

SUB EMPLOYEE FIRED

A Students' Union Building worker has been fired by SUB management in what appears to be a clearcut case of work termination without proper notice or justification.

According to reports reaching



Darrel Ness

ONE SIDE OF THE STORY

the Gateway office, Bill Dau, a member of the night caretaking staff for the last three months, came to work at 11:00 p.m. last Wednesday night only to find his severance cheque, with four hours compensation, waiting for him. He was given no reason for his dismissal at that time.

Darrel Ness, SUB General Manager, explained in an interview that normal termination

procedures, as defined in the Staff Policies and Benefits Handbook, do not apply to the custodial staff because of their conditions of employment, including the high rate of staff turnover.

Percy Wickman, President of CUPE Local 1368, of which Bill Dau was a member, disagreed with Mr. Ness for several reasons.

The Policy and Benefits Manual, according to Mr. Wickman, defines all hourly paid regular employees as falling under its aegis. And, accepting this, it is possible to find two major regulations that management violated in their treatment of Mr.

Dau.

The first, dealing with Probationary Periods, states that during the period of worker's probation, "If the appointee is deemed unsuitable, his association with the area may be terminated at any time...However, before such action is taken, existing problems should be discussed with the appointee, and he should be given a chance to correct his shortcomings."

The second, dealing with terminations, states that if no noticeable improvement is forthcoming, "specific reasons culminating in a termination decision should be conveyed to the employees. These reasons should in turn be documented and forwarded to the general manager.

Finally, "If terminal action is taken during or at the conclusion of the six month period of probation, two weeks notice of termination or two weeks salary in lieu of notice will be provided."

According to Mr. Wickman, the above procedures were not followed. When asked about the

specific reasons for the firing, he replied, "Some members of our staff feel that the firing was a case of intimidation to serve as a threat to staff members that the same measures could be used against them at any time." The night foreman is probably setting an example in order to shake up the other workers."

According to another SUB worker, Bill Dau's crime was not so much being a poor worker, as allowing management ample opportunity to find excuses for firing him. "They had the reasons, but just didn't go about firing him properly," he said.

He added the explanation, "Lorne Macmillan (the new night foreman) has been looking for reasons to fire caretakers...he used to work for Drew's Janitor Services".

In a meeting held Monday to discuss Mr. Dau's dismissal, it was indicated that Mr. Gates, Building Supervisor, had indeed warned the worker "two or three times". However, Mr. Ness agreed that the reasons had not been properly documented, and added that it would probably not happen again.

At that meeting, Percy Wickman made the motion that Mr. Dau be placed on suspension with pay, pending the investigation into his case. But, his request was refused by management.



Percy Wickman

THE OTHER SIDE

To Hell With It

The Gateway

Tomorrow We'll Get Organized

VOL. LXI, No. 2 UNIVERSITY OF ALBERTA, EDMONTON, CANADA

Tuesday, September 14 1971; TWELVE PAGES

STUDENT HELP IN TROUBLE

The Students' Union Executive has apparently decided to politically interfere with Student Help, and the members of that organization feel that the Union has no business being there.

Aware that it has no powers over the affairs of Student Help, the Executive has decided to put Help under the complete control of the Union.

Student Help is a group of volunteers working on a grant from the Students' Union. Their purpose is to talk to the lonely, depressed, and alienated, to refer to professional aid when necessary, and to provide information about academic problems and the campus in general.

Student Help has operated for the past 3½ years without any direct control from the Union,

much less interference in its internal structure. The people at Help want it to stay that way.

Students' Union Treasurer Frans Slatter claims the Union is legally responsible if a lawsuit is launched against Student Help. This opinion is based on a letter from the legal eagles who represent the Union.

This letter states that "the Students' Union as the sponsoring organization of various campus clubs may be vicariously (ie: interchangeably) liable for the negligent acts of the members of those clubs."

Slatter has decided that this can be applied, or rather extended, to any organization operating on a grant from the Grant Fund. What he does not say, is that the letter also makes mention of

responsibility "for those activities which fall within its (the Union's) purview." No one has so far attempted to prove that Student Help's operations are under the jurisdiction of the Students' Union.

Union Secretary Vera Radio has suggested that this problem might be cleared up at Council tonight with a simple grant to Student Help "with no strings attached." If this does not satisfy all, then Help can always apply to become a society under the Societies Act.

If this action is in fact taken, then the report of the Student Help Investigation Committee would in effect be scrapped: The preamble to this report reads: liable for all Students' Union clubs and organizations, it is important that effective control be established."

Clearly, there is no board or by-law which makes Student Help a Union organization. Vera Radio has stated that registration with the Union makes the Union responsible for Student Help's acts. However, for any other organization, registering with the Union is only to let the Head Office know of that club's

existence. It would seem that some people bend the rules to suit the circumstances.

The first recommendation of the Investigation Committee is that Student Help be transferred from a grant to a Union budget, operation under a Union by-law. Transfer from grant to budget would definitely make Student Help any lawsuit, which, according to the staff at Student Help, it is not at present. However, similar organizations on this continent have yet to be sued for anything, nor likely will be just so long as it is run by competent people.

The Union will attempt to establish full control over Student Help by establishing a Policy Board with a long list of powers, including:

- . the annual recommendation to Council of a new Director,
- . the responsibility for the general policy of referrals,
- . the review of the overall operations of Student Help. Unless the motion for an outright grant is approved, Council will be asked to okay a report which will force Student Help to "agree to the formation and powers" of the Policy Board.

There will be a meeting of Students' Council tonight at 6 p.m. in the SUB Theatre to discuss the CUPE situation. There will be an open question period.

Wednesday at noon in SUB Theatre the Students Support Committee for SUB Workers and the New Democratic Youth will hold a rally to discuss and implement measures to be taken in support of CUPE Local 1368. Grace Hartman, National Executive Secretary of CUPE will be the feature speaker.

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TODAY

U of A Vietnam Action Committee

The U of A Vietnam Action committee organizational meeting will be held Tuesday, Sept. 14, at 12:00 in the Students Union Building, room 104. The meeting will begin the planning of the fall offensive against the war.

Meeting on Day Care Centre

Meetings will be held every Tuesday at 7:30 p.m. in the Barricade Coffee House 11150-84 Ave. for parents interested in operating a cooperative day care centre. Contact Denise 433-2808 or Lynne 439-2501.

WEDNESDAY

Dagwood Supper

The Students For Christian Perspectives will be sponsoring a Dagwood Supper Wednesday, Sept. 15 at 5:30 in the Tory TB38. Contact Marquerite Jonkman at 469-1741 for further information.

U of A Rifle & Pistol Club

The U of A Rifle and Pistol Club will hold its organizational meeting Wed. Sept. 15 at 8:00 p.m. in the SUB room 104. Everybody is welcome, no experience or equipment necessary. For further information contact Mike Weiss 455-1583 or Stan Backs 432-2696.

Golden Bear Hockey

For all prospective players interested in Golden Bear Hockey a registration meeting to inform players of tryout camp times and other organizational information. will be held Wed. Sept. 15 at 5 p.m. in P.E. 124.

THURSDAY

Golden Bear Basketball

All prospective players and team managers should attend the first organizational meeting of the Golden Bears basketball team Thur. Sept. 16 at 5 p.m. in the Main Gym, Phys. Ed. Bldg.

Mass Schedule

St. Joseph's College Chapel will hold mass Mon., Wed., and Fri. at 12:10 and 4:30 and Tues. and Thurs. at 12:30 and 4:30 and Sat. at 12:10 and Sun. at 9,10,11,12 and 4:30 (effective Sept. 12). Confessions before each mass.

OTHERS

Music Recital

Pianist Albert Drywolt, pianist, will give a recital at 8:30 p.m. in Convocation Hall, Arts Bldg. Admission is free.

S.T.O.P.

S.T.O.P. (Save Tomorrow - Oppose Pollution) needs volunteer workers to continue the battle against pollution. If you are willing to type or file, man booths, do research, be on a telephone committee or speak on pollution at Edmonton schools— WE NEED YOU! Drop into Room 230 SUB (across from the Gateway) and find out what's happening. For further information contact: Karen at 5165 (Or you could just walk across the hall).

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GATEWAY USING NEW PROCESS

Many of you are probably asking yourselves right now as you read this, "How did this paper that I am reading right now as I read this get printed?"

Some of you may even be so perceptive as to be saying to yourselves, "I'll bet the Gateway is using a new lay-out process this year!"

Well you're absolutely right! (Warning: the interesting part of the story is now completed and what you read from here on in will be Facts.)

Up until this year the Gateway was typeset and made-up by U. of A. Printing Services using a process called Hot Lead (led). (As opposed to Hot Lead (leed), that which a reporter begs for and never gets

and Hot Shit, that which an editor begs for and never gets.)

Anyway, in the old Hot Lead system, we would send our muddled copy down to Printing Services who would then type into a linotype machine where letters and characters were molded into lead bars. The bars were then used to print the paper.

But all that is now changed. The Gateway staff now lays out all its copy on special pages of paper that we send over to North Hill News who chuckle about it for a bit and then photograph each page.

The photographic negative is then placed over a special Metal Plate that has been treated with all kinds of chemicals whose

names end in "ide". A light is shone through the negative on the plate which is then placed on an off-set press that prints the paper. Actually, I shouldn't be telling you this 'cause my editor would kill me, but it's all done by a 300 year old alchemist who uses incantations and other political test tubes.

