



—Yackulic photo

GOING UP IN THE WORLD—John Violini (25) of the Golden Bears goes up and over UAC Dino Werner Schmidt (23) with the help of teammate Bruce Switzer in last Saturday's 26-7 win Calgary. Bears could go all the way to Toronto for the Vanier Cup Nov. 20 if they make a convincing win over U of S Huskies Saturday.

Youth being corrupted—Hooke

By RALPH MELNYCHUK

A provincial cabinet minister delivered another tirade Sunday against the conspiracy to corrupt the morals of youth.

"There is a deliberate program to destroy belief in Christianity; an organized plot to corrupt the moral fiber of our youth," said Hon. A. J. Hooke, Minister of Municipal Affairs.

"I have studied the situation, and I honestly believe what I say is true," he said. "It is my responsibility to say these things and stand up for what I think is right."

Mr. Hooke spoke at LSM House on the topic: "Moral Decay in Education."

"It is the tremendous responsibility of teachers to mould the young minds of the leaders of tomorrow.

"We must endeavour to steer young people along the proper path of life," he said.

"It is up to the teachers to present all views.

"My only concern is that in the subjects that are taught, boys and girls have an opportunity to make up their minds from the facts. A teacher who will not provide this opportunity is not worth his salt," he said.

Mr. Hooke said there is a great deal of brainwashing going on now, and many of our traditional values are changing.

NOT SO NAIVE

"I am not so naive as to believe that we should retain all we used to hold, but there are certain absolutes which must be retained," he said.

Mr. Hooke elaborated on some of the "innovations in education" to

which he objected. He read part of a poem which he said ridiculed Christ.

The poem was from Ferlinghetti's "A Coney Island of the Mind," a U of A English text.

"I don't think Jesus should be ridiculed," he said.

"Much the same sort of thing bothered me about J. D. Salinger's 'Catcher in the Rye,'" he said.

"If such things have a place in education, I can't see it."

Asked his specific objections to the work, he replied: "I can see no sense in it. J. D. Salinger must have been ill when he wrote it."

Robin Mathews of the English department suggested that Holden Caulfield, the hero of "Catcher in the Rye," is Ernest C. Manning at 17 years of age.

Turn to page three. See "Hooke."

Council asks Premier's help

Students unhappy with way University Act being amended

By SHEILA BALLARD

Students' council, incensed over methods being used to amend the University Act, will petition Premier E. C. Manning and also tell him they want representation on the university's Board of Governors.

At their regular Monday meeting, councillors passed a motion registering "strong disapproval" over the way the act is being reviewed.

* * *

Students' council is taking this action for two reasons, Richard Price, students' union president, explained in an interview Tuesday:

- students were not included in the government committee studying changes in the act,
- the committee has thus far failed to give students an opportunity to make a verbal presentation of views already expressed in a brief.

"This action denies the fundamental right of student government—which is the right to consultation," he said.

The petition was to be forwarded to Premier Manning before today, Price told The Gateway.

CLARIFY POSITION

"This summer we sent a brief to the committee, and it clearly set out we would be available at any time to clarify our position."

Price said university president Dr. Walter H. Johns wrote him a letter after the brief was submitted, suggesting the committee chairman would consult the students if it were necessary.

"Apparently, the chairman did not wish to see us; apparently, he did not wish to consult us."

"I am very unhappy about the turn of events in this whole deal," he said, "because first of all, we weren't on the committee."

INSUFFICIENT INSISTENCE

Price said one possible reason why the committee did not give students a hearing could be that students in the past "have fallen down on not insisting" on being represented on it.

Two years ago, students' council issued a report recommending there be one students' union member on both the university's general faculty council and the Board of Governors, but no action ensued.

Then, last week, council voted 9 to 6 to accept in principle a brief by the committee on university government advocating 25 per cent student representation on the Board of Governors.

The petition destined for the premier's desk will clarify the students' reasons for demanding 25 per cent representation on the Board of Governors.



DR. WALTER H. JOHNS

... no comment

No comment on student proposal

University officials have refused to comment on the students' union demand for 25 per cent control of the Board of Governors.

Dr. Walter H. Johns, university president, says the administration will not discuss the students' proposal until the plans for the revision of the University Act are complete.

The students' council approved in principle a committee the report of the committee on university government presented at the Oct. 25 meeting which advocated the redistribution of power on the university Board of Governors.

The committee based its recommendation on the premise students are capable enough, interested enough and intelligent enough to contribute a fresh outlook, if not experience, to the Board of Governors.

"We don't expect to run the show, but we do expect our ideas to be heard before vital decisions are made," said Barry Kirkham, committee chairman.

The Board of Governors was to discuss the review of the University Act at the Board of Governors meeting in Calgary Thursday.

short shorts

Early next week last chance for some students to see yearbook proofs

Many students have not called at rm. 208 SUB to see their yearbook proofs. If this is not done on Monday or Tuesday for students in nursing, dentistry, medicine and law, the studio will pick

a proof for you.

OBNOVA

Obnova will hold a "Hard Time Dance" on Saturday at 9 p.m. at Mr. Tymko's barn, 1½ mi. east of 75 St. and 82 Ave. Music by Jack Spider and his band. Meet at St. Joseph's Residence (8820-111 St. at 8 p.m. Transportation is provided, and UCY clubs are also invited.

