDMONTON, ALBERTA**

For further information contact:

**Mr. D. R. Taylor
Superintendent of Schools
Grande Prairie School District No. 2357
10213 - 99 Street
Grande Prairie, Alberta**



THE ST. JOE'S BOYS DO THEIR THING—for VGW with the ice statue. The fellow on the right looks somebody's cousin standing in for an anthropology exhibit. Chee-chee-chee-chee.

Official notice

The election of the Arts Representative on Council and the Science Representative on Council will be held Friday, February 28, 1969.

Nominations will be accepted on Wednesday, February 19, 1969 in Room 272 of SUB from 8:30 a.m. to 5 p.m.

Only full-time undergraduates in the faculties of Arts and Science may nominate and/or elect their respective representatives.

Returning Officer
Ken Newington,

The Gateway

member of the canadian university press

editor-in-chief - - - Rich Vivone

managing editor Ronald Yakimchuk

news editor Miriam McClellan

sports editor Bill Kankewitt

make-up editor Dan Carroll

photo editor Al Yackulic

STAFF THIS ISSUE—Despite the disappearance of Joe Czajkowski in Winnipeg, the paper managed to be put to bed without him. Internal conflict reigned over who gets what ads and who gets how many pages and howcum the Tampax ad is still put on the sports pages. The staff still speaking to one another are: Dick Nimmons, Opey, Phil (he got his fencing story in the end) Lenko, Phil Hinman, Terry Pettit, Cathy Morris, Ron (paranoid) Dutton, and Bill Pasnak (who protests three sports pages too). Judy (I should have stayed home) Samoil, Bob (who's going to Victoria) Anderson, Alisa (who isn't going but wishes she was, she's coming instead) Lendrum, and Jim (he's either coming from or going to the Corona) McCormick and your ever faithful, stick to it for the last six press nights Harvey G. Thomgirt.

Final copy deadline for the Tuesday edition—8 p.m. Sunday, advertising—noon Thursday prior, Short Shorts—5 p.m. Friday. For Thursday edition—8 p.m. Tuesday, advertising—noon Monday prior, Short Shorts 5 p.m. Tuesday. Casserole advertising—noon Thursday previous week. Advertising manager: Greg Berry, 432-4329. Office phones—432-4321, 432-4322. Circulation—12,000.

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PAGE FOUR

THURSDAY, FEBRUARY 13, 1969

A high school guide to university student government

By PETER BOOTHROYD

Several weeks ago, relationships between students and Alberta's native people was forced to the attention of Students' Council. Three native Company of Young Canadians workers in Northern Alberta had been arrested in what they considered to be a questionable way and they had asked Council for financial help in getting the services of a lawyer. The Students for a Democratic University and the Student Christian Movement raised several hundred dollars, and then approached Students' Council for a grant of another \$100. This was granted. But the next week, the same Council decided to reconsider the matter because further information had come to their attention from some unknown source. Finally, on the third week, the grant was given. A number of councillors felt that the money should be given directly to the lawyers, but in the end the \$100 was properly given to the Indians' own Native Peoples' Defence Fund.

This incident is a good jumping off point for a discussion of the student's role in society. In the situation we quickly can see that:

- most of the student councillors are basically humanitarian;

- most of the student councillors were confused about the real issue in the case, namely, the right of all citizens to adequate legal defence whatever the nature of the purported crime;

- many of the councillors are humanitarian, but paternalistically so—Council had to check out the report of the Indians; and what was worse, Council seriously considered giving the money directly to the lawyer instead of allowing the people to use the money in the way they saw best;

- most of the councillors have no clear opinion on the nature of the proper relationship between students and the community—decisions are made on an *ad hoc* basis and in confusion about the principles at stake.

The point here is not to make another attack on Students' Council. It is rather to show why it is necessary that students — all students — develop a theory about their role in society. It has to be a theory that enables the elected Council to act intelligently when issues such as an emergency appeal for funds from non-students comes before it. Leaving such requests to *ad hoc* decision-making is not good enough as the incident with the Native Peoples' Defence Fund clearly shows.

It is consistent that a Students' Council, which has no principles on which to base decisions about community relations, should as a group reject the Canadian Union of Students. CUS now operates on the basis of conscious political principles, and consequently is developing an effectiveness that our Council

will never have. At least not so long as Council refuses to think about its long-term relations to society—that is, to think politically.

Because of the high schools which regard politics as something dirty and therefore to be indulged only in private, university students are reluctant to support a politically principled Council.

The problem is that it is impossible for a Students' Council not to be political. The question is: will the Council be political in a confused and unprincipled way as ours is, or will it work on the basis of a conscious and continuously developing philosophy as CUS does.

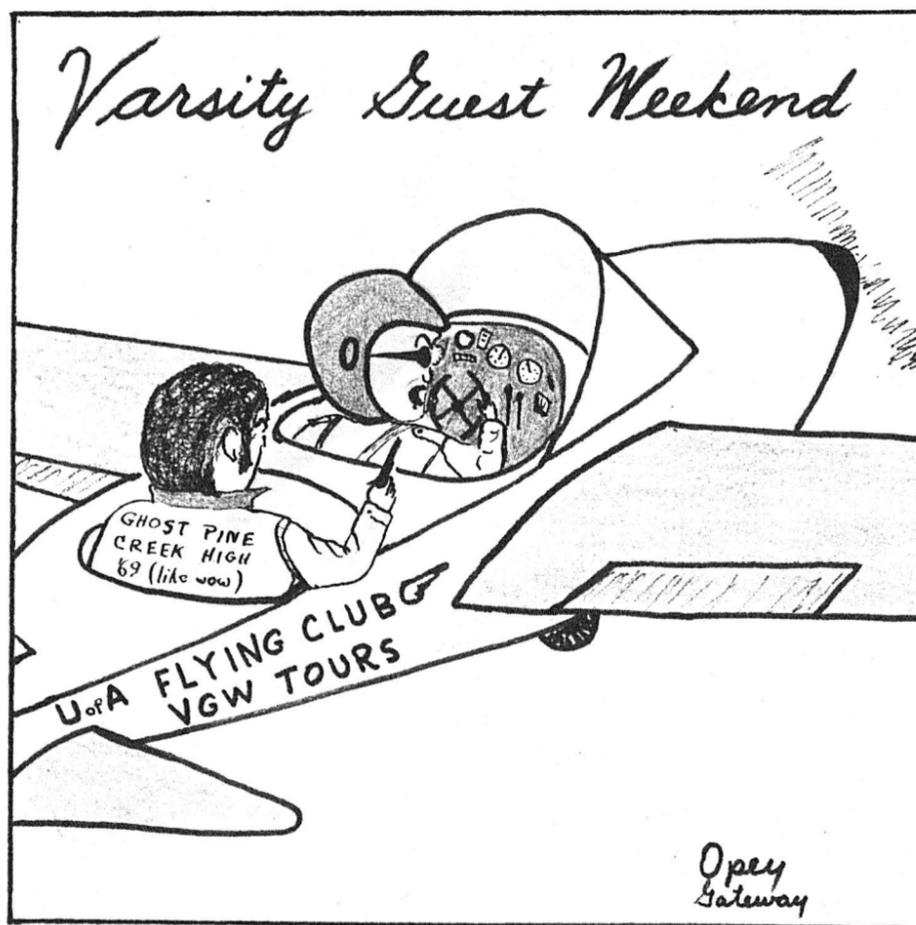
By rejecting CUS in the recent referendum, the present students of this university have made their choice. It is a choice, however, which is always open.

In my opinion, growing numbers of future students will reject a student government which is deballed because it is confused. And because of the humanitarian instincts which are increasingly being formulated which recognize the student's responsibility to the underdogs in our society.

Instead of \$100, \$1,000 will be granted to the Defence Fund. And instead of sitting back with a sigh of relief because a tricky issue has been handled and money given, future Councils will want to know what else they can do. Instead of worrying that the Indians might not be able to handle the money themselves, support will be given on the assumption that native leaders are quite capable of making correct decisions. And when it comes to the crunch, and there is a choice between keeping the businessman's image of the student as a "responsible" career-minded bundle of collegiate joy or supporting the poor in demonstrations, the Council will lead the students in the only course open to the true humanitarian. Because, humanitarianism without political action is phony. And political action without political thought is fruitless.

It is no longer necessary to argue that students as a group should be involved in the larger society. Even U of A's Students' Council with their action on the Native Peoples' Defence Fund, and in other more subtle ways, have shown how necessary and desirable such involvement is. The argument at this university is now between those who want students to become involved in a thoughtful and political way, and those who think students can continue their hazardous forays into community affairs.

This is the argument which concerns all of us, students or not. To avoid the argument is to support the status quo, in student politics. To me, that seems contrary to the interests of the majority of all citizens.



"Take you to where??"

Editorial

Council isn't representative

"As education representative on students' council, my vote speaks for 2,991 students. Yet rehabilitation medicine has one vote although that school has just 90 students or roughly three per cent of the number of students in education. Why should education students show any interest in student government when they are so grossly discriminated against?"

—Dale Enarson
Education, rep
Students' Council
1966-67

Dale Enarson wrote those lines in the Nov. 16, 1966 issue of The Gateway. The situation was such on the students' council in 1966 and the years before that also. What Mr. Enarson is saying is that the students' council flagrantly violates one of the oldest democratic principles of all time—that of representation by population.

The federal government had problems of this sort several years back but they overhauled the constituencies of the country in order to make the House of Commons more representative-by population. The Social Credit government in this province is currently thinking about the same thing.

Student government here has a much simpler problem—they have but 15,000 students to deal with but the university is getting larger and larger almost by the minute. And there still hasn't been any change in the moth-eaten system.

The Canadian Union of Students saw this flaw in their system and instituted a weighted-vote system whereby universities were allotted votes according to their enrollment. Any school could call for the weighted vote prior to any decision-making.

This university has called CUS "unrepresentative" but we are in a case much worse.