One interesting (ho ho) side light of the new operation is that the Gateway is now using computers to justify its copy. No, not that kind of justify--we have lawyers for that.

This justification means every line of type ends along one margin. Isn't that neat? Anyway, that's what our brand new \$700-a-month computers (we have two) do for us. It makes layout alot easier.

Bob Beal, this year's Editor of the Gateway, says that the new process can save the Gateway up to \$15,000 a year. It will be spent on wild weekend orgies at Alberta Beach.

He does concede that, until we get used to the process, "the paper will be somewhat sloppier in appearance than it was last year." Actually, it's a lot sloppier but it's much more fun.

But what does all this mean financially?

Nobody knows for sure but we can make some rough guesses.

Last year, all things considered, it cost \$85 a page to put out the paper. This year it will cost \$33 a page PLUS equipment rental and labour costs.

This involves \$700 for the computers, \$100 a month for

our headliner and \$225 a month to our layout editor who is really a fine man although he gets nervous when it's 5:00 p.m. on press night and there's no copy in yet.

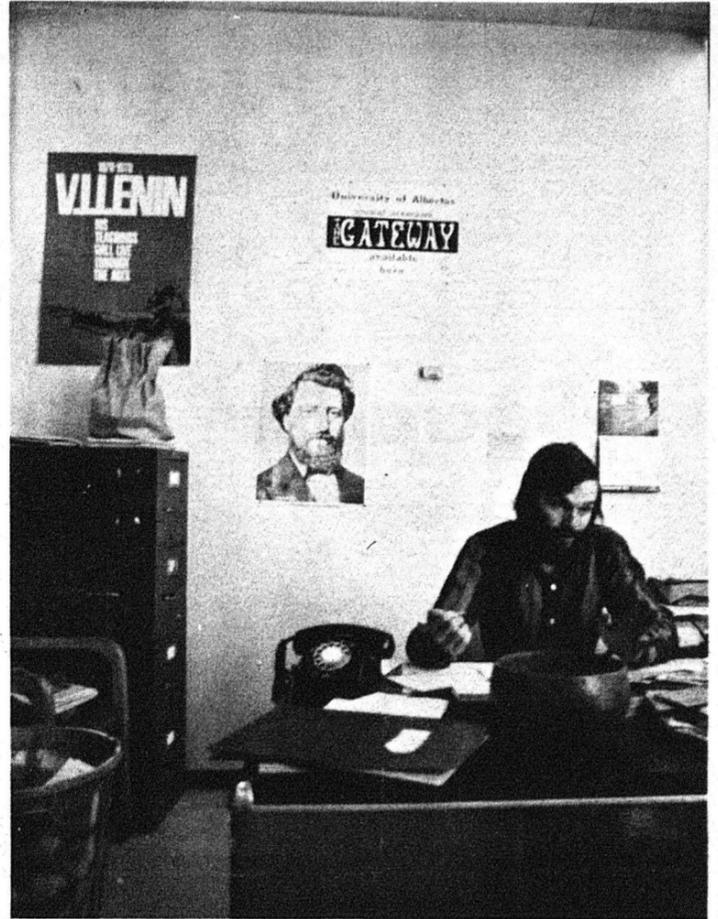
We've also hired three part-time students to operate the computers.

And that's about it. We'll try to clean up the paper more as we go along and we'll be thinking about you at Alberta Beach.



Bud Joberg

with his new toy



Bob Beal

explains the new process to a Gateway reporter

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Dear Mom And Dad

Dear Mom and Dad:

Well, here I am at the Big City!! I arrived yesterday on the train, and golly, I have never seen so many people in all my life!! I went down to "campus" (that's university talk, ha-ha) today to register, and while I was there, someone tried to sell me some grass. I can certainly see why — there's hardly any of it left on the lawns, the way they've been digging it up!! I asked him where I should plant it, but I guess that was the wrong thing to say, because his mouth dropped open about a mile, and he looked at me really funny. Anyway, he told me to smoke it, but watch out for the narx — whatever that is. I guess

there isn't too much tobacco on the campus, so they smoke the grass instead. I guess that's another reason why there's not too much left.

You should see the people here, too. Lots of the boys have long hair and dress really funny—its kind of hard for me to tell the boys from the girls, ha-ha. And, dad, if Effie Mary Ellen Louise Sue ever dressed in the funny shorts that the girls wear here, I bet you'd tan her hide good—if you could clam yourself down long enough to!! I say that because I was "turned on" (more university talk—I'm picking it up really fast) all day just from looking at the "chicks" (girls to

you, dad!!)

I ran into Harvey today, and boy was he a disgrace to the family!! He's got long hair and a beard (!!) and I saw soo-o-o ashamed of him that I didn't even talk to him. I'm sure he's turned into a Communist or something with that long hair and that beard!!!

Anyway, I'd better get going—Bobbi-Joe says there's a dance tonite at the "res" and Country Joe and the Fish are playing. Boy, it's going to be nice to hear some good old-time music again!!

Your loving son,
Albert G. Thomgirt, Jr.

Food

I have a few comments to make concerning the salary demands being made by SUB staffers. As far as the janitorial and clerical help is concerned, I feel they are entitled to better pay and working conditions. But as for the kitchen workers, I think they should all be fired immediately if not sent to jail.

At this very moment, while I am typing this letter, my innards feel as if they are being torn apart by hungry rats. This condition began moments after ingesting something called a "hot beef sandwich", which in reality was an instant tummy ache.

Barry Brummet
Drop Out 1

Socialist Supports SUB Workers

The September 9 issue of the Gateway covered most of the facts surrounding the attempts by the Students' Union executive to bust the union of SUB workers. S.U. president McKenzie's letter makes it quite clear where the S.U. executive stands regarding the Sub workers' union. A number of things are evident in McKenzie's letter. First, he tries to put students in the position of feeling victimized by the workers. This is not a new tactic for management or governments. They always try to play one part of the population against another, if the latter is organized or on strike. McKenzie addresses us though we were stock-holders in a company and the more that we

can exploit those in our employ, the better it is for us.

We as students are part of a union, despite what the McKenzie executive seems to think. We are part of a union that could be a powerful force to defend the interests of students. The prospect of one union trying to bust another is sickening, and clearly dangerous. And further, one wonders how much is being spent on lawyers and court costs in order to 'save us money' by destroying the union of SUB workers in the courts. Let there be no mistake: when McKenzie talks about "equality in size of bargaining units" what he wants is a union that is too weak to bargain effectively. It is ironic

that the U of A itself is a member of a larger union of students—the Alberta Association of Students—and was once a member of the Canadian Union of Students.

The question remains: how can we as students support local 1368 of the SUB workers as they are under the attack of the Students Council executive.

We must understand that the way to deal with people like McKenzie is not to try for back-room deals, or even to con-entrate on influencing individual members of the executive. McKenzie was elected but he doesn't represent the majority of students. We must make the situation clear to the

thousands of students on this campus. We must involve them actively in a campaign in support of the SUB workers. Mass meetings must be held which involve large numbers of students in democratic decision making. We can do things like carrying a petition campaign, like holding teach-ins and speak-outs. And if McKenzie and Ness are not forced to immediately stop in their efforts to bust local 1368, we must then consider what actions we can take about the student council, who are after all supposed to be responsible to us.

Don Wiley
Young Socialists

THERE MUST BE A BETTER WAY

by David McCurdy



The Author
... tries again.

I went to Memorial University of Newfoundland for two years, and I always thought that registering at Memorial was an awful hassle. Always, that is, until Tuesday Sept. 7, 1971. On that fateful day I walked onto the campus of U of A for the first time as a student, and started the arduous process of registering.

I arrived on the campus at 8:30 a.m. (I was scheduled to start part 1 on registration at 9:15), and forthwith headed to the Mathematics dept. in the CAB to get my program form filled out and signed. This was not too much problem, but then I had to go to the second floor of the Arts building to get my form signed by none other than the Dean of Arts. What purpose this serves I don't pretend to know, but there was

no way around it, so I waited in line for half an hour or so until my turn came. Then I was notified that the signing would take an hour or so, and that I would have to come back about 11:15 or so to pick up the signed form. So with a sigh I departed, muttering a few uncomplimentary phrases under my breath.

At 11:15 sharp I returned, and after only a ten minute wait (!) was handed my completed form. Immediately I sped to the Phys Ed west gym to pick up my Permit to register, a registration procedure booklet (a fittingly copious volume) and a campus map. Then I went to Con Hall in the Arts building to get "preliminary approval" (whatever that means) for my program. There, however, I discovered, much to my dismay, that Philosophy 449, a course I had selected, was not going to be

offered this year. So I started all over again: math department, Dean of Arts Office, Con Hall, then to Part 3 - receiving class admission cards in the Physics Building. Here I met up with the bane of all students - conflict between two courses. This, of course, irritated me no end - I was irritated at myself for not having checked before (the prospect was so horrible that I had simply put it out of my mind), and I was irritated at the system for making me start all over again. By this time it was about 3:30 p.m., meaning that I had been on campus 7 hours without accomplishing a thing. So, I plod my weary way back to the Arts building again, only to be faced with an enormous lineup. At this point I gave it up for the day in complete disgust, vowing to start early on Wednesday and do it right.