WAUNEITA FORMAL

Wauneita Society will sponsor "Viennese Valse" 9 p.m. Saturday in Jubilee Auditorium. Tickets at \$3.50 per couple will be sold every day between 11 a.m. and 1 p.m. in SUB and at the west door of the ed bldg.

RADIO SOCIETY

U of A Radio will broadcast the last half of this Saturday's U of A-U of S football game, at 3:30 p.m. on CKUA, 580 kc. AM.

LUTHERAN STUDENT MOVEMENT

Dr. Spanner, psychiatrist, will speak on the topic "Humans—Who Cares?" at LSM Firesides, Sunday at 8:30 p.m. LSM Center is at 11143-91 Ave.

ADVANCED BRIDGE CLUB

An organizational meeting of an advanced bridge club will be held tonight at 7 p.m. at 11047-89 Ave. All interested in advanced bridge please attend.

ANGLICAN CHAPLAINCY

"Ad Land Revisited", a film on the techniques and ethics of advertising, will be shown after the regular 7 p.m. Evening Service at St. George's this week. An informal discussion will follow. St. George's Anglican Church is located at 87 Ave. and 118 St. (just west of the new student residences).

WRESTLING TEAM

All those interested in trying out for the Golden Bear intervarsity wrestling team please report to rm. 124 of the phys ed bldg. Monday at 5 p.m.

CAMPUS CONSERVATIVES

Topic of a panel discussion Tuesday at 3:30 p.m. in Pybus Lounge, SUB, will

be: "An election analysis." The panel, consisting of representatives of all major political parties, is sponsored by the campus Progressive Conservative club.

WOMEN'S CURLING

The women's intervarsity curling team will still accept new members at the practices on Tuesday and Wednesday. Practices will be held at the Balmoral Rink at 5 p.m. on those days.

INTERNATIONAL STUDENTS

Invitations have been mailed to all international students to visit a family from Robertson United Church on Sunday, Nov. 14. Dinner and a social gathering are included. If you have not received an invitation, please phone the church office (482-1587) by Wednesday.

STUDENT WIVES' CLUB

The second general meeting of the Student Wives' Club will be held in Wauneita Lounge, SUB, Wednesday at 8 p.m. Dr. K. A. Young Glead of the department of psychiatry at the University Hospital will be the guest speaker.

GERMAN CLUB

The German Club announces its first meeting to be held in the SUB, Dinwoodie Lounge, Nov. 12 at 8 p.m. Karl Wolfram, well known German lyricist and folksinger, will present a concert of German folksongs ranging from the 16th to the 20th century. Admission 50 cents at the door.

WERKSTUDENTENFLUG 1966

Students interested in spending a summer in Germany must apply for the 1966 Werkstudentenflug before Nov. 15. Applicants are required to have taken at least one German course. For further information contact the German Department, Arts 206.

THE UNDERGROUND

All students interested in the death of the pop cult in music, and a renaissance of good music, write "the UNDERGROUND," Box 1110, Edmonton.

CAMPUS NDP

Phone or write Kenneth Kerr, 16412-88 Ave., 484-2440, if you would like to be mailed meeting notices or if you want a membership.



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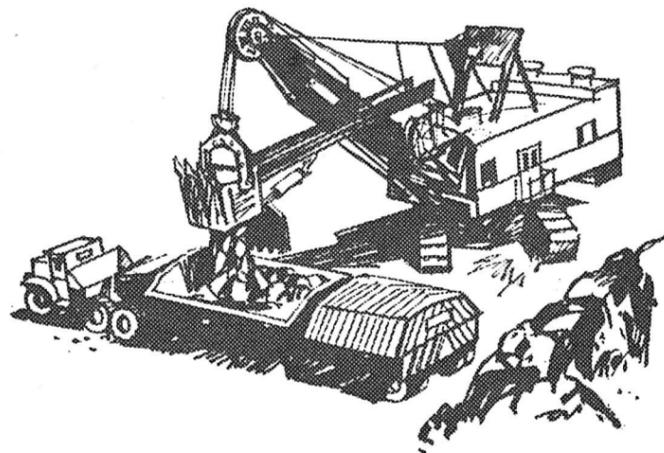
Frankly, we'd rather have her speak for us than speak for ourselves. She may not dwell too long on the advantages of Tampax menstrual tampons. She knows you must be aware of them, or you wouldn't be asking about Tampax. But she will explain usage and absorbency and all sorts of things.

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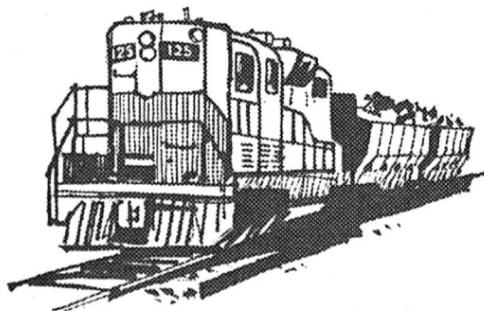
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November 12, 15

NDP hopes to increase membership by 861 p.c.

Interest in the New Democratic Party is growing at a phenomenal rate, according to the campus membership chairman.

Ken Kerr, law 1, attributed this growth to the failure of other parties to offer meaningful policy to youth.

"The great range of policy within the party is part of an evolutionary process which will eventually develop into a new political system," he said.

The campus club is planning a membership drive this year aimed at a membership of 300. There are now 36 members in the organization.