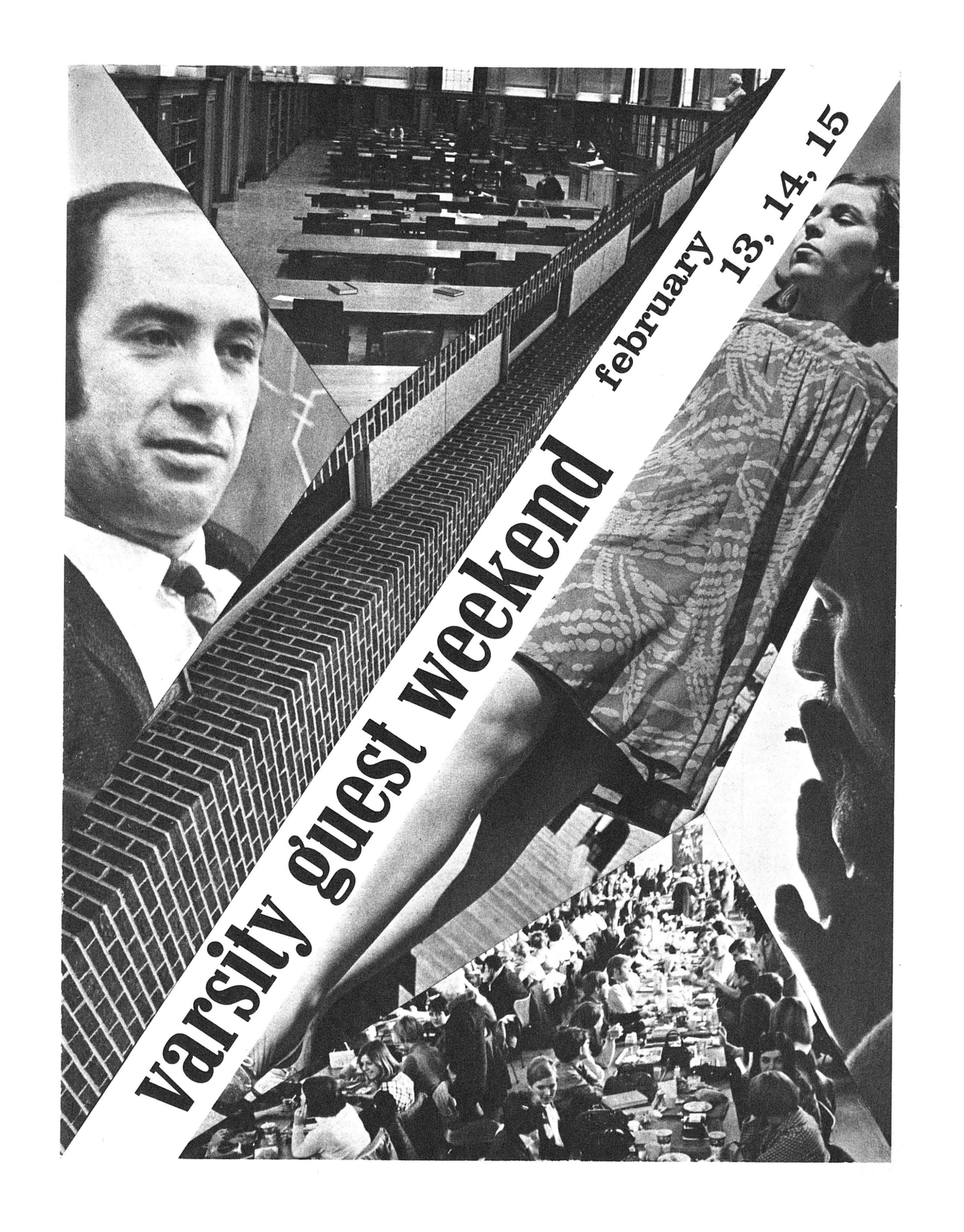
A reorganization committee has been working this year, and the last and the last to change the system. The sum total of their work seems to be the splitting of the students' union vice-president's chores into two areas—external vice-president and academic vice-president—both to be elected on a campus-wide basis. And though the two positions have been listed on official election notices, the bill still hasn't received third and final reading from council.

Weighted voting may be one way of cracking the sterile representation-by-faculty system we now operate under. But we think there are other better ones.

The most simple system—and a student government almost rendered irrelevant should concerned with simplicity — would be to have a number of candidates run a campus-wide election. Of the candidates the 10 receiving the largest number of votes would be elected. Over and above this, an executive committee would be elected—as is at the present.

This system which is practiced by innumerable governments would ensure that the student government is representative. It would ensure that the councillors elected are the most interested students on campus (and the voter would back this as he cast his ballot for an involved representative).

To our way of thinking, there is little benefit in special interest groups on council (i.e., faculties, athletic boards, fraternities). Seldom has an issue been presented to council which required specialized knowledge from a councillor from any particular faculty.



Varsity guest weekend

february 13, 14, 15

**VGW
committee**

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marg carmichael
cathy maclellan
joanne mayhew

tours

naomi rudolph

We're glad you decided to come

... welcome from the VGW Director

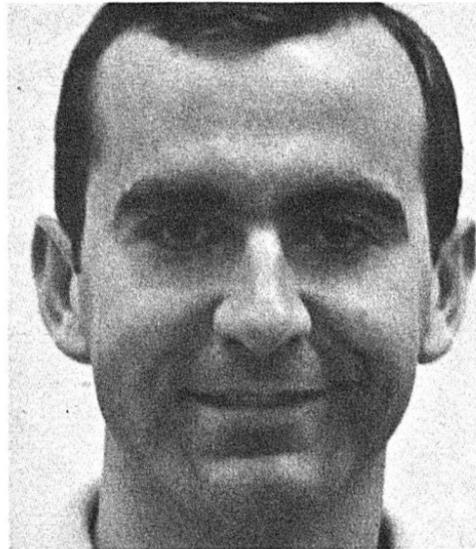
It is my pleasure, on behalf of the Varsity Guest Weekend Committee, to welcome you to the University of Alberta.

Varsity Guest Weekend is the result of a great deal of planning and co-operation by all members of the university community. Many students have been working for several months in order to make your visit an enjoyable and meaningful one.

The purpose of VGW is to introduce you, the general public, to all facets of university life. This year we have expanded the scope of the Weekend to inform you of academic problems existing in our society.

Guest speakers, debates and forums serve to provoke contemplation of current issues such as the role of the student today, and the power movements around us.

THE ACADEMIC INFORMATION CENTRE, located in the Education Building gymnasium, will provide you with insights into the programs provided at the University of Alberta. Pro-



WES ALEXANDER
... director, VGW

fessors and students from all faculties will be on hand to answer any questions. Information booths will be set up in

every building to help you find your way around the campus.

A **WINTER CARNIVAL** has been added to VGW in order to involve as many people as possible in our activities on Thursday night. An all-night curling bonspiel will start the carnival. This will be followed on Friday morning by a pancake breakfast and an eating contest. The outdoor activities will start Friday afternoon and will continue throughout Saturday.

An ice statue contest will also be held. Trophies will be awarded for all events.

Two of Edmonton's top bands will play for a dance on Friday night.

The activities of the Weekend attempt to present the academic, the social and the recreational aspects of the University in a way that allows you to be a participant.

The student body is proud of their University and joins me in extending to you a sincere welcome to the campus.

Wes Alexander
Director, VGW

... welcome from the Students' Union

On behalf of the Students' Union, it is my privilege to welcome you to Varsity Guest Weekend, 1969 and encourage you to participate fully in the programs, displays, and activities which have been designed to acquaint you with the many facets of university life—intellectual discussion, academic study, research into new fields, extra-curricular activities, athletics, and social recreation.

Those of you who are young people looking forward to the day when you will attend University yourselves will find an opportunity this weekend to discover and explore the university, meet university faculty and students, and examine some of the opportunities which are available to you to continue your education.

This will perhaps be your first exposure to the University, and we would encourage you to explore further after Varsity Guest Week-

end is over because Varsity Guest Weekend, by its very nature, can give you only a superficial view.

If you are interested in participating in meaningful seminar discussions and information sessions about university life, we would suggest that you keep in mind the Freshman Orientation Seminars which are held for prospective students during the summer months and provide in-depth information and counselling about university life in all its aspects.

Those who are visiting the University as interested citizens are particularly welcome. We hope you will become acquainted with the many ways the University serves the surrounding community through the application of its studies, its research into new techniques, and its provision of opportunities for the young people of Alberta to expand and develop their knowledge and interests. Our



MARILYN PILKINGTON

University is worthy of your support, and we hope you will become familiar with some of its endeavors.

The Students' Union has sponsored Varsity Guest Weekend as an annual event at this University for the past twenty years. We have here one of the foremost universities in Canada, and this weekend offers you an excellent opportunity to view the facilities and meet some of the people who make up our university community.

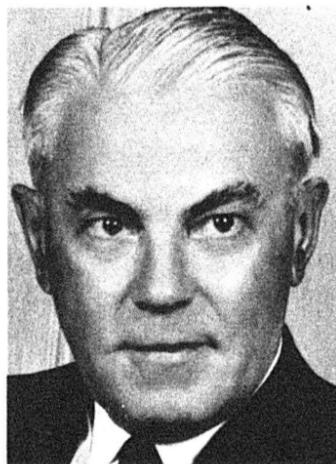
I would urge you to take full advantage of this chance to become better acquainted with the University of Alberta. We are proud of our University and eager to acquaint you with the many aspects of our life here. We hope that you thoroughly enjoy your visit and return soon.

MARILYN PILKINGTON
President

... message from the university president

It is always a pleasure for us to welcome interested visitors to the campus of The University of Alberta, and we make a special effort in this regard at our annual Varsity Guest Weekend. It is a great pleasure for me personally to extend such a welcome to our visitors in 1969.

If you have seen the University in its earlier years you will be impressed with the tremendous development that has taken place in new buildings and other facilities. This growth has been occasioned by very substantial increase over the past three or four years in the number of students coming to the univer-



WALTER JOHNS

sity, and our numbers this year constitute a record that

we had not expected to reach before 1972. There are over 15,000 students registered on a full-time basis during the day, with many more coming each evening for credit courses and extension classes of various kinds. We are, in fact, a "city within a city" and are becoming very heavily populated, indeed.

The heart of the university is, of course, the people who form the university community, and the teaching, studying, and research that are going on in every building on the campus. We hope you will have an opportunity to see some of these activities and some of the places in which

they are carried on.

One building which we hope you will not fail to visit is the new Students' Union Building, which was planned and constructed through the initiative of the students themselves, in co-operation with the Board of Governors. Like many activities on this campus, including Varsity Guest Weekend itself, this is a tribute to student organized effort and initiative.