There must be a better way.

The Gateway

member of the Canadian University Press

HELP STUDENT HELP

STAFF THIS ISSUE

Holy hunt and peck! The staffers were all staffing, the layout types were laying out, the heads were headlining, the typewriters were typing, the frisbees were frisbeeing, and students' council was sleeping...but the IBM typesetter was unjustified! What could we do? Of course! We did what any respectable student paper would do: We panicked and sent for the repairman. Those helping to throw the small fit were: Dave McCurdy, Walt Neilsen, Ron McTavish, Ron Ternoway, Ross Harvey, Elsie Ross, Dennis Windrim, Harry MacKendrick, Dick (the \$100 Hero) Nimmons, Peter Tremaine, R. W. Thomas (the Great), nipped in the Bud Joberg, Bob Blair, Doroty Constable, Ken Brown, Lana Yakimchuk, Ann Parker, Winston Gereluk, and Bob in charge of panic and chaos Beal, not to mention, of course, your ever-lovin' snake, Harvey G. (for Good God! Take cover!) Thomgirt.

P.S. There will be a staff party (hic) (cough) this Saturday. Time and place are on the bulletin board in the office. All staphers (including new ones) are welcome. HGT.

Editor-in-chief Bob Beal
Sports Ron Ternoway
Advertising Percy Wickman
News Elsie Ross
Production Bud Joberg
Photo Barry Headrick
Don Bruce

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SUE & CUPE

When the Students' Union Executive fought the SUB workers' CUPE certification before the Board of Industrial Relations, they used a very dangerous argument—one which could have grave effects on students' interests and their ability to control their own affairs.

They argued that the workers concerned are not really employees of the Students' Union but employees of the University.

In the words of the Board of Industrial Relations (which is a provincial body legally empowered to certify unions.) they argued "that the respondent (the Students' Union) is not an employer as defined in section 2 of the Alberta Labour Act in view of the over-riding control over its activities by other authorities."

For the appeal, the Executive is using a related, although not identical and much more complicated argument. Again, in the words of the Board of Industrial Relations, it is "that the Board (of Industrial Relations) does not have jurisdiction to entertain the application on the grounds that the respondent (the Students' Union) is an agency of the Crown by virtue of The Universities Act, the Public Service Pension Act and the Crown Agencies Employee Relations Act." If this argument is found to be true by the court, all powers the Students' Union now holds could revert to the University administration.

In any case, at the original hearing, the Students' Union Executive virtually argued against the existence of the Students' Union as a legally autonomous corporation.

The Board of Industrial Relations found that "the Students' Union is an autonomous body, separately incorporated and continued as a corporation under the Universities Act over which the General Faculties Council has certain powers with respect to the activities of students but that such powers do not confine the activities and authority of the incorporated body with the exception of purchasing real property."

In the past, students, not only at U of A but in the rest of the country, have felt a need to have a strong student governing body as much as possible independent of the University administration to administer student activities and to represent student interests.

Our present Student Union Executive is apparently not acting in the student interests and by its actions in the CUPE case could severely undermine the effectiveness of a student administration and interest group on this campus. This is the first time in recent U of A history that an Executive has taken such a stand. Even the most conservative of recent executives has strongly supported the autonomy and power of the Students' Union.

If students feel that a strong Students' Union is necessary, they must oppose the present Executive's attitude towards CUPE.

The present Executive so aggravated the SUB workers that they were forced to join CUPE in an effort to bargain with their management. The SUB workers are asking for raising of most of their salaries, closing the disparity gap between them, and for some say in decisions which affect their lives.

These are not unreasonable demands. They are demands which are necessary for the well being of the workers. The workers are fighting for a better life. Meanwhile the Students' Union Executive is spending students' money on legal expenses to use arguments which are detrimental to a strong Students' Union.

Students' Council may tonight look at the report of the Student Help Investigation Committee.

Before the councillors all jump on the Executive bandwagon and vote in favour of the proposed recommendations they should take a very careful look at just what the committee is proposing. They should also ask why the executive is so eager to implement the committee's recommen-

Buried deep in the committee report is a blatant example of blackmail. Recommendation 6 (b) states that "in order to receive the recommended budget from Student Council, Student Help must agree to the formation and powers of the Policy Board."

The Policy Board is a very interesting creation. It is composed of five members: one student councillor, who is also the chairman, the Director of Student Help, the Director of Student Health, and the Director of Student Counselling (or their designees) and one student at large appointed by the Personnel Board.

Out of the proposed five members of the board only one will be personally concerned with Student Help. The appointment of a student councillor and other Personnel Board "selection" leaves the door open to political manipulation of Student Help by Students' Council.

To justify the executive's sudden interest in Student Help,

SU Treasurer Frans Slatter, has dredged up a lawyer's letter which states that the Students' Union "may be vicariously liable (i.e. liable by association rather than because of direct involvement) for the negligent acts of those clubs" which the Students' Union funds. Slatter has chosen to apply this opinion to a non-budget club such as Student Help as well as to budget clubs. Student Help receives a bulk sum grant from Council and, therefore, Council may not be as liable for the actions of Student Help as it would for the actions of a SU organization which receives a budget.

In any case, no such organization (as Student Help) in Canada has yet been involved in a lawsuit. As well, if they encounter a serious problem, Student Help makes referral to a professional.

The report concludes with a suggestion that a councillor be appointed for the Policy Board at the next meeting of Council. All this for a board that does not yet exist! This recommendation, however, exemplifies the confidence the McKenzie executive has in its every desire being met by student council.

The operation of Student Help should be left as an internal matter for those people who are interested enough in the problems of their fellow students to work for the organization. Interference on the part of the SU Executive is for purely personal political reasons.

COMMENT

being
by Dan Carroll

By now I imagine that most everyone feels they've recovered from the hassle of registration week.

But, the process does more than give us frazzled nerves, sore feet and headaches. If I were to let my paranoid tendencies run wild, I'd say that registration must have been designed by some mad genius merely to atmoze, confuse and push us around. This way we'd be prepared to be atomized, confused and pushed around by the rest of the university for the rest of the year--especially in our classes and our dealing with the administration. Besides, we are seperated from each other and cynically resigned to avoid organizing to change the system that demands inanities on the scale of registration week. The system perpetuates itself.

Just as the first step in the infamous "brain washing" process is to confuse and isolate the prisoner, so the first step of the university year is designed to confuse and isolate each student. Not satisfied with a goodly dose in the first year, we are administered a booster shot each year thereafter.

Don't forget that this university is after your head, and its the only one you've got. It's tricky, though, for "they" go for your head via your gonads. The objective is to intimidate--so that we don't step outside of "rules and regulations", and so that we don't get together with each other in our class, department or whatever and collectively step out of line in an attempt to change things.

This must be overcome, and the first step is to realize that our problems are not only our very own private personal property. The same hassles are shared by every student on this campus, and they must be realized not as personal but social problems.

Social problems demand social action. They can only be overcome by sharing experiences and working as a group to destroy and replace the system of "education" that causes these problems.

So if it turned out that our first class Monday was cancelled because the prof is still on his vacation, go as a group to the department chairman and demand an immediate replacement. Uptight students en masse tend to

make administrators rather nervous.

If you sit in a class and on't know a single person, then make a determined effort to get to know as many as possible.

If you're hassled, find out if others share the hassle--and try to work together to straighten it out by applying pressure as required.

If the problem is the classroom, get together with your classmates, and approach your prof--most instructors are happy to at least hear from their students even though getting action is always another problem.

If you're having trouble with an administrator, call the Students' Union and get help or even call The Gateway and we'll see what we can do for you. Don't forget that university president Max Wyman boasts an "open door" policy, and if you get no satisfaction elsewhere you can always make an appointment and take your problem to the top.

Declare your own war of liberation and get it on. You'll be surprised to find how much we actually do share in our common positions as students, and how much could be learned and done together.

counter-institutions

New Spectres

The emergence of the student movement promises a renewal of revolutionary politics as well as the arrival of a new social force. Student insurgents have rejected established models of political action: they refuse to pin their hopes on the remote manoeuvres of parliamentary assemblies or party conferences. The main student movements are quite aware that their struggle is against the social system as a whole; they refuse to participate in it on its own terms.

In exchange for their political passivity bourgeois democracy offers people ballot papers—every five years. In exchange for this quinquennial "Participation" people surrender control over their everyday existence. The revolutionary student movements have denounced this capitalistic bargain as the graveyard of any hope of transforming society. Their aim is to create an extra-parliamentary opposition which aims to reconquer power from below — power over their everyday life exercised by the people themselves in all the particular institutions which comprise society, as well as in general social control of the economy.

In most of the advanced countries of the capitalist world students have already posed the demand for student power: for control by the students of the organization and content of the education they receive. On the whole this demand has not just taken the form of resolutions or appeals to the authorities. Instead it has been embodied in acts of the counter-institutions they wish to create.

The reaction of the authorities has been notorious. When their attempts at co-optation are rejected, they vigorously deploy the armoury of repression developed for such purposes: special police, para-military units, guard dogs, water cannon, tear gas, shock grenades, etc. The exact balance of force and fraud in each country varies with the strength of the student movement: but nowhere does the mask of repressive tolerance long conceal the true visage of authority, in its determination to defend the authoritarian principle.