One of the major projects for

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this year is a study of the Indian problem, Kerr said. Other planned activities are a visit by Quebec NDP leader, Robert Cliche, and sponsorship of a visit by the Cuban ambassador, he said.

The campus organization is a member of the Provincial Youth Organization which is the coordinating body for the four provincial clubs.

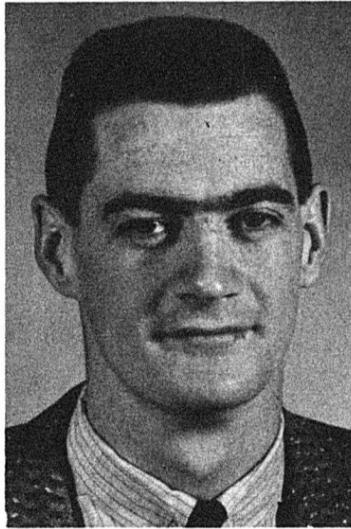
A chief aim of the PYO is the formation of political clubs in Alberta high schools. Kerr said this is promoted by the distribution of pamphlets outlining party policy.

The new leader of the campus New Democratic Party is Barrie Chivers, law 1.

Party policies will tend to be more realistic this year, said Chivers.

Appointed policy committees will deal with specific areas of policy such as foreign policy, Alberta oil and gas, and universal accessibility, he said.

"We hope to do better in Model Parliament this year as we are getting across our policies in a more palatable form," said Chivers.



NAMED. Bill Winship, in his first year of grad studies and former Gateway Editor-in-Chief, recently was elected president of the campus Conservative Party.

MURAL DOWN

After clinging to the engineering building for five years the engineer's mural has been torn down.

The mural has been slowly falling apart and would have continued to deteriorate, says R. E. Phillips, superintendent of buildings.

Prof. Norman Yates of the fine arts department is designing a precast concrete facing to replace the mural.

The facing, to be in the form of five or six semi-modernistic designs bound by fluted columns, is expected to be finished by this fall.

New UGEQ members will benefit -- price

Quebec's English universities will benefit by joining the Union Generale des Etudiants du Quebec, says students' union president, Richard Price.

Phone book delay causes women agony

There is one student Aiken on campus and five are listed under Payne in the new student telephone directory.

But nobody knows how many U of A women are in agony because the directory will not appear until after Wauneita Formal Saturday.

Wauneita Formal is one of the major social events of the year on campus, and is unusual in the fact the women must invite the men.

This year the invitations will be a problem, because unless the women extend an invitation in person, it is difficult to make the invitation by phone.

The phone book is scheduled to appear Monday and the delay is attributed to technical problems.

However, girls, you can still find out the phone number of the man you wish to invite if you ask to look in the student index in the students' union office.

McGill and Sir George Williams and Marianopolis College have become members of UGEQ. UGEQ's constitution does not allow members to belong to another national union of students, so the English universities will have to leave the Canadian Union of Students.

"I was shocked when I heard they left, but I realize it is to their advantage," said Price.

UGEQ has a powerful voice in the provincial government, he said.

An editorial in the McGill Daily had charged McGill representatives to the provincial government had little force because they were affiliated with a federally-connected university students' group, said Price.

"The Quebecois are interested in their province, not in the rest of Canada," he said.

Hooke

(Continued from page one)

Mr. Mathews explained Caulfield is a typical adolescent searching for values in society. He cannot find any.

Mr. Hooke was asked if the communist conspiracy had invaded Alberta schools.

COMMUNIST CONSPIRACY

"The International Communist Conspiracy has penetrated the Alberta school system without people being conscious of the fact. A lot of people are fellow-travellers without knowing it," he said.

A direct effort is being made by the leaders of communist thought to break down belief in the Bible," he said.

He quoted Lenin as saying: "What we must do is blast God from the skies."

In response to a question, Mr. Hooke said he spoke as Mr. Hooke and not as the Minister of Municipal Affairs.

Mr. Mathews expressed the wish such a distinction be made more often by public figures.

"After all," he said, "when you said in legislature that I should be run out of the province, I knew it was all in great fun, but the public didn't."



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STAFF THIS ISSUE—It's almost exam time. I say that because The Gateway staff is getting smaller, as it usually does before exams. The hardcore working types for this issue were Neil Driscoll, Geddes Wilson, Andy Rodger, Allan Husted, Pearl Christensen, Ralph Melnychuk, Sheila Ballard, Lorraine Allison, Dave Wright, Lorraine Munich, Donna Cookson, Marcia Reed, Eugene Brody, Ed Marchand, Monica Ulrich, Lee Morrison, Valerie Becker, Dave Dahl, Bill Beard, Bev Gietz, Dan Wesley, Brian Credico, Al Scarth, Mary Lou Taylor, and yours truly, Harvey (phone number 433-1155 girls) Thomgirt.

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PAGE FOUR

FRIDAY, NOVEMBER 5, 1965

an invitation

A faculty committee is working on plans for the new university print shop. Presumably, members of that committee have agreed this university should be in the printing business, and are now deciding whether present facilities should expand into a University of Alberta Press, capable of publishing a wide range of publications in addition to the university's regular printing needs.

Meanwhile, our cramped, old-fashioned and ill-equipped University Print Shop continues to refuse more than half the printing jobs it is offered, as it struggles to keep pace with this institution's growing printing requirements.