We hope that you will find the university an interesting place and a friendly place to visit.

Walter H. Johns
President
University of Alberta



—Steve Makris photo

A NIGHTHAWK VIEW OF SUB

... as seen through the snowflakes

New Students' Union Building

— where the action really is

All the services necessary to please

By **KEN NEWINGTON**
SUB Supervisor

So you've decided to have a look at good ol' U of A. Great! We're really glad to have you. There's a lot to see, something for everyone I'm sure. But, whatever you do, drop in to the Students' Union Building, because that's where the action is!

When our SUB opened in 1967, it was the largest in Canada (230,000 square feet). It was built at a cost of \$6.3 million, \$3.6 million of which will be paid by the union through fees and operating revenue. The snack bar, cafeteria, bookstore and Student Counselling offices are owned by the University.

SUB provides many of the services necessary to students and faculty. The food service units on the second floor can handle over 1,500 students at one time. There is a spacious bookstore which contains over 20,000 titles in addition to textbooks and supplies. A convenient bank and a barbershop are located on the lower floor to save students time in obtaining these necessary services. There are six guest rooms available for out-of-town visitors to the campus. On the fourth and fifth floors are the Student Placement and Student Counselling offices.

Many student clubs and activities are housed in SUB. On the second floor you will find the offices of the Radio Society; The Gateway, our campus newspaper; the Photo directorate; and Evergreen and Gold, our renowned yearbook. All of the students' union offices are located on the second floor along with several meeting rooms and working areas. This is perhaps the center of the Union's activity.

The Dinwoodie Hall is our multi-purpose room. Here we can accommodate 1,500 people for concerts, 2,000 for dances, and more than

1,000 for banquets. The Room at the Top is one of the most popular features of the building. It is used for meetings, receptions and on the weekends it serves as a coffee house with entertainment and a fantastic view of the campus.

SUB contains tremendous facilities for cultural development. On the third floor there is an Arts and Crafts Area containing all the facilities necessary for the amateur artist. The ultramodern theatre is located on the second floor. It features open stage and a background image projection. The theatre seats almost 750 people and is used extensively for lectures, debates, films, drama, concerts and programs in creative dance. On the main floor one finds opportunities to relax and listen to recorded music, browse through a magazine or view an art collection in the uniquely designed art gallery and music listening room complex. In addition, a meditation room is provided for private meditation and group worship.

On the lower floor of the union building, there is a recreational area. The area contains eight five-pin bowling lanes, a large billiards area, facilities for table tennis and shuffleboard, and six sheets of curling ice, another of the unique features of U of A's SUB.

SUB was built primarily for the use of students, potential students, faculty and guests. Its doors are open from 7 a.m. until 11 p.m. on weekdays, with extended hours on Friday and Saturday nights.

SUB is the focal point of extra-curricular activity, probably the busiest place on campus. It is the center where the keen and active student gets involved in the kind of activity that makes his university career a complete, well-rounded experience.

So remember, do make a point of visiting SUB on your busy schedule, because SUB is where it's at!

An editorial

VGW: what it is and should be

According to popular opinion in this campus community, "Varsity Guest Weekend" is synonymous with escape and evacuation from the deluge of the soon-to-be frosh; but as an aid and guide to prospective university students, the services of VGW fill a distinct need. And this year, as in past years, VGW will still fill this need. However, this seems to have been its prime purpose.

But isn't this focusing on only a small percentage of the population? With all the publicity and press coverage given to universities and their student populations, the general public is forming impressions which are not necessarily accurate and valid. In these times of demands for increased student power and responsibility, there is a need to open the current issues and examine the university student and his world. What better time than during VGW?

Therefore, Director Wes Alexander and his committee, in attempting to broaden the scope of VGW, is inviting the community to hear presentations from topical people and to participate in the subsequent discussions. Hear Vance Packard on "The Changing American Character", and Phil Hutchings of the Student Non-violent Coordinating Committee, on "Power", among other equally challenging topics.

In reply to some opposition to Phil Hutchings' topic on the basis of its relevance to the particular situation at our university, we would suggest that we are not members of a particular society, but of society in general, and, particularly as students, we should be interested in and enquiring about such things as power movements. How can one say it's not relevant—at any time?

If we want to call ourselves responsible students, how can we turn away from opportunities such as VGW's "Academic-In" to hear such a board spectrum of opinions on such timely issues?

Just because The University of Alberta is fortunate enough to have a forward-looking Board of Governors, this does not mean that we are not or should not be concerned and interested.

Stay on campus!

Most campus-goers think VGW is nothing more than a mass of gummers wandering aimlessly through a labyrinth of melting ice statues. Those VGW's are past tense.

This year VGW, besides catering to the academic needs of the campus, has organized capital F, Fun-type activities to keep varsity students here.

The all-night drink, I mean, curling bonspiel should indicate the pace the varsity students will have to keep for the duration of the Weekend. The Winter Carnival events will be entered with pride—after all, winning a human dogsled race in the first annual winter carnival on campus has really got some class! It should not take long for all to realize this year's VGW has untold potential for a three-day party.

So, campus-goers, forget those slushy ski slopes, forget the downtown Cabarets, and the Rockin' Riv, stay on campus for VGW '69, it's bound to be a gas.

And remember, VGW makes you horny?!?

VGW a fun weekend

VGW General Schedule

THURSDAY, FEBRUARY 13

- 1 p.m.—Broomball—Radsoc vs. Gateway. Quad.
 1-6 p.m.—Room at the Top.
 2 p.m.—Broomball—Commerce profs. vs. Phys Ed profs. Quad.
 3 p.m.—Broomball—Wauneita vs. Block A. Quad.
 10 p.m.—All-night curling bonspiel.
 Free skating—Quad—all day—all night

FRIDAY, FEBRUARY 14

ACADEMIC

- 12 noon—The Student and His Academic Responsibility—Moderator—J. P. Meekison; Panelists—Branny Schepanovich, Phil Resnick. SUB Theatre.
 3 p.m.—“Power (Black, Red, Student . . .)—Has it any real relevance?” Moderator: Peter Boothroyd; Debaters: Phil Hutchings (SNCC), Dave Ward. SUB Theatre.
 8 p.m.—“The Student in the Changing American Character.” Vance Packard. Convocation Hall.

SOCIAL

- 9:30-11 a.m.—Pancake Breakfast. SUB. Followed by Pancake Eating Contest—Dinwoodie.
 10:30 a.m.—Broomball Tournament.
 1-4 p.m.—Snowshoe Races.
 —Ice-Trike Races.
 —Human Dogsled Races.
 —Ice Skating Obstacle Race.
 1 p.m.-12 midnite—Room at the Top.
 2 p.m.—Sing Out Edmonton. Convocation Hall.
 6 p.m.—Basketball—Bearcats vs. LDS. Main Gym.
 8 p.m.—Basketball—Golden Bears vs. U. of Sask. (Regina). Main Gym.
 8:30 p.m.—“Girl Crazy”. SUB Theatre.
 9 p.m.-1 a.m.—Double Bandstand. Barry Allen and “The Victory Group” and “The Key”. SUB-Dinwoodie.
 Free skating—all day—all night. Quad.
 Hot Cider Booths 1-4 p.m. Quad.

SATURDAY FEBRUARY 15

ACADEMIC:

- 12:30—“The University: Agent of Change?” Teach-In. Hosts: Frank Calder, Grant Davy. Speakers—Hutchings, Resnick, Boothroyd, Watson, members of Students’ Council executive. SUB Theatre.
 1 p.m.—Mock Trial. Rutherford Law Library.

SOCIAL:

- 9 a.m.-5 p.m.—Faculty and Club Displays. All day.
 9 a.m.—Intramural Cross-Country Skiing.
 9 a.m.-8 p.m.—VGW 100 Car Rally.
 10 a.m.-noon—Sports Films—SUB Theatre.
 10 a.m.-5 p.m.—SUB Tours and Campus Bus Tours.
 10 a.m.-5 p.m.—Academic Information Centre. Education Gym.
 10 a.m.-12 midnite—Room at the Top.
 12 noon-2 p.m.—Hayride.
 1 p.m.—Obstacle Ice Skating Race. Quad.
 Broomball Finals. Quad.
 2 p.m.—Sing Out Edmonton. Convocation Hall.
 6 p.m.—Basketball—Bearcats vs. Edmonton Eskimos. Main Gym.
 8 p.m.—Basketball—Golden Bears vs. U. of Sask. (Regina). Main Gym.
 8 p.m.-Midnite—“Willie and the Walkers”. Dance following with “The Privilege”. Ice Arena.
 8:30 p.m.—“Girl Crazy”. SUB Theatre.
 Free Skating—all day—all night. Quad.
 Hot Cider Booths 1-4 p.m. Quad.

TEAS:

- 10 a.m.-3 p.m.—Wauneita Society Tea. Meditation Room. SUB.
 10 a.m.-2 p.m.—Education Undergraduate Society Hot Chocolate Party. Cafeteria, Ed. Bldg.
 10:30 a.m.-12:30 p.m. and 2-4 p.m.—MacLeod Club (Nurses) Coffee Party. Auditorium.

VGW goes academic this year Packard, Resnick on campus

By GLENN SINCLAIR
 Director of Orientation

This year something quite different is being added to VGW; something with appeal to all segments of the community including the present university students. The program is definitely slanted towards the academic but in a new sense. It is our hope to show that education and learning is more than text-books and examinations—because we plan to use no texts for this presentation and neither will we rely on any exams to make sure that you learn from it.

Our “Academic-In” begins at noon on Friday the 14th and concludes sometime on Saturday afternoon (the next day). The general theme is: **THE STUDENT'S RESPONSIBILITY TO HIS WORLD.**

The first item is a panel discussing the role or position of the student within the academic community today. This group will discuss and debate the rights and privileges of the students, his obligations, and the returns that he should expect from the institution called the university. It will also endeavour to decide what makes up a university and what a college education is all about. The program will begin at noon with each panelist allotted seven minutes to briefly state his position on the topic. Then the panelists will be allowed a fifteen minute “free-for-all” to debate with each other. Following this the session will be opened up for additional questions from the panel and the audience. There will be “no-holds-barred” and the only restriction will be that all participants must remain relatively rational.