Why are the actions of students feared and hated? What is it that has made students act, and what is it that gives a potentially revolutionary character to their actions?

Bourgeois Society and the Spectacle

It is now commonplace that the advanced capitalist countries are moving beyond the first stage of industrial mass production. But they are doing this with a property system that remains basically unchanged. This fact furnishes the characteristic contradictions of modern capitalism. The immense productivity of these societies is, for them, their central problem. In economic terms the problem which faces each

capitalist society is how to absorb most profitably the surplus productive capacity which the process of capital accumulation throws up without undermining the value of existing capital.

In political terms the problem is to conceal from the masses the fact that the material preconditions for social liberation already exist. On the one hand, the best energies of modern capitalist societies are devoted to the profitable waste of resources (arms expenditure, advertising, built-in obsolescence, etc.) and on the other, to the distraction of the masses from awareness of the repression of man's historic possibilities which it practises on so vast a scale.

The two prongs of this operation are necessarily complementary. The citizen whose work is robbed of meaning by the capitalist production system is being conditioned for the role of passive consumer and inactive citizen. Of course those who operate this neo-capitalist dreamland know that it has a very precarious existence. Teams of work study engineers, ergonomists, labour relations experts, industrial psychologists and sociologists scurry about, all striving to ensure that the maximum surplus labour is extracted with the minimum of trouble.

At the same time similar teams of experts orchestrate the loyalty of the consumer to the goods which the system is prepared to supply him: market researchers, media planners, account executives, copywriters and so forth. The overdeveloped state of the mode of production entails a corresponding change in the mode of consumption.

In the liberal epoch capitalism consisted of a multitude of competing enterprises supplying the individual commodity to the market. In the modern capitalist economy competition is fiercer because it assumes monopolistic and oligopolistic forms, and works itself out on an international scale in the competition of national and international units. In a similar development the isolated, individual commodity is caught up in the general process of the spectacle and of spectacular consumption. Just as monopoly capital fuses together units of production so the spectacle fuses together the items of consumption into a given life style. Traditional bourgeois and proletarian culture is converted into raw material for the fashion industry. Late bourgeois society can offer the underlying population neither security nor adventure. Bourgeois politics with its soporific consensus tries to provide a substitute for the former while the spectacle provides a substitute for the latter. The chronic institutional stagnation of advanced capitalism is veiled by the dizzying succession of spectacles. Britain, the most stagnant capitalist country, has naturally become a centre of spectacular production. Within the electronic space created by the new media the consumer is drenched in the pseudo-dramas and myths of the spectacle: and the ethos and mode of the spectacle penetrates the entire culture. In effect this spectacle supplements the market as the overall regulator of the system. The true source of the

value of commodities—namely, human labour—is erased: only the spectacle itself appears to allot values, in the name of fashion.

Our waning imperial system needs its combination of bread and circuses to retain the support of the population. In late capitalist society the fetishized commodity and the spectacle conveniently answer this need. In helping to alleviate the curse of over-production the spectacle brings into existence a motley retinue of its own: television producers, fashion consultants, show business personalities, gossip columnists, public relations officers, press departments, etc. The very essence of the spectacle is that the spectator should remain passively receptive towards the whole design, however frenzied he is in the pursuit of a particular spectacular myth or fashion. So long as modishness is accepted as a vocation, then energy, even in quite creative ways, can be expended in its service.

How does this rapid evocation of modern capitalism help us to understand the role of higher education in Britain today?

Just as the colonization of Africa and Asia transformed the public schools in the nineteenth century, so the twentieth-century colonization of everyday life requires its appropriate educational institutions. The primary role of higher education is now to train the flood of technicians and manipulators which neo-capitalism and the spectacle demand. An important part of this training is provided simply by the way in which higher education is organized, regardless of the specific content of courses.

Any student who has gone through the mangle of repeated examinations, set text books, accepted authorities and styles of work (classes, lectures, weekly essays, tutorials) has undergone a most formidable conditioning process. The technology or science graduate who enters industry only to discover that everything he has been taught is years out of date thinks that he has learnt nothing. He is wrong. He has been taught to isolate the rationality of his technique and to leave unquestioned the social purposes which that technique serves. This lobotomy is worth time and money to the system and that is why it will pay for the process (education) which performs it — a process, incidentally, diametrically opposite in result to that attributed to it by educational humanists with their reverent obeisances to the 'whole man'. The burgeoning departments of social science, the colleges of art and design, the new universities all help to provide the specific skills which neo-capitalism or the spectacle require. Within this framework the personnel officer can bring to bear his knowledge of micro-social dynamics, the advertising copywriter display his cultured mastery of asymptotic hyperbole.

Before they can perform their allotted tasks the manipulators have to be manipulated. This is a dangerous process. The future manipulator needs to be fairly lucid — even have his own share of subjective cynicism — about how the system operates. The student who might become a political commentator or an industrial relations expert must know a little bit about Marx and the reasons why workers go on strike, qualifications which have not been necessary in the past. Such students must be taught their own role in a particular confidence trick: but not enough to rattle the whole game. Similarly the future fashion designer must be capable of creativity without resenting his subordination to the market and the rules of the spectacle.

Student Power

The objective conditions for student revolt exist throughout the institutions of higher education. Everywhere one finds education subordinated to exams, competition and grading; most fields of study are stunted by academic philistinism and hostility towards ideas (especially new ideas); social relations between staff and students are usually infected by paternalism, deference, careerism and, of course, traditional status divisions. However the first students to revolt against such conditions may not necessarily be those who suffer them most acutely. Those students who are required to achieve some insight into the way the system works are likely to be the first to rebel against it. The student of social science is being given the training of a future 'directing' intellectual of the dominant class. He is being taught the techniques of domination which he must first practise willingly on himself as a professional preparation for the task of organizing consciousness in the service of capital. The nature of his training also demands that he should be acquainted with some of the major achievements of traditional culture at the same time as he learns the techniques of bourgeois domination.

The system, in this difficult business, has not yet learnt the way of painlessly socializing the new cadres it needs. The lobotomy does not always go well.

Unsurprisingly, those students whose studies invite them to perceive the whole game have been in the van of student revolt. They have begun by rejecting the passivity which the system seeks to impose on them. Direct action — sit-ins, occupations, etc. — is contagious and cumulative among students because it gives them a glimpse of disalienation. During such events the rock-solid structures of the institution seem to dissolve. The mysterious operations of bureaucracy are exposed. Familiar unquestionable routines no longer seem part of the natural order of things. Pretensions of authority seem arrogant and hollow. Before the laughing audience the conjuror has lost his mirrors, his curtain, his false-bottomed hat and his capacious sleeves, and is reduced to simulated jocosity and fervent hopes that the attendants will throw them all out.

Of course if the mass of students are not sustained by a sure knowledge of what they are doing and why, they may be alarmed by their new-found freedom. This is the source of the backlash against

role themselves. They want to substitute super-egos; their determination to the temporarily absent authorities with political agitation frowned on efforts to present an unsullied Education or the national press: freedom of the lemming, as he goes

But, good or bad, all these revolution from below, along committees; the discussion; the psychological terms to control even keep their heads: total control for the capitulation of the enemy. But has returned, that control was used system on their own ground by students

Often both student militants blind to the actual charge insurgents. The traditional revolutionary, one witness an uncompromising assault becomes agitated when the strike, deviating from the well-beaten path

The student radical, on the other militant action, becomes suspicious of an shove him precipitately into confrontation the established order — the capitalist might well become salted with capitalism — or against the vice. Where is the link? He is being asked to be entirely new to him. Or, alternatively, political activism, he is asking his unfamiliar terrain.



The consequence may well be a bloody insurrection, since after the initiation everyone including the 'revolutionary' note that the moderates of the rhetoric of today and are uncertain of the pre tomorrow.

In such extremities, when the beh before cry 'back', it is worth remembering attacked as a limited and distorted power of students to determine the str education. Of course the eventual revolutionary bloc with working-class for of the student lies in his university, his student.

Revolutionary Roles

Any active student movement will conquer on its own ground: students occupy factories. Student power is not constitutional rights but rather the struggle for mobilization and struggle. Engaging or college authorities students may gain power, but these gains will only last as long as the mass of students has been aroused. In

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acquired a truly revolutionary character where students have rejected the notion that higher education is a world of its own.

The student movements in France, West Germany, Japan and elsewhere have all soon discovered the necessity of breaking the isolation which bourgeois society imposes on students in the form of privilege. These movements have reached out to all the potentially revolutionary forces in society as a whole and in the world as a whole – in particular they have sought real forms of solidarity with the anti-imperialist struggles of the under-developed world and to make real connexions with the anti-capitalist struggles of the working class of their own countries. The former type of solidarity has often provided the initial stimulus for student actions while the latter has usually become an overriding preoccupation after the student revolutionaries have already achieved some success within their own milieu.

In the context of advanced capitalism there is a certain common theme in the struggles of workers and those of students. The great majority of workers' struggles (especially unofficial ones) reflect an urge to wrench control over the factory process from the chosen representatives of capital. Some three-quarters of all strikes do not directly concern demands for wage increases: they are attempts to limit the power of management over such questions as the pace of work, hiring and firing policy, changes in production methods and so on.* Both students and workers are often trying to achieve power from below. There are of course great differences in the implications their actions have in a capitalist society. In the long run modern capitalism may need the skills taught to students, but on an everyday basis it is immediately and massively dependent on the exploitation of the working class. However subjectively subversive students may be they cannot by themselves bring the whole social process to a halt, as can the actions of the working class.