The shop, squeezed into a nook behind the Engineering Building, is hampered by many things. For example, two linotype machines can produce only so much type in a day, particularly when their age is aptly described by the words "beyond retirement." A hand-fed flatbed press which has served the university for a rumored forty years is in the same boat.

True, much new equipment has

been added in recent years; but there is a point at which the addition of machinery merely causes grief, by forcing employees to work under conditions closely resembling those experienced in factories about the time of Dickens.

The faculty committee, in determining this campus's future printing needs, has so far failed to consult the persons who run the present facilities. Nor have committee members visited the University Print Shop recently, and viewed the shocking working conditions there.

Inadequate lighting, moving machinery, and absence of proofreading facilities, plus dangers found in such overcrowded plants would soon move committee members to make the new print shop much larger just so that normal safety precautions can be maintained.

We also invite committee members to interview the men and women who must work in the print shop, and find out their views on the subject, instead of bringing in outside "experts" to evaluate our printing needs.

our artistic deficit

For several years, verbal sniping at campus architecture has been a favorite student sport. Students may not know much about architecture, but they know what they like.

Rather than wasting time on architecture or lack of it, students should be out with placards right now, protesting a more basic aesthetic lack.

Anyone who has visited the Banff School of Fine Arts knows of the difference between the campus atmosphere there and here.

Aside from the obvious advantage of locale, the BSFA has acquired assets which make it a storehouse of value beside which the Edmonton campus is an intellectual piggy bank.

We refer, of course, to the BSFA's extensive art collection. The walls are papered with paintings, prints and murals; students en route to classes have to dodge around exhibits of sculpture, ceramics and pottery.

At the University of Alberta, we have an Arts building with two meager bronze statues, a library with one terra cotta bust on the first floor and the absolute mini-

mum of paintings rationed painfully throughout the building.

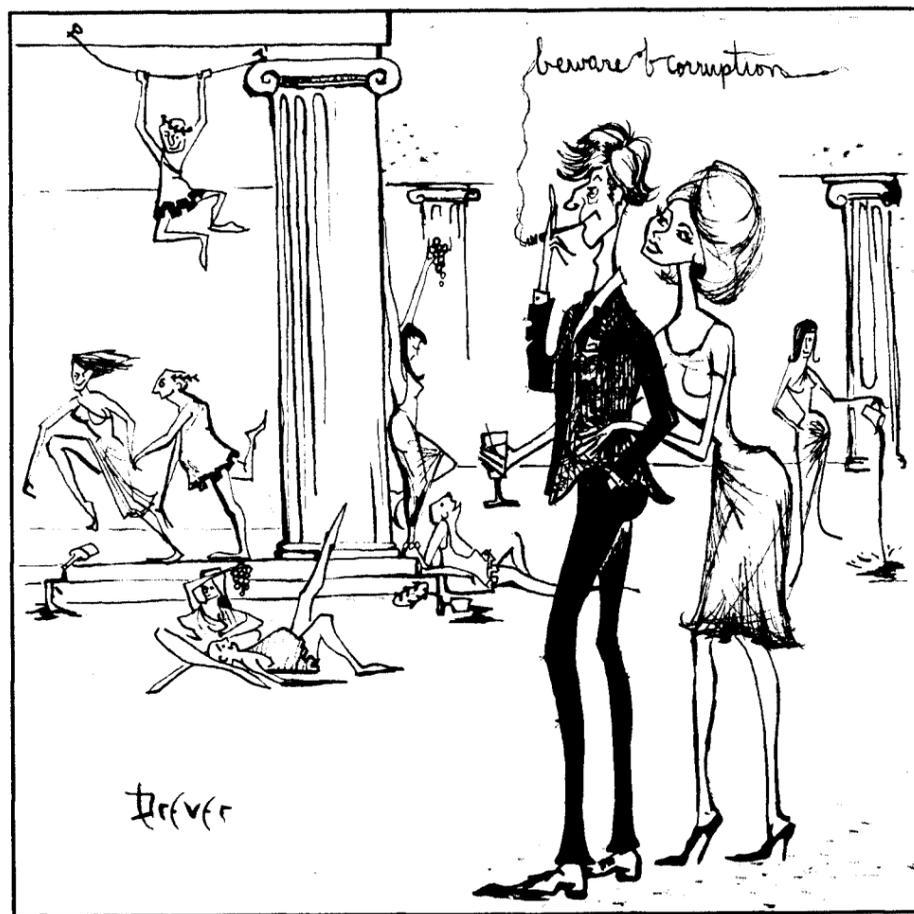
Attempts to make the wasteland flower have been well-meant, but inadequate. The campus art gallery holds its showings, and the art department has its collection; but by and large, these are away from the avenues of student trade and commerce.

Art should surround and envelop the campus. Art should be in the halls, the lunchrooms, even in the classrooms where students can see and appreciate it, not as an exclusive and esoteric department of life; but as a day-to-day source of pleasure.

How to do this? Paintings do not grow on trees, to coin a phrase.

We do not have to get original masterpieces. Student art adorns the halls of the BSFA, and student art can be bought for use here. Photographic reproductions of masterworks are suitable also.

In other words, let us not delay for reasons of cost, difficulty, or the other dour things which occur to student councillors. The Students' Union or the Administration must begin now to correct the artistic deficit that has so long pauperized the University of Alberta.