The panelists come from a wide consortium within the university community. The moderator will be Professor J. P. Meekison who hails from the Department of Political Science. Dr. Meekison is a young, concerned and determined prof who is respected by all his students and confreres within the department. As well as teaching he is a “faculty consultant” to the Freshman Orientation Seminar program, and a strong advocate of an “intelligent” student populace (he is a former student union president from UBC). On the panel will be Philip Resnick, an articulate young man from the University of Toronto who has on oc-



VANCE PACKARD

casation debated with Dr. C. Bissell, presently the President of U of T, and in these debates has very forcefully presented the issue of “student powerism.” Branny Schepanovich, formerly President of the U of A's Students' Union and now a young lawyer with a local firm, will be another guest who has very definite ideas of the students' role in the university. Branny will be returning to the campus likely breathing “fire and brimstone” which should add something to the discussion.

In mid-afternoon another academic attraction will be a debate centering on the theme: **POWER (RED/BLACK/STUDENT/ . . .) has it any real relevance?** This will be moderated by Peter Boothroyd U of A's articulate sociology grad student. The debaters are two very outstanding personages. From the Student Non-violent Co-ordinating Committee in New York, speaking on behalf of H. Rap Brown, who is not allowed to leave the country, will be Phil Hutchings, National Program Secretary for SNCC. He promises not only to be very interesting but also very controversial. A well-known spokesman for the Black Power movement in the U.S., Mr. Hutchings has a message that must be heard in these rather restless times.

The other debater is Alberta's “Man of the Year”—Dave Ward who also has become a rather noticeable man of late. Dave has many outspoken opinions on many topics and is not quite so convinced as Phil as about the use of force and power. This confrontation could be the most explosive of the year here at staid old U of A and should open all our minds to the problems both near and far.

Friday evening the highlight of the weekend happens. Vance Packard, one of the most perceptive social critics of our time will put the spotlight on the **CHANGING AMERICAN CHARACTER.** He is a man who has drawn “the largest crowd of the year—and the temperature was 12 below” in Minneapolis, has inspired 2,800 students at Los Angeles State College and everywhere draws standing-room only crowds. His latest book—“The Sexual Wilderness” follows a long list of long-time best sellers including: “The Status Seekers,” “The Waste Makers,” “The Hidden Persuaders,” etc. He is a man who has studied the North American society from many angles and a man who is constantly studying the world of tomorrow today. Seldom does a campus like the U of A have the good fortune to welcome such a great speaker and this occasion is not one to be missed.

Saturday, starting at around 12:30 noon a Teach-In will be held with both local personages and invited guests participating with the audience in an investigation of the question: **UNIVERSITY: AGENT OF CHANGE?**

This session will look at what the university is all about. All the discussions, debates and lectures of the preceding day will serve as a basis for this in-depth analysis. This will give everyone who attends the Friday events to question and put forth his own views while at the same time hearing what many other students have to say about the environment within which they presently live.

The whole academic experience planned for this year's weekend is geared to stimulate the mind—it may be controversial, it may be antagonizing, it may be sweet music to thine ears—it won't be placid or boring. And if you attend, it will be personal.



SUGARBUSH '69—Sponsored by the Delta Sigma Phi fraternity. This was the Great Log Sawing Contest, and they do seem to be sawing, don't they?

A look at fraternity life as a segment of the university

Women's fraternities - a quick assessment

By CAROL NUGENT
Panhellenic President

So, you would like to know everything about women's fraternities.

Well, sit down, relax, and be prepared for a jumbled unravelling of what they're all about. I can't discuss my ideas of fraternity life in the conventional terms of sisterhood, and foreverness; to me that is all implied and will come out by itself, so I'll just talk.

Lets see, where can I begin? I could tell you of all the parties, fun get-togethers, all the crazy, easily remembered little incidents that pop into mind. Or I could describe the early morning Songfest practices, the work parties, at which no one really does any work, or the gold star race for giving blood. But there I go getting ahead of myself. I'll try and start from the bottom.

To look at the situation quite coldly for a moment, you'll recall having heard many times before that there are approximately 15,000 students on this campus. Of that number, I think we can assume, human nature being what it is, that besides being here for an education, a lot of those 15,000 are looking for other things too—things like meeting other people, taking part in activities other than just studying and writing term papers. There are a hundred groups on campus which provide an opening for involvement in university life. Fraternities are one of these.

Yet there is something about a fraternity which makes it different. Maybe we could bring it down to the fact that fraternities are based on people, not just any kind of people, but people that want to meet other people, get to know other people, get close to other people. Everything in a women's fraternity revolves around this idea. I think when a girl decides to belong to a women's fraternity she is saying: "I want to get to know you. You're all different, but that's what makes you individuals, and it is going to be

pretty great forming friendships with a lot of different individuals. I can talk to the guy or girl sitting next to me in class, but the chances are pretty poor that we'll let down enough barriers to know each other."

I don't think I have to tell you how a person begins to know people, but I'll say it anyway. You get to know people by being with them. That's what we do in fraternities. We do things together—things like meetings every week, taking part in community charity drives, getting teams out for intramurals, having parties with other fraternities or various groups on campus. Everything we do involves us in other activities on campus; thus we get to know people outside of our own group.

Some of the greatest experiences in a women's fraternity are gained through doing things for other people. Caroling at Charles Camshell Hospital, or working with the blind, become standardized happenings because they are enjoyable, self-rewarding experiences. Even this begins immediately within the fraternity, where a friend when needed is always there, or help in studies is always available.

We have our serious side also. Many of fraternity girls are involved in student council work, or in organizing special university events on campus. These are the people who use those qualities which have been brought out in fraternity life, to extend their participation in all facets of the university.

The list is endless. I could go on and on describing all those things which make fraternity life so meaningful to each of us who has experienced it. It does not end with the finish of a university career. It continues on in the presence of old and new friendships. It is an association built on the interest and willingness to expand the bonds of friendship found within the fraternity during college life.



Men's fraternities — a tradition

• LEADERSHIP

Fraternities have always been instrumental in organizing events for the Campus, often at the request of Students' Council. The first Varsity Guest Weekend was planned by the Inter-Fraternity Council and Panhellenic Society in 1951.

Individual Fraternity members will be found in every organization on Campus, Fraternity members usually compose the majority of the Students' Union Executive.

This leadership and initiative on Campus, provides such community involved citizens as: Peter Lougheed, Morris Weinlos, and Hu Harries. All graduates of the U of A and Fraternity members.

• SCHOLARSHIP

Ever since their establishment on Campus, in the 1930's the Fraternities, have been primarily concerned with the goals of the University—in seeking "whatsoever things are true."

The scholarship programs of the individual Fraternities help the student "settle down" and study. Through these programs, Fraternities have been able to keep their average above the all men's average. Also, several Rhodes scholars such as: Sheldon Shumir, and Kin MacKenzie.

According to a recent study, 59 per cent of fraternity members "persist to graduation," compared to 47 per cent for non-fraternity members.

• ATHLETIC

Men's Fraternities participate very actively in the intramural programs, and consistently rank very highly in the standings. In addition to this there are several sports events organized by the IFC.

The varsity teams always have a large number of fraternity members.

• SOCIAL

Every Fraternity has a well planned year of social activities, for the members to partake of. Fraternities aim to develop the individual by means of group experience for each of its members who live, work and socialize together. Good manners, good taste, and good championship are a part of the training of every Fraternity member.

• SERVICE

Through their many and varied charity or altruistic projects Fraternities at the U of A. serve both the campus and community.

Songfest was originally started as a means of raising funds to support a foster child, and now the proceeds are used to provide scholarships on this campus. Other community projects supported by the Fraternities include: The United Community Fund Drive, The Red Cross Blood Drive, The Heart Fund, The Poppy Fund, The Robin Hood school for retarded children, Share; in fact if there is any project with a worthwhile aim, the Fraternities will be found supporting it to the fullest.

• FRIENDSHIP

"A Fraternity at the U of A, is a home away from home, a place where a young man can be himself, relax, and learn in a spirit of brotherhood, and grow in the living workshop of Fraternal association."

We in Fraternities at the U of A feel that the companionship of congenial friends is the central factor around which Fraternities and their members develop.

The Greek society of antiquity, from whence we derive our names, we also derive **The Culmination of: Leadership, scholarship, athletics, social, service, and friendship—That Tradition of: "The well-rounded man."**

Student as citizen — reality or a myth?

No intelligent argument can be given to limit a student's role to either the simple study of course material and self-interest or a total concern for societal problems and the absence of self-interest.

Education is the process whereby individuals are developed to the fullest so that they can be responsible and meaningful members of society.

A student who comes to university solely to study course material or to learn a profession (or just to get married) is not developing himself to the fullest. Society is an integral part of the individual. The individual must understand society and his interactions with society in order even to begin a real study of himself. Ignoring

the problems of society will not contribute to their solution; society may break down. This final breakdown will not serve the student's own self-interest and hence he has defeated himself.

A student whose sole interest is in the problems of society at the expense of self-development also becomes involved in contradictions. The student may think he has reached a true understanding of societal problems, but because of a limited self-development, he may not understand the problem in depth. He is also severely limited in his ability to foresee a solution. Even if the solution is found, he is severely handicapped by his lack of power, prestige, and knowledge when he tries to

implement the solution.

Of course the totality of the above thesis is essentially wrong. In a society that has adequate communication among sub-societies, specialists and extremists play an important role. Often, it is the specialists who develop the tools for solving problems, while the extremists contribute publicity and attention to the problems societies face.

However it is still the individual with a balanced education who must implement the solution, for only he has the power to see how the solution affects all of society. It is only he who can make sure the solution benefits all of society and not just a small segment of it. It is still impossible

for one man to implement these solutions. Thus the powerful segments of society must consist mostly of people with the same general education.

Hence, it is important to develop an ecology of specialists and extremists outnumbered by a large group of individuals with a good general education. There must also remain a dynamic equilibrium between active and resistive forces to prevent the implementation of weak partial solutions before adequate analysis.