Of course there remains a great gap between even the most complete general strike and an actual revolution. Indeed few western revolutionaries have been willing to consider the manifold and cumulative power any revolutionary movement would have to possess if it were really to overthrow an advanced capitalist order. Even in the pre-revolutionary period it will surely be necessary, as Gramsci always maintained, to build a hegemonic movement capable of tapping the energies of all the potentially revolutionary forces in society. The implication of recent student actions is that from them the beginnings of an answer to this problem are emerging. Once the student movement is committed to an alliance with the working class it can begin to explore the specific contribution it can itself make to the general revolutionary cause.

Too many traditional schemas on the Left allot students a purely external role in revolutionary politics – namely that of supplying solidarity to the really revolutionary force. For some the only worth-while confrontation is that between imperialism and the national liberation forces of the Third World. For others the sole revolutionary force is the proletariat of the advanced capitalist countries. As very few students can participate directly in these conflicts, they are usually asked to cheer on the combatants from the touch-lines. The assumption of such analysis is that capitalism is riven by one, simple master contradiction which determines all else, and the revolution is a question of unlocking its progressive potential.*

Now if the history of this century shows anything it is that revolutions do not arrive by any such direct route to their ultimate consummation. The international capitalist order first broke at its 'weakest link' not in a country where the opposition between capital and labour was at its barest. Moreover in Russia itself the revolution was the product of a series of different contradictions involving peasants, intellectuals and divisions within the ruling order, as well as the historic actions of the Russian proletariat. After the experience of the Chinese, Cuban and Vietnamese revolutions this point should not need labouring. Just as the liberation movements of the Third World have long ago decided not to wait for the liberation of their countries as a consequence of the socialist revolution in the imperial metropolis, so students today refuse to wait for some external deliverance from their condition as victims of the bourgeois education system and participants in the misery and boredom of the late capitalist spectacle. Solidarity movements may help a new force to develop its strength and they will certainly be vital in cementing a revolutionary alliance but they cannot be its sole form of action.

The student movement must first be itself before it can be a useful ally to anyone. Fortunately the French confrontation of May 1968 at least made it clear that students acting as an independent revolutionary force can ignite a much more general conflagration—thus also disposing of the myth that the modern working class is irredeemably integrated into contemporary capitalist society.

Revolutionary Culture and the Red Bases

In their own right colleges and universities are clearly important bastions of power for the bourgeois social order. The older universities have always been and remain fortresses of wealth and privilege. Other higher education institutions have the function of providing the secondary elite discussed above.

Both largely exclude the sons and daughters of the working class, so that where class discrimination and sex discrimination combine a working-class girl in Britain has a six hundred to one chance against receiving higher education. A significant function of many colleges and universities is to generate the themes of ideology within the social system as a whole. Finally bourgeois power relations are inscribed in the structure of these institutions themselves with their hierarchies, bureaucracies and boards of governors.

Power in a modern capitalist country is not uniquely concentrated in one institution (army or parliament). It is rather embedded in the fabric of all social relations so that every factory, office, church, college, housing estate, hospital, prison, school, trade union or party both partakes of and contributes to the power of the dominant class. Indeed many organizations which were created to advance interests opposed to those of the dominant class have been confiscated from their original function by a social system which specializes in such reversals. The emergent student revolutionaries aim to turn the tables on the system, by using its universities and colleges as base areas from which to undermine other key institutions of the social order. No advanced capitalist state can afford to maintain a permanent police occupation of all colleges or universities, nor can it act like a Latin American military thug and simply close down the universities—which after all are necessary, in the long run, to the productive process. So long as the universities and colleges provide some sort of space which cannot be permanently policed they can become 'red bases' of revolutionary agitation and preparation. The new revolutionaries propose that bourgeois power must be confronted directly— and confronted in all the diverse forms it assumes in the ramified institutional apparatus with which late capitalism protects itself against the perils of popular spontaneity. Actions are engaged which expose the repressive and mystifying structure of the institution in question—expose it above all to the inmates themselves, the alienated and the administered, the exploited and the oppressed. This strategy presupposes a sustained and continuing work of political and theoretical self-formation by the revolutionary militant. If the militant cannot himself produce the concepts and analytic framework with which to interpret his experience then he will succumb to the 'common sense' of our society which is inescapably pressed in the mould of bourgeois ideology.

This is especially true in Britain with its relative weakness of native revolutionary traditions. In fact all the great revolutions have been preceded by cultural renovation with far-reaching revolutionary implications. The French Enlightenment, the Chinese Renaissance of the May 4 Movement and the explosion of Russian revolutionary culture in the nineteenth and early twentieth century were all indispensable preparations for the momentous historic events which were to follow. It is worth while noting the richness and sweep of the cultural premonitions of socialist revolution in Russia as the question of revolution in the advanced capitalist democracies is scarcely likely to be less demanding. In their various ways Belinsky and Herzen, Chernyshevsky and Dobrolyubov, Gogol and Saltikov-Schedrin, Bakunin and Kropotkin, Tolstoy and Dostoyevsky, Chekhov and Gorky, Tugan-Baranovsky and Plekhanov, Lunacharsky and Riazanov, together with a host of others too numerous to mention, all contributed to the cultural background of the Russian revolution. In China, the astonishing works of Mao Tse Tung— philosopher and general, poet and statesman—bear witness to the flowering of the May 4 Movement which preceded it, and which has justly been called the Chinese Renaissance. Among Western Marxists, Gramsci always insisted that the revolutionary movement must acquire 'civil hegemony' before the seizure of power: he emphasized that revolutionary practice must be wedded to a thorough critique of established ideologies.*

The first wave of the student movement was marked by a tendency to reject not just ruling ideology but the need for revolutionary theory as such. The perils of such self-denial are that student revolutionaries risk being absorbed on its own terms by the spectacle, as just one more pseudo-conflict. Students inescapably play some part in the social production and reproduction of ideology: for student revolutionaries to be unarmed theoretically can ultimately only mean political defeat. There are now definite signs that the student movements do wish to create a revolutionary theory and culture adequate to the prodigious task they have set themselves.

by Alexander Cockburn

This article appeared as the introduction to a book called "Student Power" edited by Alexander Cockburn and Robin Blackburn.



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A PLEA

Well folks, your friendly arts editor, me, is about to embark on his annual mandatory and futile plea for staff.

With cap clutched firmly and reverently in hand, I should like to take this opp

Well folks, your friendly arts editor, me, is about to embark on his annual mandatory and futile plea for staff.

With cap clutched firmly and reverently in hand, I should like to take this opportunity, aware as I am of the import of the occasion, conscious of the magnitude of the event and firmly convinced that my present

bullshitting will do no good at all, to plead with each and every one of you who has ever in his wildest dreams seen himself as writing anything on any facet of art (and

I know you're out there you little----) to come to:

Room 282 of the Students' Building at 5:00 p.m. Friday afternoon (September 1).

The purpose of this little get together will be to try to work out a viable and reliably functioning arts staff that I may exploit in order to fulfill my megalomaniacal dreams of power and glory.

What, you may ask, does an arts staffer do? Good question.

Please don't let me down. I need you desperately and if you don't show I can only guess at the mad lengths that my tortured psyche may be drive to. Besides, the other staffers in the office can't stand to see a grown arts editor cry.

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COFFEE SPOONS

by David Schleich

It's got you--air, bones and memory.

Never in those twenty six years has your life been immune (in the cities at least) from some sort of baked, battered and brutal end.

We're all under the shadow of nuclear annihilation, that total ethos, as Roszak puts it, in which "our politics, our public morality, our economic life, our intellectual endeavour are now embedded with a wealth of ingenious rationalization. We are a civilization sunk in an unshakeable commitment to genocide, gambling madly with the universal extermination of our species."

And add that other bomb, Ehrlich's 'population bomb' and a few septic daggers like rampant exploitation of non-renewable resources, pollution of ecosystems, dehumanized work, unemployment, inflation, the endless parade of political tweedle-dums and tweedledees, theology which turns out to be fractured utility, leaders who are endlessly suspect, security-conscious parents and bosses who cling myopically to a tenuous prosperity at the expense of wholesome living and at the expense of the exploited classes and races.

And, stir that potpourri of apocalyptic lumpage with racial strife, gargantuan industrial apparati and a dominant scientific world view and we have -- disaffected youth and the apocalyptic temperament, perhaps?

There they pitter and patter in 191, that crowd, that never-having-lived-without-the-bomb crowd. Brave men or fools seem to prepare careers and economic niches. But even these brave men and fools are invaded by the six o'clock National, by the sensationalizing popular press, by the pungent, refinery air of their towns, by poison water in the rivers, by glib responses from industrialists and politicians.

Perhaps this life-and-death tension, so greatly expanded, is artificial. Perhaps this apocalyptic malaise, this anemia of hope will undermine the productive economy, will short-circuit the rampant, expertise-ridden, consumption-ridden, futurist-ridden culture of this time. Or, perhaps we'll stumble forward in blind neurosis, indulgent, in fools' paradises. We can live blindly, Gloucester, even after we jump off the cliff.