"And Hooke thinks WE are immoral!"

tangier

by doug walker

Hey! Hey meester — you wanna buy keef? Such is the traveller's inevitable introduction to Morocco. From the white-washed but superficial cleanliness of Tetuan to the back alleys of Casablanca, the question—Do you want some marijuana?—constantly arises. But it is in Tangier that the evidence of marijuana is most noticeable.

Sitting at a side-walk cafe in the Soco Chico, the small square in the center of the Casbah, you see its effect paraded before your eyes. There is the twenty-four-year-old writer from New York who, pupils dilated and hands shaking, asks you for a cigarette. He has been here four years on an allowance from home, and he hasn't written anything yet.

Or there is the young Moroccan, twisting and turning, bouncing down the street with a bed spring balanced on his head.

Or the numerous little rooms off the narrow streets, rooms closed to Europeans, where the Moroccan men gather to smoke their pipe of marijuana and to converse.

Later, a handsome Moroccan in expensive Western clothing sits down at your table and starts a conversation. He is self-impressed, proud of his knowledge of English and of his worldly ways. "I could even let you have a thousand kilos," he says. How you would fit twenty-two hundred pounds of marijuana into your pack, he fails to mention.

In his next breath, he condemns a Moroccan woman in Western dress as disgusting. They shouldn't be allowed to dress like that. There's too

much Western influence here, he says.

Tangier does have a modern, European-looking business section, yet these streets seem sparsely populated. The life, the heart of the city is the old, run-down, narrow and twisting network of streets that form the Arab quarter. You feel there are few things you couldn't see or do here.

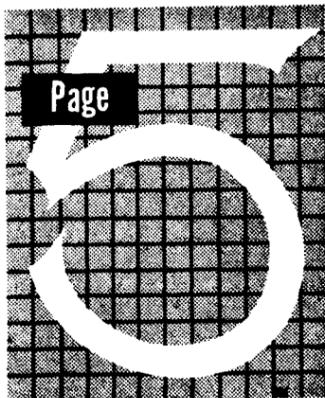
In fact, this is probably true. Long renowned as the world smuggling capital, Tangier now seems to have lost the title to larger, busier cities such as Barcelona. Yet the Casbah has retained its somewhat sinister character.

There are the children, some blind or crippled, who attach themselves to you, pleading for money. And the stares you draw, simply because you are foreign. There is the street carnival with the same successful sucker games, and the flea market with the same cheap merchandise displayed in ramshackle huts. At the proper hours, there is the eerie wail of the muezzin as he calls the Moslems to worship.

And always, there are the people who accost you in the streets. If they can't sell you marijuana, they will sell you the cheap trinkets they manufacture as a livelihood. If they can't sell you anything, they will buy your clothes, especially sweaters or blue jeans. If everything else fails, they ask for the inevitable handout. And they make up in persistence what they lack in tact.

If you were asked to name the most striking thing about the city, it would be the way of life, the hand-to-mouth, day-to-day existence of almost everyone you see. You wonder how they manage to survive.

You will never forget your visit.



letters

free education

To The Editor:

I am in total disagreement with Dr. Wyman, vice-president of U of A "Free education a detriment". Actually there is no proof that such is the case. On the other hand real and actual contrary proof exists on other campuses in other places, e.g. Russia, California, Newfoundland.

Free tuition may be a detriment, as is the instant of the "Canadian Native". However this does not take into consideration past long range geographical and climate factors. In comparison the Indian or Eskimo child has not done so well as the white child in school. There is no proof that free education has done this to the native, nor can one say that in this case the native did not gain by being exposed to education.

If one considers the devastatingly different student backgrounds on the campus: family, society, monetary, attitudinal, school, community, religious—even with free tuition equality of opportunity is still a myth. By sheer hard work and application the student may overcome some of his background detriments. But with tuition to pay, this becomes doubly hard to do. Removing tuition leaves the way open to tackle problems of adjustment and application to studies on the campus.

We as a nation are moving towards a welfare state. Setting up our students today and making more plausible their graduation is really money in the bank for the future. If they graduate, they will contribute an average of \$2,000 per year as income tax towards the support of the welfare state. Undoubtedly today's student will be the major contributor tomorrow. As history amply indicates, a nation that becomes a welfare state becomes financially unstable. We cannot do as the Romans did; expand our boundaries by conquest and demand tribute for our welfare state. But we can expand future earning powers and future tax paying powers by eliminating tuition today, and thereby stabilizing our future economy and society.

The consensus of a few well-meaning but badly misinformed students indicates that "free tuition" is a bad thing. In the past it also was considered to be so in the matter of tuition free secondary education.

Today "tuition free" secondary education is a fact we live with everyday. Statistics indicate that since the advent of tuition free secondary education our Gross National Income has more than doubled in its yearly increase. This is certainly not a bad thing. What would happen to our gross national product if post-secondary education were tuition free? It is rather certain that an increase would result, most likely unprecedented by any former increase. With a last year's increase of 9 per cent GNP can Canada go wrong to provide tuition free education at the post secondary level?

The Hon. Paul Martin, personally stated that the state is moving towards "tuition free post secondary education". Perhaps it would be best to support the issue and not fight it. We as students stand to gain and the country's gain later will be tremendously greater than the cost of "mere tuition".

nb

Today, Page Five is crammed with letters from our growing list of campus correspondents, and there is another of those popular Bassek cartoons.