Finally, it is necessary to point out that there is really only one side to this question. A good student must be a good citizen. A good citizen is a good student. Richard Hewko grad student

The university student of today as viewed by deans of men, women

By R. C. W. HOOPER
Dean of Men

Ask any student at random why he or she is at university and there will be almost as many answers as there are students. Some of the answers might be: search for knowledge, to gain a "union card", parental pressure (some in spite of negative parental pressure), because their high school friends went, it offers an active social life, it offers an escape from parental control, it delays the awful day when I will have to get out and earn a living. Fortunately most students have a fairly clear idea of why they are at university and most of their expectations are fulfilled. Usually, the student with a clear idea of why he is at university will encounter fewer problems.

A MINORITY

There is a minority who do not find their expectations fulfilled. Reaction to this situation can take a number of forms, probably the most common is to drop out, leave the university and seek employment. Some of these students may return to university in later years when maturation is complete and when reasonable goals have been established.

Dissatisfaction may show itself in more active forms ranging from a student making his voice heard as to what changes he wants made to fulfill his expectations to outright nihilism which seeks to destroy all existing institutions—"from the ashes (an unspecified) something better will arise." Some element of rebellion is present in most students, manifest sometimes in a minor form such as skipping class. At the other end of the scale are those who seek to cause disruption in any manner; manufacturing issues where none exist and using every pretext to bring about a confrontation. There is a small group genuinely interested in improving the university who actively for change by legal methods and with constructive ideas. The university has benefited by their presence.

STIMULATE THOUGHT

Some instructors will make use of this spirit of active or latent rebellion, in the genuine interest of stimulating thought. A few will use deliberate incitement to further ends of their own not related to their course of study. Some students will fall into this trap and allow themselves to be exploited.

On entering the university a student finds himself under pressure from many directions. Some are holdovers from high schools days. Parental pressure which seeks to stimulate the student to produce brilliant academic results. Social pressure which may result in a maximum of social enjoyment to the detriment of academic achievement. This pressure generally comes from a student's peers. The two major pressures are the academic and financial. As opposed to his counterpart in the United States he is under no pressure from a draft board.

HANG-UPS

The mental health of a student varies directly with his ability to cope with the various pressures exerted upon him. Most students will adjust themselves to the new environment without too much difficulty, but for all there are "hang-ups" to a greater or lesser degree.

What are some of these hang-ups? Perhaps the most frequently heard charge against the university is that it is too big and too impersonal. Isn't that true of life anywhere in our society of today?



—Steve Makris photo

TODAY'S STUDENT

... sophisticated, independent

A large university can mean a larger field for academic and social enjoyment. The larger the university, the larger the opportunity for making more friends, for a wider field of interests, for wider choice of courses of study. How the student seizes these opportunities depends on his initiative and his determination to get the best out of his university years.

Another source of hang-up is the challenge to his established or ingrained sense of moral and social values. Just who is right? His parents, his professor, his fellow student? Is our society all wrong? Should it be changed? What is his role in a changing society? Equipped with vigor, enthusiasm and impulsiveness of youth he is often quite willing to charge into these problems and show the older generation where they are wrong. To a generation who has never experienced the economic disaster of a depression or the horrors of a war this is an outlet for their energies. The older generation is responsible for the deplorable social conditions (real or imagined), for the sorry (?) condition of the university, therefore he is going to change all that. To some extent the student is right. He has the ability and energy to bring about

the needed changes.

More hang-ups can occur in social life. Has he a satisfactory group identification or is he lost in the crowd? There are many opportunities to establish a satisfactory group identity through the multitude of activities provided by the students' union, the University Athletic Board and the fraternities.

Finding an answer to the questions, Who am I? Where am I going? faces every adolescent and most university freshmen are still in the adolescent stage. Through his school years most of his career decisions have been made for him. He now wishes to throw off superimposed ideas and values and become an independent entity. A common reaction to this process of identity formation is not rebellion but noncommitment.

These are but a few of the problems besetting out student of today. He lives in a complex and fast changing world but he has the ability to cope with it. One has but to live and work with university students to realize that the present generation is a competent, thoughtful and lively group of young people in which we can place our trust to develop a better Canada.

By MISS ISABEL MUNROE
Dean of Women

Are students today very different from what past generations of students have been? If they are different, is the difference very great? Why does it exist?—and is it a creative difference?

There are a wide range of opinions on this matter.

One premise is that students are always a "different" group, and by their very nature as students likely to be radical in their thinking and in their ideas—and that today's students are the same in this respect as students in the past, the only difference being that there are more of them!

A second view holds that most of the differences that seem apparent are due to the size of our universities, and the big institution aspect of our world. That this bigness has resulted in uneasiness and a sense of alienation for the student. This view sees the student as oppressed and powerless. Students and others wring their hands about all the inadequate or evil institutions that exist in the world, and then claim that it is natural for the student to be filled with anger, and to go around trying to wreck institutions.

LIMITATIONS

Maturity in my view is most clearly demonstrated through a genuine capacity to accept responsibility for others as well as oneself—and a capacity to come to terms with genuine limitations that exist in all societies and in the very nature of life. Personally I believe that the majority of undergraduate students are at the stage of their life development where they are only "in process" of this stage of maturation. If we assume more maturity than they truly possess or can be expected to possess, we do students a disservice and create undue confusion both for the students and the university generally.

As a matter of fact the students' tendency to operate very independently may be something of a disadvantage in some instances where he/she needs to be seeking the experience of elders. Students by their very stage of life tend to see things more in terms of the present. This is an advantage of course in many ways. But students need to be aware that what is done in the present does inevitably affect the future, and sometimes they need the help of older, more experienced individuals to keep this in focus.

ALTRUISM

They also can benefit from learning from others what past experience has demonstrated in certain areas. Because of their stage of life and learning, students are likely to combine a sort of theoretical altruism, along with considerable "self" focus. Despite their genuine involvement and contribution to a variety of very constructive causes, and the importance of this to the student's own development, they also require acceptance and help in dealing with the "self" focus, and with their search for identity and goals.

As a recruit from the field of human relations to the academic community, I see this direction to involve the more total person in the learning process, and to study problems in preference to the "subjects" as having a great deal of merit. I hope that students' drives to achieve this will not be dismissed by the rest of us as simply attacks on "the establishment". It is important that our

university community, our Alumni community, and our provincial community be in sympathy with the students' drive for relevant education and be prepared to support constructive and imaginative programs—programs that can release the creativity that lies in each student. Programs that can through the release of this creativity, avoid frustration building up unnecessarily. Programs that aren't inhibited or stifled by a too great commitment to the order of things being a certain way because "that is how it's always been done".

SERIOUS GAPS

Students currently appear to be burdened by their awareness of some serious gaps in their involvement in university learning, and a sense that those outside their own generation don't really understand their dilemma. Maybe this is partly true, but the university community does have an opportunity to explore ways of supporting more and better communication between students and teachers, and this is a two-way responsibility, resting with both students and faculty.

Human and ethical goals are necessary for any society. Because they are no longer as simple to determine and to commit to, we have gone through a period of considerable abdication by default in any attempt to help the oncoming generation understand such goals and examine ways of implementing them. This is our failure, not the failure of the students' generation, because goals have to be established by the adults, leaving the means of reaching such goals open to exploration and negotiation. Human and ethical goals still have the power to capture the commitment of most of us—as witness the response to the idea of the "just society".

GENUINE VALUES

Ethics courses are popular at the university, and students are actively searching for genuine values in these areas. More students than ever before wish to become involved in service projects—student religious groups on campus are very active and involve a considerable number of students. Students are really not so much "throwing out" old standards of morality, but rather indicating their need to understand and commit to morality that is honest, concerned with individuals and with humanity generally, and related to the world of the present.

Most of us "think" more morally than we are able to act. The student, because of his stage of development, the time in which he is living, and the focus on ideas in the academic world, is likely to reverse this order. He has a need to test out the expression of ideas that are often in conflict with conventional morality, when in fact he is simply searching for his own ethical base that can be understood and accepted by him. The student needs to challenge—and we need to be able to respond to this challenge to help the student really examine the issues, the goals, and the results.

Surely students today are living in a demanding and challenging world—but an exciting one in which they are demonstrating a real commitment, and in which the students' contribution will be very considerable in shaping what we are looking for in the world of the future, a world that keeps a primary focus on the well-being of all mankind.

The intercollegiate scene

Varsity athletic teams know what success is

By **JOE CZAJKOWSKI**
Gateway Sports Writer

Success.
The meaning of this word is well known to teams of The University of Alberta.

This year is shaping up to be at least as good as last season if not better. The football team fought its way to a first place tie in regular conference play only to lose out in the final sudden-death game to decide first place.

Barry Mitchelson's basketball squad and Clare Drake's pucksters are presently riding along at the top of the conference in their respective sports.

Both of the teams appear to be shoo-ins to take the conference titles. Both should reach the national championships with ease.

The hockey Bears have shown that they are definitely the best club in the league after a slow start. Drake's squad sports many players of all-star potential and this is a big booster to any club.

Mitchelson's bounce ball Bears are in much the same situation. Entering the last leg of the basketball season his club remains undefeated in league competition.

The tale continues in other sports such as gymnastics and wrestling.

Alberta had an impressive gymnastics team last season and this year's variety is an even better combination. A national title in gymnastics is not outside the range of possibility.

Bert Taylor's wrestlers haven't lost a Canadian meet yet this season. The squad includes a number of individual stars. Among these are Larry Speers, Karl Stark and Russ Rozylo who have been selected to represent Canada in the 1969 Olympic Games to be held Mar. 1-15 in Buenos Aires, Argentina.

We're back to that word again.

Success.
And Alberta fans love it.

Intramurals are for all university students

As a member of the Western Canada Intercollegiate Athletic Association, the University provides opportunities for men and women to compete in intercollegiate sports.

Included in the activities for men are golf, tennis, cross-country, badminton, volleyball, basketball, football, hockey, wrestling, swimming and curling.

Women compete in tennis, golf, badminton, volleyball, basketball, curling and swimming and hold two sports weekends with member universities.

Basketball and curling are

played during one weekend and volleyball, swimming and figure skating during the other.

The Faculty of Physical Education, with the co-operation of the University Athletic Board, organizes and administers a comprehensive program of intramural sports.

Individual and group sports for men and women include tennis, golf, track and field, cross-country running, basketball, hockey, volleyball, touch football, table tennis, swimming and figure skating.

Facilities include gymnasium, swimming pool, ice-arena and outdoor playing fields.

Hockey championships March 6, 7, 8



The ups and downs of it all . . .