What must it have felt like, on a day-to-day basis to know that the most accurate missile was a tiny bullet at close range and not a nuclear-tipped hell fired oceans away? What did it feel like, Dad, to swim in Lake Erie before Dow? What did it feel like, Dad, to not hear engines at dawn, to go to Muskeg River, Alberta, before the pulp and paper thing at Hinton? Nostalgia, I'll grant.

Yet, consider the impact of the apocalyptic temperament. What value careers? What value elaborate (and delicate) systems of distribution, production, supply? What value half-living? What value B.A.'s? What value incessant political platitudes? What value? What?

Bury your brain in nostalgia. It helps. Or float it about in white rabbit pens -- or smack it around -- or play games with possibilities -- or sit, over coffee, today and feel the fear, hear the beat of the equestrian quartet. And all the while, watch the 'public' like heavy seaweed swing in and out with the tide of technocracy. It'll make you cry and it'll make you laugh.



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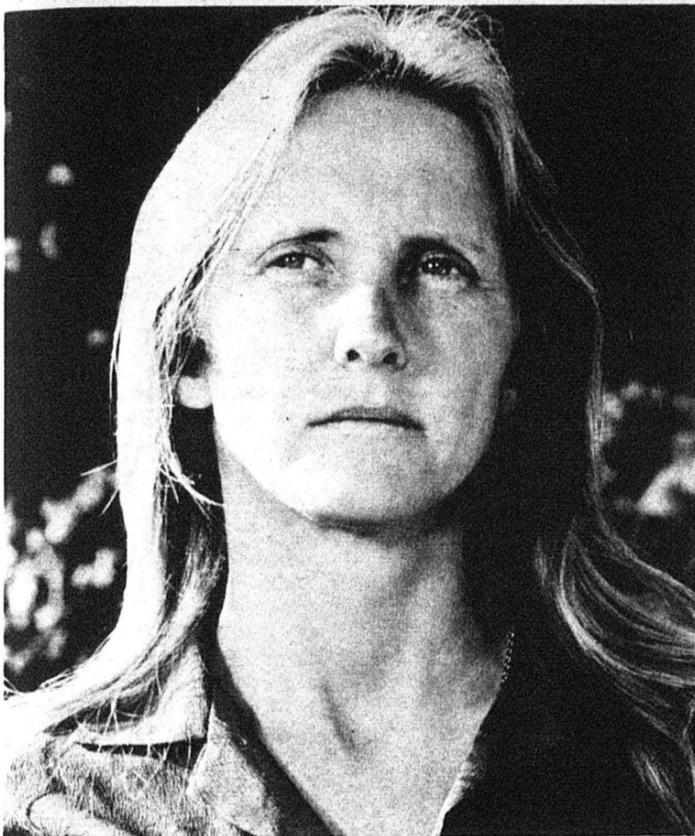
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THE LADIES' BLESS 'EM

Perhaps, as the people say, Rock lost its one undisputed Queen with the death of Janis Joplin, but in soft Rock, or folk-rock, the ladies flourish as never before. Personally I think this is a good thing. In this period of the modern troubadour (Neil Young, James Taylor, Cat Stevens), it's nice to know the women can make beautiful music too.

Carole King's TAPESTRY (Ode SP009) is not new, but just in case someone still doesn't know about it, I want to say it's a beautiful, organically unified album, a paen to arete. *Eros* is important to her, yes, but love for everyone, friendly love, seems to be the still centre about which her art turns. Even when her songs reveal the failure of such love they are telling us how important it is. In haunting melodies and simple evocative lyrics, she sings of love or laments its disappearance: "You're so far away/doesn't anybody stay/ in one place anymore?"

Joni Mitchell's 4th album, BLUE (Reprise MS2038) is her heaviest yet most personal and private album. In a series of love songs including "California", the title song, and the brilliant "A Case of You", Joni sings of her own loves and their major meaning in her life. Love is a holy sacrament, the holy sacrament, to Joni, and she never gives up on it,

even if some of her men give up on her. "Oh, you're in my blood like holy wine," she sings, and we listen and believe. This is Joni Mitchell's best album yet, and that's saying a lot.

Finally, I'd like to talk about *Joy of Cooking*, a Bay area band that has released an album of the same title (Capitol ST-661) which may easily be overlooked among all the big names, but shouldn't be. *Joy of Cooking* is a really tight little band, but what sets it apart from many similar groups is the presence of two ladies in the lineup. Toni Brown on keyboards and Terry Garthwaite on guitars share the singing duties of the group as well as doing most of the songwriting for it.

The band has a unique sound, based partly on the tight harmonies of the two female leads. Toni Brown does most of the writing, and she has at least three topnotch songs on this album: "Too late, but not forgotten" and "Red wine at noon" are lovely evocations of her early family life, her drunken father and her continuing love for him juxtaposed to images of the present. "Only time will tell me" is a witty and driving investigation of decision-making among other things. But there are no bad songs on this album, nothing you won't enjoy listening to, again and again. The performances are relaxed yet rhythmically strong, the melodies catchy, the lyrics intelligent.

by Douglas Barbour

FLIK—BAK

BILLY JACK

A friend of mine used the term 'rip-off' to describe BILLY JACK, now playing at the Towne Cinema. By rip-off, I think he meant that the film exploits public sentiment to make a buck. In a way, he is right—in a way.

The plot of BILLY JACK surrounds (and overwhelms) the struggle of a multi-racial 'free' school to survive the obvious prejudices of a small, smug southwestern town. The school just happens to be located on an Indian reservation policed by Billy Jack (Tom Laughlin), an ex-green-beret-war-hero-half-breed. Controlling the school and Billy Jack's rage against the whiteman, is 'the remarkable woman' (Delores Taylor)—who is perhaps more incredible than remarkable as she suffers even rape without flinching. As well as being a pacifist and an ardent supporter of civil rights, Miss Taylor has no eyebrows. I mention this because it kind of scared me at first.

Also on the side of the 'free' school (i.e. goodness), there are—of course—the kids. Singing songs about brothers newly

slaughtered in Vietnam, 'rainbow love', etc., these particular kids are about as obnoxious as they come. No doubt a school—especially a free school—needs children. Nevertheless, I still think my grandfather's dictum a valid one: Children should be unseen and not heard. However, for you animal lovers, they are there.

Fortunately, Billy Jack soon abandons the kids and gets down to the serious business of raping and/or pillaging. The latter is done by Posner, the town wheel, and his lackies; the former, by Posner's weak-kneed son, Bernard.

Bernard, as Billy Jack states: "Is like a little brown monkey going around stealing everybody's bananas." No matter how much he rapes and lays waste, it is hard to take him seriously. When, for example, he is about to savagely ravish 'the remarkable woman', Bernard turns to his side-kick and says: "You know Dinosaur, I don't really feel like doing this."

Lines like these endear Bernard to the heart of even the sternest of moralists. He is

downright lovable—the Pepsi Generation's answer to 'Old Vice'. By the time Billy Jack finally corners him in bed with a thirteen year old Indian girl, the audience feels more like applauding his persistence than condemning his promiscuity.

Because it does not take itself too seriously, BILLY JACK communicates the kind of sincerity which is often lacking in other films of its genre. (In the Heat of the Night, comes to mind.) If it is a rip-off, it is an honest one. The film, moreover, serves a purpose beyond making a buck. In exploiting the Indian culture, BILLY JACK at least acknowledges the culture's existence. And the film goes further. By treating the Indian cultural heritage with and unflinching respect, it portrays an alternative at least as valid as the concrete idiocy of the whiteman's civilization.

If BILLY JACK is a rip-off, it is of a kind that has been long overdue.

—W. N. Callaghan, Jr.

The Decadent Doc

by J.R. Thompson

DOC is Frank Perry's latest exercise in confusion. This time, however, the confusion is not ours, but his. He tried to do two different things at once? demythologize the West and give a sympathetic account of Doc Holliday.

His technique for destroying myth is the creation of a decadent atmosphere. Decay and corruption abound. The hero, dying of TB, spends a lot of time coughing up blood, and in the end, kills a young man in cold blood. Wyatt Earp's well known villainy is exposed in his feud with Ike Clanton, and Perry could not resist piling on further pefidy by having Wyatt make political hay from his brother's death at OK

Corral. All three Earps survived that gunfight, but Perry's obsession with decadence led him to grasp every opportunity no matter how blatant, to express it.

By shooting the film in a sort of mud-washed half-light, with out of focus backgrounds and an absence of sharp outlines, he obtained a sense of impurity that reinforces the decadent tone. But when he implies decadence by having "Big Nose" Kate, one of the West's greatest whores, hung up about her image when living too far.

The humanization of DOC was his other theme and was notably well done, thanks to the very real talent of velvet-voice Stacy Keach and to the plastic beauty of Faye Dunaway, which no amount of

grime can hide.

Had Perry stuck, with the unification of these two themes, his movie could have been much better. But the gunfights, brawls and bawdy jokes, the basic tools of the Western, in their archetypal appeal, resist his efforts at espionage.

Aside from Perry's confusion, and possibly as a result of it, there is a major flaw. The film is perforated with pregnant pauses which miscarry to such a degree that the viewer is often afflicted with a sense of patent boredom.

Frank Perry challenged the Western and lost, and although it is impossible to produce great cinema when the director is this unsure of his intent, the result may be, and is here, an impressive failure.