Writers today praise free education, clarify a stand, complain about yearbook photos, say thanks, attack a cartoon and criticize a news story.

If your letter has not been published as yet, do not fret or give up. We will try to run them all, as long as they are signed and come to the point in approximately 300 words or fewer. Your Viewpoints are also welcome.



"Something about us not getting a message . . . makes you wonder why they came here . . . they can't even speak properly . . ."

badly-drawn frog

To The Editor:

I wish to protest most vehemently Mr. Drever's editorial cartoon of October 29.

That cartoon is wholly indicative of the reasons why Quebec and her students may choose to leave Canada and "the good ship CUS." It illustrates with great clarity (sic) the prejudice and refusal to understand the aspirations of French-Canada that motivated Laval University to refuse a Western Canada Week.

Granted, sir, CUS is a sinking ship. "Student Unionism" in English Canada is an exercise in futility. Real students everywhere should applaud the courage and dedication of the student activists in Quebec who have chosen to do something with their student syndicates.

The planning of dances and rodeos is not the function of a student; it is properly the function of a paid business manager. If student unions are to do anything they must realize that the word "union" implies pressure group action in the interests of students and not the entertainment of students.

That English-speaking McGill and Sir George Williams universities have chosen to join UGEQ must be one of the most encouraging signs in the national dialogue.

Rather than running cartoons that

ridicule students who take their role in society seriously, The Gateway should ridicule the pitiful organization students in Western Canada who think they can serve student ends by putting up activity signs and sending ineffectual briefs to unsympathetic governments.

UGEQ is a symbol of the concern and activism for which students throughout the world are being lauded at this time.

With one badly drawn frog, Mr. Drever may well have gone a long way toward destroying the good done by the work of hundreds of people in preparing last year's French Canada Week.

May Mr. Drever's prejudice be recognized for the shameful thing that it is.

May your bad taste, Mr. Editor, in printing this unfunny bigotry, be roundly and soundly damned by all who are real students, by all who are real human beings.

Gerald L. Ohlsen
arts 3

(If a single cartoon about a national fact can "go a long way toward destroying the good done" by this university's French Canada Week workers last year, as you suggest; then Canada is indeed in a precarious position. This newspaper has already said editorially (Oct. 6) that dialogue with French Canada depends upon Quebec students meeting the rest of Canada half way.—The Editor)

legitimate concern

To The Editor:

I would like to congratulate the people responsible for arranging that the U of A campus was included in the "hoop-up" for the recent International teach-in held in Toronto.

I think it showed legitimate interest and concern for furthering Canadian's knowledge on the subject of Vietnam and other related problems. It is obvious from the large number of university and high-school students who attended that there is a growing number of young people who share this concern.

It is all the more deplorable then, that in this election campaign, so little of this interest is being shown by our political parties and their candidates. In all the masses of literature now being distributed, almost nothing is being said about such questions as the was in Vietnam, Canada's role in international affairs, the question of the admission of the People's Republic of China to the UN and many other matters of world-wide importance.

Teach-ins, however important and interesting they are, will be so much wasted effort if at election time we do not know what international policies each of the parties and their candidates stand for when we are making our choice.

(Mrs.) A. M. Mardiros,
President,
Voice of Women,
Edmonton Branch

and scholarship payments. For, as I remarked to your reporter, fees are only part of a general objective—increased amounts of money, for loans, bursaries and scholarships are among the other parts.

Dave Cruden
grad studies

yearbook photos

To The Editor:

We would like to lodge a complaint about the handling of yearbook photos this year.

It was stated on notices posted around campus that faculty of education students would be photographed from Oct. 23 to Nov. 7. Being conscientious education students we appeared in SUB on Oct. 21 to make our appointments in what we thought would be plenty of time. We were informed that the aforementioned time slot was already filled. A meeting was to be held that evening between the photographer and the students' council to schedule further time for these photos.

On inquiring Monday, Oct. 25, we were told that the students' council refused to grant the photographers additional time; thus excluding a large number of student pictures from the yearbook.

How, may we ask, does the student's union propose to publish a yearbook without the pictures of many students? We pay our fees and deserve to see ourselves and our friends in the yearbook!

Sheila Whittaker, ed 3
Elaine Hatch, ed 2
Judy Cox, ed 2

english lecturer robin mathews says

'the teach-in was no disappointment'

I have some observations about the teach-in at Convocation Hall. Downtown acquaintances I have met judged it a flop, judged us generally as failures, squares who got "done in" by the forces of the Sacred Establishment represented mostly by Ernest Manning.

As far as learning is concerned, I believe that the teach-in, the whole thing, provided food for discussion, debate, and research of important and wide-ranging kinds. I am not particularly interested whether someone "won" or "lost" the teach-in. The day there is a teach-in on THE POLITICS of education, the university, financing, and the intellectual community, I personally guarantee Convocation Hall with catch on fire with the heat of political friction. But I also guarantee that it is a teach-in that Ernest Manning and the education minister WILL NOT ATTEND.

Students and faculty alike were berated by my downtown acquaintances for not thumping Basil Dean for his lousy press and Ernest Manning for his lousy government and incompetent cabinet. I reminded them over and over that the subject of the whole teach-in

was the quality of the university, not the quality of the press or government.