Athletics bring both the exhilaration of victory and the agony of defeat to participants. Alberta has been fortunate in experiencing a great season with university squads enjoying more than their share of victory parties. Yet, the future holds promise of even greater things to come. Several Golden Bear teams (basketball, hockey, wrestling, gymnastics) appear to be headed for cracks at national championships again this year.



George Gershwin's

Girl Crazy

Directed by Vic Sutton

8:30 p.m.

S.U.B. Theatre

February 13, 14, 15

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At Allied Arts and S.U.B.

A JUBILAIRES PRODUCTION

What is a democratic Students' Union?

This paper is contributed in order to stimulate further discussion on the real meaning of a democratic, representative and politically responsible Student Union. The paper was prepared by a working group of the Student Christian Movement.

In order to facilitate further discussion on these themes, the S.C.M. will devote a Friday Noon Forum to the theme: "What is a democratic, responsible and representative Student Union?"

INTRODUCTION

If one stops to consider the long-range direction of our Student Union, various questions must be asked. How can we develop more democratic structures that are the expression of the member of the Student Union? (i.e., can we develop structures which start at the grass roots level and are based on the direct participation of students). If we are to have a Student Union that truly represents students, how can we find better ways of allowing students to express their views? How can we develop a politically responsible Student Union which has a concept of how change occurs at a university and in the wider society? In addressing these rather fundamental questions, we must relate concepts of democracy, responsibility and representativeness to the form or structural expression of these concepts.

A NEW WAY FORWARD

To develop a democracy in the Student Union where all students can meaningfully participate, requires a decentralization of the Student Union structure. The university structure itself, in terms of budget and organization, is presently based on a departmental (specialty) organization. To have effective ways of relating to this structure, we must organize departmental student associations for both undergraduates and graduates. In the recent crises of a number of departments, including Sociology and Political Science, students found it necessary to organize on a departmental basis for effective discussion and political action. This grass roots organizing can only be done by students who are directly involved, whether it be students in the Department of History or students in the Education Psychology Department. In the past while many departmental clubs have been organized, notably in the Sciences, these have only been social and educational "clubs" not student associations which tried to see the dialectical interaction between educational-curriculum concerns and meaningful political action. It is only by entering into the political action aspects of educational formulation that students can effectively improve the quality of education at this university. The

role of the Student Union in this question of direct democracy is to encourage and financially support this grass roots organizing.

It will be noted that the concept of an Arts Union is not required in this structure because the important decision making is at the departmental level. Nevertheless it may be necessary for the departmental student associations to come together on an ad hoc basis to work on specific issues that will involve the entire faculty. This form of departmental structure should prove to be the most relevant to students, as it is closest to their area of experience and allows them to participate directly (i.e., classroom discussions, voting, negotiations with faculty, etc.). These grass roots organizations must also be related to the Student Union—which itself must be democratized!!!

A REPRESENTATIVE UNION

For the Student Union to truly represent the desires of students, power must be given back to the students and taken from the Student Council. A peculiarity of student elections is that student rarely can call their elected representatives into account because they seldom risk re-election. Thus to keep really abreast of which students really think on a variety of issues, it will be necessary to have regular "town hall" or mass

meetings of students to discuss important issues and give direction to the Student Union. Similarly, more referendums should be held. Students should be elected to positions on the Board of Governors and the GFC — not appointed by the Students' Council. It is only when students insist on a direct participation in matters of importance that affect them, that we can move towards a more democratic Student Union. To engage in important issues affecting the university, and therefore society (because this university is part of this society)—we must examine ways of bringing meaningful social change.

AN "ACTION" UNION

If we are to move from a Student Union that engages primarily in social games to one which is concerned to relate education to politics, we can find some help in the experience of labor unions. Labor unions act on behalf of their members to bring better working conditions and financial considerations. Student Unions have many similar problems. Classroom conditions and costs of education are important aspects of our life.

An example of financial considerations for students in Edmonton is the high cost of housing, whether it be in residence, in apartments or in basement

suites. With housing in the city being in high demand, the prices are forced up because the supply of housing units is low. To change this situation we must push the City Council and other government bodies for more public housing. In pushing for more public housing we will be coming in conflict with other interest groups in society—notably the Chamber of Commerce and private apartment house owners, both groups being against public housing. It is important to recognize that these other interest groups are heavily influential in the political parties. Therefore we cannot expect the political parties to act as a clean representative of student in the political arena. Only students can represent themselves!!!

An individual student in the society has little power to change the situation. Therefore our Student Union to be "politically responsible" to our interests as students must become an "action" union, not only a union which does research into student housing. The issue of housing does illustrate how the Student Union can take up our interests and act upon them. For effective political action in the university and in the society, we will require alliances with our interest groups if we are to bring effective pressure to bear to change society.

His campaign is sponsored by PHALLUS, INC.

The point was that student government might be irrelevant

By RICH VIVONE

ITEM FOR A COLUMN

McGill University of Montreal is holding student government elections. Many candidates have the customary wildly impossible platforms. But Ted Spevak, science 2, has a new idea and he is serious.

In a newspaper advertisement, Spevak describes himself: "the candidate is a warm understanding person who has carved a niche for himself in many girls. He is an able politician, always in the middle, rapidly darting forward, then pulling back, finally setting the issue with a spurt of war understanding."

"The candidate and PHALLUS promise to penetrate all unexplored regions of McGill".

Spevak's platform promises efforts to merge residences, abolish the student newspaper, hire the Polish hockey team to help the university team, and create an autonomous state consisting of McGill and the Playboy Club.

ANOTHER ITEM FOR A COLUMN

Larry Burko is a student at the University of Waterloo. When a petition put the student government out of office, Burko was a candidate for president in the subsequent election. He ran on an apathy program.

His major promise ensured better and bigger campus dances. He also suggested the streamers used at the dances could be improved should the student government really get serious about their work.

Larry Burko is a personal

friend and, at the Canadian University Press conference in Toronto, we renewed acquaintances. He told me he was going to run for president again in the spring elections at Waterloo and would run on the same platform. He was optimistic because he had received more than six per cent of the student vote last time.

CONCLUSIONS FROM ITEMS FOR A COLUMN

The cases cited above are just two of many examples of students running on silly, irrelevant platforms. And it's happening all around the country—except Alberta of course where it takes an extra decade for popular ideas to receive some recognition.

What Spevak and Burko have to say is that student government to a vast majority of people on campuses is not something to be concerned about and if you know even the fundamentals of student government, you know they are too damn close to being absolutely correct.

One of the chief criticisms is that student government essentially has no power to do anything of concern to students.

If you don't believe it, ask the candidates for students' union president in the Feb. 21 general election. Don't listen to their

exaggerated, almost incredible platforms. Ask them point blank what they CAN do—what they have the power to do. Ask them if the student government has any power to get rid of compulsory courses such as physical education for all first year students—if of course the majority of students want this.

This, to my mind, is the critical question in the upcoming election—CAN THEY DO ANYTHING?—and it should be answered.

If the answer is negative then we should do away with all the hoopla and crap of election week and have a few interested students appointed to positions where they can deal with the administrative work involved in running a students' union.

If the reply is affirmative—and it really can't be until a few fundamental changes are made—then the council and the students' union must get down to serious business. The elected members will have to form a series of seminars

with students in order that the students can talk to these new rulers and tell them what they would like done.

Changes, especially wholesale radical changes, will come slowly and with much grievance and regret from those relinquishing the power. But the student government must be able to work in this situation—it can't be afraid to lose friends in the administration or make bad friends anywhere. The student government has to get off its dandy foamed chairs and work for the student.

This is the week to find out if students are voting for some-

thing worthwhile—or are just playing games that children play.

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Sports

**Aw c'mon ref, open your eyes**

THE HOCKEY BEARS—are off to the west coast this weekend to close out their WCJHL schedule against the UBC Thunderbirds. Bears have wrapped up the league crown so the games are merely an opportunity for Messrs. Hohol, Gibson, Wiste and Braunberger to pursue the individual scoring title. Sunday and Monday, the Bears move over to Victoria to engage the U of V Vikings in two exhibition games.

Bears bubble burst by Bisons

Hoopsters return home to tangle with Cougars

By JOE CZAJKOWSKI

Bears 58 Bisons 68
Bears 63 Bisons 85

WINNIPEG—Bye-bye undefeated streak.

Alberta's Golden Bears lost two games here Monday and Tuesday to snap their unbeaten streak at 14 in WCIAA basketball action.

Barry Mitchelson's crew received a beating on all fronts. They were beaten on the boards, on the court, and most noticeably on the scoreboard.

The Bears return to the friendly

confines of Varsity Gym this weekend for a pair of games against the fourth place Regina Cougars.

Bison fan support in the two game series was tremendous.

The officiating was?

Said Bison mentor Jack Lewis —“The refereeing is different in every town. You have to come to accept the fact.”

The Bears took an early lead in Monday's contest only to have it demolished shortly afterwards. Throughout the first half, the lead bounced back and forth like a hot potato. One team would surge into

the lead and then the other would insist on having their turn.

The half ended in Manitoba's favor, 42-35.

BEARS NARROW GAP

The second frame was similar to the first. The Bisons pulled ahead to lead by 15 points at one stage, only to have the Bears come back and narrow the gap.

With six minutes remaining, the Bisons were up 61-52. They then went into a stall and controlled the ball beautifully, thwarting the Alberta press. Game over.

Terry Ball showed the way for the victors with 25 points. Ross Wedlake hooped 11 more. Warren Champion with 15 and Bob Morris with 11 led the Alberta attack.

The Bisons shot 28 per cent from the floor, while the Bears checked in with 33 per cent.

Tuesday's rematch was just icing on the cake.

The Bears jumped right into the swing of things early with one quick basket. Manitoba came back with 18 consecutive points and the game was as good as over. The massacre petered out after seven minutes and the clubs matched each other point for point. But the damage was done and the hosts left the court with a 43-24 half-time bulge.

The point-matching continued for most of the second frame, but the visitors, minus stars Champion and Dick DeKlerk who left via the foul route, gradually faded out of the picture.

Wedlake led the winners with 22 points, while Ball hooped 21. Andy Skujins with 12 and Al Melynychuk with 13 were the best of the Bears.

The Bisons were good on 25 of 48 shots for 52 per cent, while the bears could only manage 36 per cent.