Dr. P. J. Gaudet
Dr. D. G. Kot

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Ron Ternoway ...from my square corner

VANCOUVER--A lot of the tension is gone for Golden Bear rookie head coach Jim Donlevy.

His Golden Bears won their first Western Canada Intercollegiate Football league encounter against the lowly UBC Thunderbirds Saturday, and Donlevy, along with most of the Golden Bears, is breathing a lot easier.

The Thunderbirds were an unknown quantity, and Donlevy was very cautious and quite nervous before the game, his first as head coach. Previously he was assistant coach for seven seasons.

But the Bears were an unknown quantity, too. On paper they had great depth and balance, but except for an intersquad game, were untested.

Things didn't start too well, as Bear quarterback Don Tallas fumbled on his 20 yard line. UBC mounted their only drive of the game, a 12 yard ramble around the right end by fullback Jim Holden.

Then the Bear defence held and UBC went into what appeared to be an insurmountable 3-0 lead as the Bruins fumbled twice more inside their own 45 before the quarter was over. They lost both of them, but there was no way the UBC offence was going to do anything against the Alberta defence.

Bears finally got untracked and Joe Petrone's toe gave the visitors a 6-3 halftime lead.

UBC had a total offence of 38 yards at the half, a fact even more astounding when you find that at the end of the game, they had a grand total of 33 yards. Maybe

they should have quit while they were ahead.

Which would have been about 1:45 Pacific Daylight Time. The game started at 2:00.

So the Thunderbirds shouldn't scare anyone this year. Loyal fans at UBC will cheer loudly when the T'Birds score a touchdown, which should be about the middle of November. As one noted drunk remarked, "The last time UBC won a game in Thunderbird Stadium was when the girls field hockey team defeated Calgary in 1963."

And the Bears should have an easy time of it disposing of the hapless T'Birds Saturday.

It's interesting to note that Calgary "upset" the defending College Bowl champion Manitoba Bisons in Calgary Saturday. The addition of quarterback Larry Tibble, late of the Edmonton Huskies, and fullback Jim Dallin, a former Golden Bear have strengthened the Dinnies, but it's still early in the season and hard to say if the game was really an upset. The Bisons don't have their two big guns of the last couple seasons, quarterback Bob Kraemer and halfback Dennis Hrycaiko, and that could relegate them to the position of an also-ran. On the other hand, as I said, it's early in the season, and a lot of things can change.

Watch for a regular new feature in Gateway sports Thursday. Each Thursday the Gateway will feature offensive and defensive player of the week as chosen by the Golden Bear football squad. The players selected will be chosen by the team after viewing game films, and who but the players knows best who did a good job?

No thunder in these Birds

VANCOUVER--The game that almost wasn't.

Or, the Ballad of the Bitter Bussie.

When Jim Donlevy's football Golden Bears arrived here, they promptly piled on a chartered bus to take them to the hotel. On the way, as all athletic squads are wont to do, the team fell into the habit of referring to the pilot of the conveyance as "bussie."

The noble steerer took offence to the reference, and neglected to tell anyone that the Bears would need the bus again the next day for delivery to Thunderbird Stadium to do battle against the UBC football crew. Only some last minute phone calls procured the necessary bus.

But less than ten hours later, the Bears were back on the bus, and wended their way to the airport amid strains of "God Save the Queen", "Me and Bobby McGee" and other arias with their first two points of the Western Canada Intercollegiate Football League season tucked safely away.

Earlier that afternoon the Bruin defence had held the T'Birds to -15 yards rushing and a total offence of 33 yards to lead the Alberta crew to a convincing 27-3 drubbing of the hapless UBC squad in the season opener for both squads.

The offence started shakily in the first half, but recovered in the second to score more than enough points for the win.

Things started rather badly for the Green and Gold, as quarterback Don Tallas, who alternated series all afternoon with Joe Petrone in the Toronto Argonaut tradition, fumbled the snap from centre on his own 20-yard line. T'Birds recovered and marched to the eight, from where Jim Hill's field goal was good to give the Bruins a 3-0 lead midway through the first quarter.

Bears didn't get onto the scoreboard until 11:12 of the second quarter as Joe Petrone hit on a 17 yard field goal. Three minutes later he repeated the feat from 44 yards out and the Bears led 6-3 at the half.

Alberta struck early in the second half as Bob Clarke picked up a UBC fumble on the T'Bird 25-yard line on the first play from scrimmage. Two plays later it was Tallas to Vance Curtis for the touchdown as Curtis, who was called up from the junior Bears only Thursday to replace injured John McManus, got in behind Doug YOUNG and just ran under Tallas' perfect strike. Petrone's convert was good and it was 13-3 Bears at 1:44 of the third quarter.

Later in the third stanza, with Tallas again at the helm, Bears marched 63 yards in five plays for another major, as halfback John Skinner gathered in an 18-yard toss from Tallas for the touchdown. Again Petrone converted, and it was 20-3.

Alberta's final points came late in the final quarter as defensive back Al McLean stepped in front of a pass from UBC quarterback Gord Diewart at the UBC five and

walked in for the score.

Skinner was the workhorse for the Alberta offence, picking up 90 yards on the ground and four passes for 40 yards. Tallas looked especially sharp, hitting on seven of ten passes for two touchdowns. He also had two touchdown bombs, a 59-yarder to Gary Weisbrot and a 53-yard strike to Mel Smith, called back because of penalties.

Coach Donlevy, visibly much more relaxed after the game, was pleased with the win. "It was a good win, but we'll have to work on cutting down our mistakes. There's no way we could have gotten away with as many mistakes against Manitoba or Calgary," he said.

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Fumbles/loss	4/3	1/1
Passes att/comp	13/22	3/17
Interceptions	1	1
Penalties/yds.	13/116	9/53

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SPORTS

FENCING

The U of A fencing team is holding regular workout sessions every Friday from four to six in room 011 in the Phys. Ed. Building. Team selections will be made from this group in December, so interested persons are urged to come out early and attend workouts now before final selections are made.

Beginners' fencing classes are also available this year. The fifteen week course will have two weekly sessions, starting at 7:30 Wednesday and Thursday evenings. The \$30.00 registration fee covers the cost of mask and foil, as well as the amateur card and membership in the Canadian Fencing Association. Registration will be held on September 20 at 7:30 in the Phys. Ed. Building.

SOCCER

The varsity soccer season opened on a successful note last weekend as the Golden Bears defeated Edmonton North West United, the Alberta Jr. Champions, by a score of 2-1.

Coach Stuart Robbins is now holding Monday through Friday practices on the south field at 7:30 p.m., priming his team for the WCIAA championships which will be held in Edmonton, the last weekend of October. Several positions on the team are open and any soccer aspirants are invited to the workouts. Those not making the Golden Bears will be placed on the Junior Bearcats squad which has several exhibition games slated for this fall.

The Bears looked to be strengthened in several positions, with the addition of transfer student Wally Rushton, a star goal tender from Acadia University. Also joining the team are Geoff Salmon and John Devlon, two players from the Edmonton Eagles of the Western Canada Soccer League, whose national experience should prove most beneficial.

The season augers well for soccer, a sport which deserves more student recognition than it has received in the past.

BASKETBALL

An organizational meeting of the Golden Bear basketball team will be held in the Main Gymnasium of the Phys. Ed. building Thursday, September 16 at 5 p.m. All persons interested in a position with the squad, either as a player or as a manager, are asked to attend.

HOCKEY

All personnel interested in playing for the Golden Bear hockey club should report to the organizational meeting to be held Wednesday, September 15 in room 151 of the Phys. Ed. building. Tryout schedules and other organizational material will be discussed. Meeting begins at 5 p.m.

WMA

Commission

MONTREAL (CUPI) — Since the Trudeau government obviously has little intention of establishing any form of review of its own behaviour in last year's war measures crisis, a concerned group of citizens has taken matters into their own hands.

A ten person citizens' commission will hold its first public hearings on October 12, 13, and 14 in Montreal to investigate all causes and effects of the War Measures Act and the subsequent Public Order Act.

The un-official group is composed of five Quebecois and five members from various Canadian provinces.

The Commission will hold hearings across the country, listening to testimony from police, governments, interested groups, and individuals affected by the federal government's imposition of martial law last October.

It hopes to publish its findings in a report next spring.

Lauzon said it was not the purpose of the Commission to uncover new facts but to "impress on people that the repression that followed the crisis is still going on."