But the important observation I have to make concerns the attitude of the downtowners to the role of the teach-in.

Even though they do not love us inordinately, the downtowners came to a political debate they knew they could not witness anywhere else in the society—whether in the present legislature or the political platform. Without knowing it, they took for granted (a) the importance of the university as a place of significant political criticism (b) the place of the university as tough spokesman against government, even (c) the importance of the university as the last place where men will attack any idea or action by any man on the terms only of philosophical detachment, principle, the search for truth.

They were disappointed, the downtowners, when in a brief eight hours, the members of the University of Alberta couldn't do the job of the legislature, the opposition, the press, the law society, the judiciary, the fraternal organizations, the businessmen citizens, and all the other "respectable" forces in society who have given up the role, in any serious way, of providing

a critical, serious, no-holds-barred check upon injustice, misrule, corruption, mismanagement, and incompetence anywhere in the society but especially in government.

That puts a tremendous burden upon the university.

Without admitting it (and they won't) the downtowners have recognized one of the terrible facts of contemporary North American life. They have recognized that the guts is going out of society, and if there is a hope it is in the young people, in the universities, in the few remaining places in democratic society where men will face the representatives of power and not be frightened.

As a member of the university I would say the teach-in had very good things about it. It probably wasn't as good as it could or should have been. That means there's room for improvement.

As a reporter of outside views of the teach-in I suggest the downtowners have given reason for more teach-ins. And they have grudgingly given expression to the view that the university is important, a lot more important than they want to admit, to the health of the community in the many, many ways that cannot strictly be called "academic".

The Gateway fine arts

kurosawa and the dying life

An extraordinary treatment of an ordinary story: the result is "Ikiru," one of the best films the Edmonton Film Society has brought us to date. The film, whose title means "Living," was produced in 1952 by the Japanese director who is well known for "7 Samuri" and "Rashomon," Akira Kurosawa.

The story is simple. An aging government official learns he has only six months to live. The realization throws both past and future into a new perspective and initiates the struggle of the hero to find values which will make at least what is left of his life meaningful.

There is no plot but this. Nor does Kurosawa strive for character development; we remain at an impersonal distance from Mr. Watanabe, seeing him more as a problem than a person.

"Ikiru's" development depends essentially neither on plot nor on character, but rather on the progress of a theme. This is apparent from the outset, when Kurosawa presents in jolting succession the three elements of the theme which the film develops.

The first scene is of the X-ray; it symbolizes physical death. Next, we see Mr. Watanabe hunched at his desk stamping papers from a pile of documents that towers behind him—"living death". Then suddenly, the petitioner appears with problems of children and sewage; forecasting Watanabe's eventual salvation.

"Ikiru's" 150 minutes are almost exclusively devoted to tracing the transition from a tedious "living death" to authentic life catalyzed by the first element—the threat of imminent death.

There is nothing new about this theme. Release from the living death of a monotonous, valueless world by means of vicarious death has been classroom language ever since Eliot wrote "The Waste Land". Heidegger and Sartre have made the concept of achieving authentic existence by means of affirming a project in view of death common coinage.

Kurosawa adds little to the development of the well-known "death-in-life-life-in-death" theme. The fact that his film emerges as original and significant art is due mainly to his choice of medium; old ideas, expressed in terms of the camera, became new ideas.

Consider, for example, Kurosawa's depiction of unauthentic life in the first half of the film through shots of office life and Watanabe's misguided attempts to justify his existence through his son, through a brief excursion into the world of canteen and club, and finally through friendship with the indefatigable working girl. Although the issues dealt with are familiar, they are treated in a form unique in cinema.

The much discussed tedium of routine work is depicted by a series of shots of papers piled

high over workers heads, of deliberate clutter, of pounding rubber stamps, of blank official faces that lead the petitioners in a futile chase from department to department. The shots are quick and even in succession, thereby establishing a rhythm that reinforces the tedium.

Or again, consider the film's view of the hackneyed theme of machine-dominated man. Three times in the course of the film the camera catches Mr. Watanabe wedged between honking cars. The fourth occasion upon which the machine encroaches Mr. Watanabe is while he is supervising his park project. He is knocked over. The common women, who signify the human qualities of mercy and gratitude throughout, carry him away from the machines.

One of the wasteland themes most effectively portrayed is that of mass man. Who could forget the shot in which the camera descends from the bandstand, skimming the musicians' horns to pan the dense crowd of unindividuated dancers. Only slowly does it close in to identify Watanabe and his drunken companion caught tightly in the press.

Kurosawa uses his medium equally effectively in presenting the complement to the wasteland world—Mr. Watanabe's discovery of a project that makes life meaningful. Like Eliot, the film refers to this process as a rebirth. It begins in an inn; Watanabe is telling the working girl of his illness and imminent death.

In contrast, people in the background are celebrating a birthday. We glimpse a cake with one candle. While the old man clutches the girl's white rabbit and runs out to "do something" through which he can affirm his worth, the chorus chants happy birthday.

The tune, taken up triumphantly by brass, carries us into the ensuing scene in which Watanabe initiates his project. Only cinema combining sound, image and the possibility of instant transition to a new scene could achieve the final effect.

The process of rebirth is completed by the device of the flashback. Telling the story of Mr. Watanabe's project by means of flashbacks from the funeral emphasizes the fact that authentic life has come only through death, as well as allowing ironic comment on the construction Watanabe's colleagues put on his behaviour.