The losses left the Golden Ones in first place with 2 losses in 16 starts, while the Bisons sport a 13-3 mark, good enough for second place.

WCIAA STANDINGS

	GP	W	L	Pct	GBL
Alberta	16	14	2	.875	—
Manitoba	16	13	3	.816	1
Sask.	16	8	8	.500	7
Regina	16	6	10	.375	9
Winnipeg	16	4	12	.250	11
Calgary	16	3	13	.188	12

Powell, Lappage and Murray win titles for U of A judo team

By FLIP HUR

The University of Alberta added yet another trophy to its fast growing cabinet when the judo team captured the WCIAA title last weekend at Winnipeg.

The Golden Bears, coached by Ray Kelly, ran away with the competitions and brought home the Kabuto Trophy, emblematic of WCIAA judo supremacy, for the fourth year in a row. The Albertans have yet to be beaten in WCIAA competition.

Kelly's outfit picked off three individual titles in the five weight competitions. Russell Powell took the featherweight title (139.9 pounds and under), Allen Murray won all the marbles in the lightweight event (139 to 153.9 pounds). The light heavyweight crown went to Ron Lappage.

The middleweight and heavyweight titles were grabbed up by the University of Saskatchewan.

Coach Kelly was naturally pleased with his squad's performance.

“The guys went out there and really showed their stuff,” Kelly mused afterwards. “They were by far the best of the lot.”

Other members of the winning contingent were Jim Munawych, Lorne Brooks, Sid Holzer and Peter Lo-Bassen.

Unfortunately for the Albertans,

there will be no Canadian championships this year due to lack of funds. But it is hoped that the situation will be rectified in future years.

Bears' football team announces individual awards for '68 season

The University of Alberta Golden Bear football team announced its individual award winners for the 1968 season recently.

The winner of the Percy Daigle Trophy, awarded to the outstanding freshman player went to 18 year old Dale Schulha, a defensive backfielder.

The Frank Morris Trophy, presented to the most valuable lineman, was captured by three year veteran Dave (The Razor) Wray.

Ludwig Daubner won the Harry Irving Trophy, awarded annually to the most valuable backfielder. Daubner had a great season and was selected a league all-star at halfback.

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Three Bears on national wrestling team

By BOB SCHMIDT

Every year within the Amateur Wrestling Association there is a world championship held in which most countries compete. Generally there is about 60 nations taking part.

This year the world championships are being held in Buenos Aires, Argentina, Mar. 1 to the 15. Competing on Canada's National Team which will be entered in the competition are three Golden Bears, Karl Stark, Russ Rozylo and Larry Speers. They were all unanimously chosen to the team.

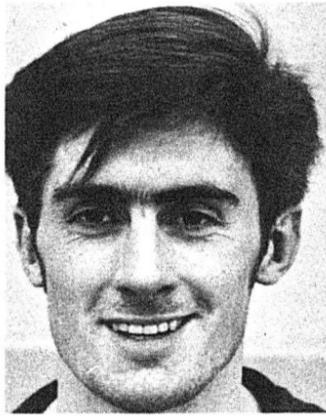
Karl Stark will be fighting at the 125 lb. class for Canada. He is 17-years-old and a first year student in the Faculty of Science. At his age he will be the youngest wrestler to represent Canada in international competition.

Stark was chosen primarily



LARRY SPEERS

because of his age and his offensive style of wrestling. In his fourth year of wrestling Stark is very fast and aggres-



RUSS ROZYLO

sive. Last year he was high school champion and also captured the provincial title. The second member of the

team is Russ Rozylo. Rozylo is in his third year of Electrical Engineering, is 21-years-old and married. He has wrestled for three years and two years ago won the WCIAA championship and the Quebec Winter Games in the 137 lb. class. In the World Championship Rozylo will be fighting at the 137 lb. class.

Larry Speers is the third member of Canada's team and fights in the 180 lb. class. Speers has a phenomenal record in his five years of wrestling, being beaten only twice in Alberta.

Bill Jensen, who last year was nominated to the Canadian National Team to fight in the Olympic Games is the first alternate at 125 lb. and 137 lb. As such, Jensen will go if one of these wrestlers is injured or cannot go to the championship. Jensen is in Education and has been fighting for the U of A for three years.

Swim team wins again

By ALISA LENDRUM

It looks as though our Pandas have again brought U of A glory—this time via H.O!

It happened Saturday when our swim team bussed to Saskatoon. No records were smashed (except on the trip when U of A Pandas and Bears succeeded in stuffing 12 into bus washroom), but our girls topped the three universities in all but one event.

It was 91 for U of A, 44 for Saskatoon and 40 for Manitoba.

Colleen Kastings was our sole diver. She succeeded in gaining a second on the three meter board and a third place on the one meter.

The WCIAA finals are on the weekend of February 22nd. Again it is off to Saskatoon for more scraped toes and knees (the Saskatoon pool surface is very rough). Hopefully, our water-born athletes will again break some records (and this time in the pool).

Dinos name ex-Eskie Mike Lashuk as successor to coach Dennis Kadatz

CALGARY—The University of Calgary today lost one of Canada's best-known football coaches and replaced him with a man considered to have an equally bright intercollegiate coaching future.

Dennis Kadatz, varsity coach at the U of C for five seasons, has stepped down as head coach of the Dinosaurs. He will be replaced by former Western Football Conference professional Mike Lashuk who joined the Dinnies in 1968 as an offensive coach. The announcement was made Monday by Dr. Lou Goodwin, director of university's School of Physical Education.

Mr. Kadatz, Director of Athletics, relinquished a position he has enjoyed in Alberta for 10 years to devote more time to his teaching and administrative duties. "I think

I had reached a cross-road," the departing head coach said. "The three areas of coaching, teaching and administration became too burdensome. I had to drop one to do justice to the other two. It was a difficult decision because I enjoy football, but I think it was the right one."

Mr. Kadatz said his decision to retire came when coach Lashuk joined the staff last May. "I know Mike is the right man for the job," Mr. Kadatz said. "He has been sought by other universities as a head coach and Dr. Goodwin and I didn't want to lose him. The Dinosaurs will be in good hands."

New coach Lashuk brings with him experience in every phase of football. A star fullback in high school at Edmonton's Victoria Composite, Lashuk moved into junior

ranks in 1956 as a teammate of Kadatz before joining the professional Edmonton Eskimos in 1957. As a linebacker and fullback for the Eskimos, Lashuk was named the WFC's 'Rookie of the Year'. He played with the Eskimos until 1963 when he retired.

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In intramural hockey

Phi Deltis win division II

By JOCK STRAP

Phil Delt "C" won Division II hockey crown and helped the frat boys close in on the Dents, current overall leaders of the intramural program.

The Phi Deltis went through their league play and playoffs with only one loss. The loss was due to the frats showing up late for the game.

In the playoffs, the champs encountered Dent "B" first and they

breezed past them with a score of 9-2. R. Hayward was the big scorer for the frat boys.

In their second series they shut out St. Steve's "B" by 4-0. But in the finals against Dutch "B", Hayward proved to be the big gun again scoring four goals to help club the opposition 9-3.

Dutch Club "B" got to the finals by defeating St. Joe's "B" 5-3.

DIVISION III

In Division III, the phys ed "E" team defeated the phys ed "D" team by 6-3.

DIVISION I

Division I hockey started Feb. 6 and the talk is that the teams to beat are: Peter "Punch" Tyler's recreation team, Ken "Toe" Van Loon's Dutch Clubbers, Bud "Poile" Bradley's Dents, Pat "Scotty" Reid's Phi Deltis and Ray "Calude" Lamothe's St. Joe's Canadians.

Recreation showed some strength by edging St. John's 11-2 but their eradic shooting worried "Punch" Tyler. The other power also pulled through the Dents defeating DU 3-1. The Phi Deltis also shut-out the Chinese 3-0 but "Scotty" Reid was disappointed with his noted scoring acres. And the Dutch Club outclassed the Kappa Sig team by a score of 7-1. "Toe" Van Loon was happy with the result since the Kappa Sigs were supposed to be the second power in their league.

U of A fencers win five events

The Edmonton City Open Fencing Tournament was held Feb. 8-9 in the physical education building, University of Alberta.

Members of the University of Alberta Fencing Club took top honors in five of the six events.

In the novice men's foil, Bruce Slevinsky dualed his way to the top along with Eleanor Byer, who grasped the novice women's foil—both were from the U of A Club.

The senior men's foil went to Lawrence Samuel of the Edmonton Club, while Juliet McMaster, of the U of A Club, took first place in the senior's womens foil.

Gerald Samuel, of the U of A club, fought his way to take the honors in both the epee and the sabre events.

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Shakespeare, or what you will

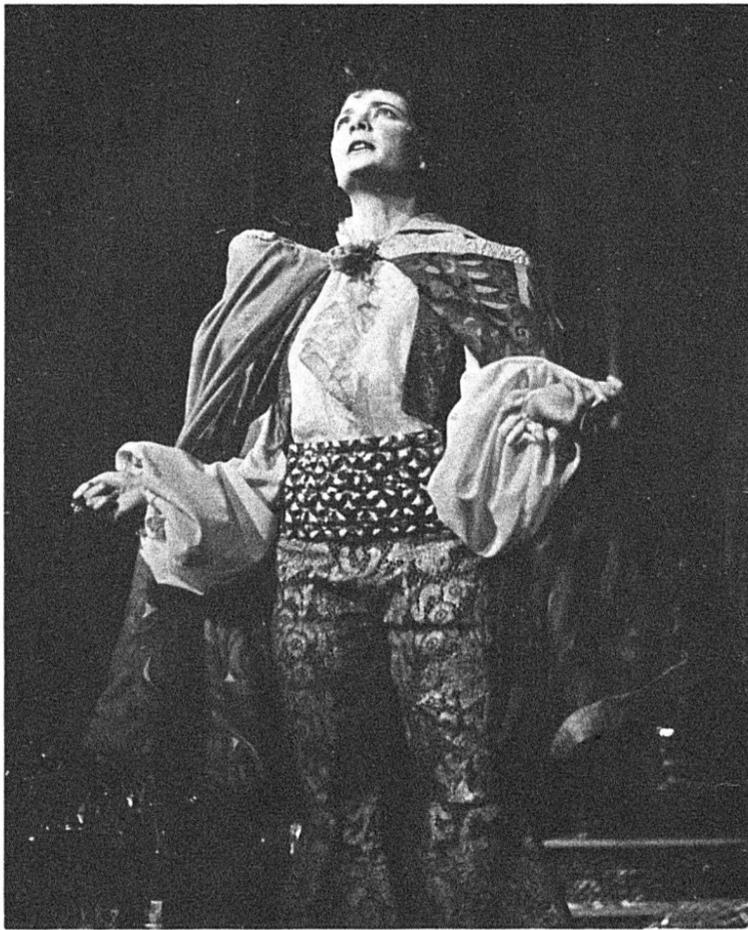
Monday night's opening performance of Studio Theatre's *What You Will* is over. Sitting amidst the dozen or so crumpled copies of would be reviews, I confess, dear reader, that I am still rather confused if not somewhat terrified. *What You Will* was a contemporary "re-vision" of Shakespeare's *Twelfth Night*. It was almost perverse: It was unmistakably brilliant: It was Shakespeare.