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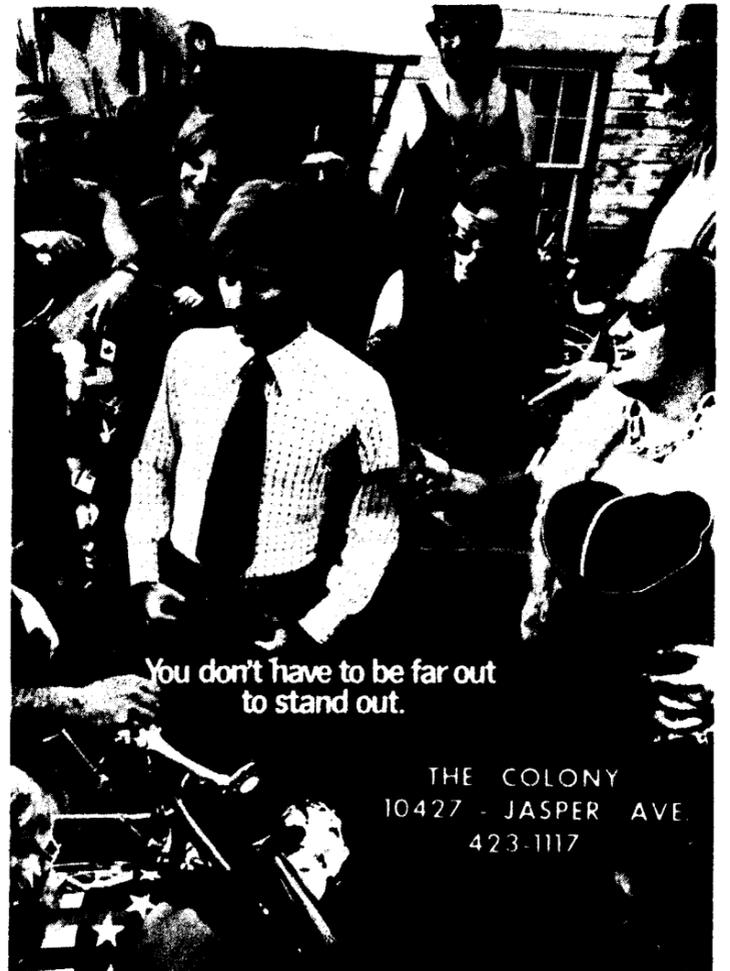
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THE UNIVERSITY GAME

by Dick Nimmons

A large part of the students who are arriving back at this university this year have one basic purpose in mind: Get a degree (no matter how worthwhile) for what ever usefulness it might have. This is a guide to getting such a degree with a minimum of effort.

FIRST STEP

The first step in gaining a bullshit degree after you have chosen what faculty you would like your degree to come from is to look closely at the course requirements. This is your basic outline of where you must go to get the courses of your choice.

Assume for a moment that you have chosen to get a B.A. (A reasonably good choice because Arts degrees are among the easiest to get—although there is a drawback in that they have very little market value). You have to have a major subject of four or five courses and a minor of three or four courses. Also, two science courses are required one of which must be a lab science.

In obtaining an arts degree you may take as many as seven first year courses. Five of these will come in your first year and the other two may be used to make your course load lighter in your second or third year.

These same or similar advantages may be exploited in other faculties by a careful reading of the calendars.

For example, Physics 342 *Contemporary Physics*, which is known as 'jelly rockets' to its friends, is not available to Science students, but makes a fantastic filler course for Arts or Education students anxious to complete their science requirements.

First year students have a particular problem in that they neither know the rules of the game nor do they have much choice in the courses they take. However, they do have an advantage in that most first year courses have absurdly large classes and lectures can be missed without the professor noticing.

Further, any course or professor who obtained a rating of 3.50 or less on the Students' Union Course Guide probably deserves the same amount of regard.

IN THE CLASSROOM

Once you are in the classroom, the battle for the degree enters its second phase. Now, the important thing is to impress the professor—not with your intelligence but with his own.

At this time, it is your duty to give the professor every opportunity to astonish you with his intelligence. No effort may be spared in the attempt to reinforce his ego at every turn. He must be made to feel that you really do appreciate his style and capability in communicating his knowledge to you.

The basic method of playing to a professor's ego is by asking questions. It doesn't matter how intelligent they are so long as they give him an opportunity to continue talking.

If you aren't really puzzled by anything he has said lately there are a number of means of coming up with something to ask.

If you were naive enough both to buy the textbook for the course and to lug it around with you to your classes you can:

- a. Ask a question about material covered two pages further on in the book, or
- b. Ask about some trivial exception to the rule.

The first works particularly well in the science courses as it both indicates to him that he has successfully taught you something (after all, you aren't asking him about the material he has just covered) and it gives him an opportunity to continue directly into the item that he wasn't quite sure how to tie in with what he had just said.

The second means of getting a question from the textbook works equally well in science and foreign language courses. As before, you have made the professor think that he has communicated something to you, but now, you make him feel even more superior by pretending that only he can guide you through the complexities of the subject matter.

Even if you didn't bring the textbook, there are still a number of ways of asking questions. For starters, you can ask the professor to expand on the meaning and application of some unimportant word or phrase in what he has just said. Always choose a Latin-sounding word of at least three syllables—they have much more confusing meanings and will probably keep him busy for four or five minutes while you prepare a follow-up question.

Follow-up questions (which always begin with 'then...') serve to make the professor believe he has just made the obscure clear to you—even though most of the class probably understands less now than it did before.

Another technique for those who have not equipped themselves with textbooks is known as the 'relevant item dodge.' In this case, the object is to think of something that you have already taken on the course which can be applied to what has just been said and bring it into the discussion.

The professor will either have to affirm your judgement (thereby acknowledging you as an attentive student) or take time out to explain how the application of the idea was incorrect.

Finally, there is always the old standby: The Dumb Question. The dumb question is any question which shows you haven't understood anything of what you have just been told. The advantage of the dumb question is that any half-intelligible thing that you say on the exam will seem like brilliance on your part. Your mark will rise accordingly.

In general, the basic advantage in asking questions is that the professor comes to know of your existence and will therefore remember you when it comes time to prepare the final marks. Whether this is a plus or minus in your case

depends on how well you have been able to impress him with himself.

There is, however, a disadvantage in that he may come to look for you in the classroom and regular attendance may become a necessity.

Aside from asking questions, only one other major opportunity for impressing the professor remains open to you during class time.

Every professor has the habit of breaking off sentences in a way which invites the members of the class to 'fill in the blank'. These are golden opportunities in that the professor is all but begging for some reaction from the members of the class by asking something that he feels sure is easy enough for them to respond to.

Indeed, these questions are either so ridiculously simple that anyone can answer them, the response has been given in the last few sentences. Only an idiot can miss these chances to cover himself with glory.

You will know that you really have it make when, after fifteen seconds of agonising silence, he looks towards you for the answer.

All of this leads to one piece of advice: Never underestimate your professor's intelligence; actually, he is probably more intelligent than you are. His weakness lies in believing himself to be more intelligent.

Your task lies in playing to this belief without ever letting him come to think that you are insulting him. If he begins to think that you've blown it.

To insure against this, it is sometimes good to invest time after class in relating to him as a person. Although this may not raise your mark, it will certainly prevent him from ever thinking of you as a 'run-of-the-mill' student—most of whom, he believes, want nothing more than a mark from him.

EXAMS AND ESSAYS

Essays are one of the easier problems to deal with in the course of getting a degree. In general, the art of writing an essay depends on listening closely to what the professor says in class and then handing it back to him with as much illustration as possible.

Essays are usually assigned in one of two forms: Either the sheet of possible topics has a single sketchy question which loosely defines what the professor wants, or each topic is covered by a long series of items and questions which demand detailed responses.

The latter style of essay is much easier to prepare than the former for the simple reason that one only has got to go to the library, consult a number of 'expert references' in the subject, choose to borrow one of them and mention the others while writing basically what the chosen expert has to say. It is usually best to choose the one who most closely resembles your professor in what he says. The first sort of essay is more difficult for three reasons:

1. You have to do your work in thinking out what you are to do.

2. Form and length are less easily controlled.

3. The answer the prof wants is far less clear.

The first two difficulties can be eliminated by writing a number of questions about the topic for yourself, the third will remain unless you have thoroughly acquainted yourself with his pet theories and preferences.

Papers which are prepared for non-literary subjects are by far the easiest ones to prepare once the basic research has been done. All that is needed is a straightforward statement of what can be discovered about the subject. Absolutely no literary grace is required.

Indeed, aside from the actual presentation of facts in simple standard English, nothing else is wanted—science profs being inclined to think that literary merit is a handicap to a budding scientist.

Exams are the final hazard which stands between you and your degree. They come in two basic shapes: open book and closed book. If you have a choice, opt for a closed book exam. Since it is usually possible to anticipate the areas of the course which a professor will draw his material from, an intelligent person can probably commit enough to memory from those areas to fill up the exam period. The basic advantage of the closed book exam is that because the student has not had access to the questions and the textbook at the same time, the professor has to be less demanding in his standards of judgement.

In the open book exam—whether the student is allowed to bring his books into the examination room or given the questions in advance—the professor can be much more demanding in terms of what he will accept on the paper. A further disadvantage of the open book in the exam room is that frequently too much time will be lost checking sources.

A special problem waits for students taking science exams. Since science exams usually require the solution of a set number of problems, the student really has no way in which he can bullshit his way out of it.

The only short-cut which exists for most university science courses is to remember that they are basically 'number-pushing'—that is, numbers are chased around a page until what looks like a reasonable answer is obtained. What you must do, in a science exam, is memorize the units of every symbol which could be of use (as well as the equations if the prof announces that they will not be provided). This will give you the direction you need in choosing the equation which will give you the correct answer.

These are the primary techniques which will get you the degree you want.

If you are in doubt about the use of these techniques, watch your fellow students. The ones whose names you know after the first two weeks are probably doing what you should be doing: Getting themselves noticed.

Watch these students and imitate their style as best you can. They, certainly, are set on the path to their degree.

The Gateway needs YOU

The Gateway needs people to sit up late in the office and worry about whether the new process will work, people to design pages, people to write stories, people to occasionally kick the new machines, people to go to parties, and Just Plain People.