The director of the production was Thomas Peacocke. At one point I was going to say we were watching Peacocke not Shakespeare. After some consideration I am sure that this was not the case. *What You Will* was Mr. Peacocke's re-vitalization of Shakespeare. The noble bard got turned on and though at times it looked like he was having a bad trip, I think he would have been pleased. Shakespeare's fine humour is lost to an enormous extent on today's audiences, as was rather evident Monday night. To relieve this Mr. Peacocke focused the play into a psychedelic terrain which was to the audience both distant and immediate enough to produce the essential mood of "high fantastical" romance. Only with this mood established can the audience be ready to accept the play on the grounds that it was meant to be taken and enjoy it.

The thematic movement of the production was superb. The lighting, setting, costuming, sound and choreography were so carefully and conscientiously intergrated that one could never fail to be amazed at the expanding richness of the play; so rich it was, in fact, that you were never comfortably sure of what Peacocke was trying to do or why. New themes were continually picked up, expanded, left hanging, perhaps to be picked up again. The force of this richness was, to a great extent, the novel insertions of the contemporary into the Elizabethan comedy.

Old puns went by largely unnoticed and were replaced with new ones. Gold became Acapulco. Duke became super-hip. Shakespeare's lyrics were mixed in with songs by Lennon and Donovan. You were never sure whether the background music would next be 'Oh Mistress Mine' or something off Jefferson Airplane's *Surrealistic Pillow*. Cigarettes and Shakespeare. Ambiguous but dynamic.

The play started off with a ballet-like entrance of the cast which, coupled with the use of tapes, music, lighting and echoing voices very effectively introduced the dream-like and delightful spirit of romance that the first half of the play was to follow. Though the characters were frighteningly painted and costumed and the set-



—Peter Emery photo

ting almost grotesquely sinister, the spectacle was enchantingly beautiful. The clown scenes with Sir Toby and Sir Andrew were too humorous and the disguise of Viola as Caesaria too charming for us to suspect anything but a light merry comedy. Then something happened. Perhaps it was the way the light hit Olivia turning her into something less than human. Maybe it was when we noticed that Malvolia was suffering. Perhaps it was perverseness and dishonesty of so much fantasy becoming to large to escape. At any rate something had happened. The sinister and the grotesque of the action became all too apparent. By the end of the play you no longer felt entertained but exploited. When you left the theatre to be confronted by the cast dancing wildly to the Cream's jarring *Strange Brew*, you were spent and bewildered. What exactly was it that you had seen? The dream had turned into a nightmare.

One of them ost impressive parts of the performance was the absolute flowing smoothness of the

action. Timing was exact. So smooth it was that you weren't really irritated by the length of the play and the one or two instances where it dragged. It was so much of a unity that individual performances weren't really noticed, although there was a surplus of very good acting. Nancy Beatty, I think, was the most impressive. Particularly in the first half of the play she gave all that was required of her in her role of Viola-Sebastian. Mel Tuck also filled his role of the clown, Feste, extremely well. A singer he's not but he seems to know how to act. Diakun as Orsino, Carol Harmon as Maria, Don Piper as Fabian and Richard Sutherland as Antonio and Sea Captain were generally quite adequate. Mumford, Versloot and Jay Smith were at times magnificent as they were sometimes stale. Allen Hughes was the only real disappointment. Sound, setting and costuming were without doubt the very best to come out of Studio Theatre, as was probably the play itself.

—Phillip Hinman

Wild West dies with Jubilaires

Reviving an old musical comedy is always risky, as they tend to wear their age badly. When plot or music become dated only the most imaginative of directors and the most enthusiastic of casts can overcome this setback.

Jubilaires' production of George and Ira Gershwin's *Girl Crazy* graphically bears this out. It is dull, colorless, and utterly worthless.

Jubilaires' are not totally to blame for the sad spectacle now on the SUB theatre stage: the Gershwin have given them little enough to work with. The plot of *Girl Crazy* is too weak to be sustained over the three hours this production runs.

Other shows have succeeded with slimmer plots (witness last year's *Fantastiks*). The major difficulty here is that *Girl Crazy* is a musical comedy with neither significant music nor noticeable

comedy.

Lack of humor is the most evident weakness. Since the basic situation is not in itself particularly comic, the production required abundant use of one-liners and sight gags. Neither were used to an appreciable degree. On the evening that I attended, the audience only laughed at one line: "can't you let bygones be has-beens?" Not very funny, but by that time we were ready to laugh at anything.

The music adequately complimented the humor. It was second-rate Gershwin, flat and unmemorable, interesting only to those with a streak of nostalgia going back to the thirties.

Of the 14 tunes in *Girl Crazy*, only three were notable "I'm Bidin' My Time" is a rather pleasant number sung well by the male quartet at the beginning of Act One. But at the end of Science 1,

these guys came out to sing it again, and we heard it between scenes and during scenes until one was frantic with irritation.

I have never really thought much of "I Got Rhythm". Here, its one distinction is that it has become Ethel Merman's theme song. Anne Wheeler butchered it.

"Embraceable You" was something else again. It is a good tune, well sung and staged by the company. It was the one moment in this production when the chorus caught fire.

Individual performers were unable to rise above the turgid plot and bad music. Anne Wheeler wavered uncertainly over the high notes, often shouting to gloss her lack of control.

She played Kate as that unique character, the bitch with a heart of gold. She snapped and brayed but never succeeded in convincing us.

Films

Well, folks, your faithful movie reviewer is losing his marbles. I mean, I have this distorted perception of the current American cinema.

If I've been told once, I've been told fifty times: "*Bullitt's* a great film. Take the auto chase! WOW!!! I came over all queasy in the stomach. And to you that's dull?"

"Er, yes", I tend to reply, "vomiting did always seem to me less than a total gas . . ."

At which point people always walk away.

This wouldn't be so bad if I were taking a consistent High Art position, measuring current movies against the masterpieces of world cinema, the films of Kurosawa, Godard, Buneul, Antonioni, Bergman, et. al.

Then I could claim I was helping to maintain Standards. Standards are very important (ask anyone who tends to be appalled by the Current Lack Of). "Take but degree away . . ."

But I can't operate in those terms, because these terrible urges come over me. Take right now: I want to write a quasi-rave review of *Three in an Attic*. Now anyone with any standards at all can see that this is a really rotten film—vulgar, sensational, unenlightened. But . . .

The plot of *Three in an Attic* is of classic simplicity. Christopher Jones, superfrat ("They say he scored fifty times before his sophomore year", they say of him in envious awe), gets "involved" with three girls simultaneously. They find out, and decide to satiate him to death. He survives (barely), decides to hitch up with Nice Blonde Girl, and all is well.

This may not sound precisely promising; indeed, the preview at the Capitol when the *Boston Strangler* graced its screen led me to expect something totally repulsive. Still, I feel—and here's where the question of distorted perception becomes acute—there's more here than you might think.

To begin with, *Three in the Attic* is an American International production. American International put out comparatively low-budget films; the great AI director is Roger Corman, of Edgar Allen Poe fame.

The hallmark of any Corman film is the viewer's uncertainty about whether it's a put-on or not. Is Nancy Sinatra for real in *The Wild Angels*? Is Peter Fonda for real in *The Trip*?

If you take the films as put-ons, you find yourself with about the most fascinating series of anatomies of the American collective semi-consciousness going.

Trendy intellectuals have pretty well agreed that Corman is worth watching. But what about American International's current products?

After all, the male lead of *Three in an Attic* is Christopher Jones, last seen in another AI picture, *Wild in the Streets*.

There he played the supposedly-charismatic teen idol who becomes President of the United States in his early twenties, outlaws old age, and finally faces the possibility of a coup led by ten-year-olds.

The mechanism here involves taking a melodramatic plot which panders to the silliest fears of those uptight about Youth, and subtly undercutting it until both these fears and his equally silly hopes of a certain sort of youth cultist become the satiric target—if you want to take the film that way.

If you don't, you can watch it as pure melodrama and get your money's worth.

The same seems to me to be true of *Three in an Attic*.

It's an objectively devastating look at a completely hollow lot of people who contrive to achieve paths only in their defeats—Jones stumbling out of the attic nearly dead only to be set upon by a rape-conscious gaggle of frat-girls; Mimieux mindlessly watching his destruction because neither he nor she can resolve the impasse which the normality of infidelity is for them; the Sassy Spade Chick suddenly poignant as Project Head-Start kindergarten teacher; the Hippy Chick wondering if she can be both psychedelic and Jewish.

Or am I reading all this into a meretricious, boring film? Is it as bad a film as *Bullitt*? Have I lost touch with cinematic reality? . . . Watch for subsequent thrilling installments.

—John Thompson

It is difficult to determine whether Jim Dearden (as Johnny) was good or not although for his non-descript acting and singing I suspect not. He did little all evening but loiter uncomfortably.

One of the chief features of Jubilaires has always been their spontaneity and enthusiasm, which tends to overcome their serious faults. But this performance was dead.

Jim Dearden and Elaine Chris-

tanson did not have the talent to pull it off, and the chorus seemed in constant competition with the orchestra.

Several years ago Jubilaires discontinued writing their own material when the lack of freshness began to turn people's stomachs. Their alternative proves equally bad if they must rummage the thirties for a musical comedy like *Girl Crazy*.

—RON DUTTON