In all too many films, the flashback is used clumsily with the result that it impedes the flow of the film's main events. But here the flashbacks are the story; there is no joggling but rather a steady development to the point where we, with the hero's son and one of his colleagues, understand his new satisfaction.

From the point of view of technique too, "Ikiru" is remarkable. Kurosawa jolts his audience with abrupt changes in scene and sound. Camera angles are varied effectively. Light is handled well. The composition of shots attests to both the director's sense of plastic beauty and his sensitivity to the point he is illustrating.

If any criticism of "Ikiru" is to be made, it would be that Kurosawa overapplies his skills. To some, the progress of the film may seem almost too deliberate, the repetition of formally composed shots almost contrived.

If "Ikiru" (or the clever short "Ai" which accompanied it) are indicative of the calibre of films to be shown by the Film Society this season, students would be



THE FROSTING ON THE CAKE—Smiles wreath the faces of the Kaleidoscope Players as they prepare to dip into the collected poems of the vulpine New Englander. What with their presentation of Frost and Irving Layton's presentation of Irving Layton this week, the naive observers might think that poetry Matters in Edmonton.

well advised to get tickets for the remaining ten shows while they are still available.

—Beverley Gietz

fate knocks routinely at the door

What makes a good symphony orchestra? Is it technical skill, or musical feeling, or conductor, or even audience? To these questions we have no simple answers, my friends. Which is just a way of saying that we have no answer at all.

But while attending the first Celebrity Concert last Thursday, I was frequently struck (hard) by this thought: that although the Minneapolis Symphony is always precise in its execution, and its conductor never lacking in control, neither is it always interesting.

Now at the average ESO concert, there is always a good deal of excitement, arising from the fact that any members of the audience who happen to be listening are twisted in torments of anxiety and suspense, acutely curious to know whether or not the orchestra will bungle the performance.

But the great proficiency of the Minneapolis Symphony precludes any such titillation, and as a result, the orchestra has to make its impact by playing the music well. Technical precision is taken for granted, and what is called for is a truly exciting interpretation, both by conductor and orchestra.

These essentials were present to the full in the playing of the Berlioz Corsaire Overture and the two encores, and evident, though to a lesser degree, in the Barber "Medea" excerpts and Debussy's "Iberia".

But there was definitely something wrong in the main work, Beethoven's Symphony No. 5 in C Minor.

It is one of the greatest of all musical tragedies that the Fifth is

as hackneyed as it is. Parts of it have even lamentably passed into the field of (shudder!) Popular Music. And it is so terribly laden with associations that I suspect many people think that it was written by Winston Churchill.

In short, any meaningful performance of this great work nowadays has to be fresh, brilliant, and overpowering. Much as I regret to say it, the Fifth last Thursday was not fresh, not brilliant, not overpowering. It was competent.

There was no shock in this performance, nor was there any of the exaltation and satisfaction inherent in all great performances of this score.

Nevertheless, the concert was not a failure for falling short of perfection in one work on the program, and I for one was greatly edified by hearing an orchestra play an entire evening of music with very few false notes and a beauty of tone that was ravishing.

Now if the Edmonton Symphony, with all of the elan and feeling for which it is so justly famous, could perform that way . . .

—Bill Beard

studio free for students

First the good news: free tickets to this year's Studio Theatre productions, for students, on a first-come-first-served basis.

Now pay attention while I spell out the intricate details.

Tickets will become available three days before each opening performance. For this season's first presentation, Tennessee Williams' "Cat on a Hot Tin Roof", this means November 19.

The place to go is the Drama Department office, rm. 329 in the Old Education Building (alias Corbett Hall). It will be open from 1 p.m. to 4:30 p.m. on Nov. 19 and Nov. 22; on Saturday, Nov. 20 it will be open from 9:30 a.m. to noon.

Bring along your I.D. cards; don't rely on your studious appearance.

Passes are not available at times other than those stated. If, by some mischance, you don't get your pass, turn up before the performance prepared to pay \$2. At 8:20 p.m. all seats left unoccupied will be sold to those wishing to buy.

Therefore, those of you who have picked up your passes should make certain to be in your seats by 8:20 p.m. Otherwise you'll have to pay the \$2 and take your chances.

One last thing: don't get the idea that because it's free it's no good. Studio Theatre puts on the best theatre in Edmonton, and its productions last year ranged from good to excellent.

This year they bode even better.

—J. O. Thompson

fine arts calendar

Irving Layton, poet—Friday—12 noon MP 126; 9:30 p.m. Yardbird Suite.

Leningrad Kirov Ballet (film): "The Sleeping Beauty" (Tchaikovsky)—to Wednesday—Paramount Theatre—8:15 p.m.; Sat. and Wed. mats. 2 p.m.

Edmonton Symphony (with Gary Graffman, pianist)—Jubilee—Saturday 8:30 p.m., Sunday 2:30 p.m.

Film Society (classic): "Bringing Up Baby"—Monday—MP 126—8:15 p.m. (members)

Fundament Poetry Reading: early Canadian poetry read by Freda de Branscoville—Wednesday—Yardbird Suite—8:15 p.m.

"Who's Afraid of Virginia Woolf" (Edward Albee)—Nov. 10-27—Citadel Theatre (10030-102 St.)—8:30 p.m.—Box office phone 424-2828.

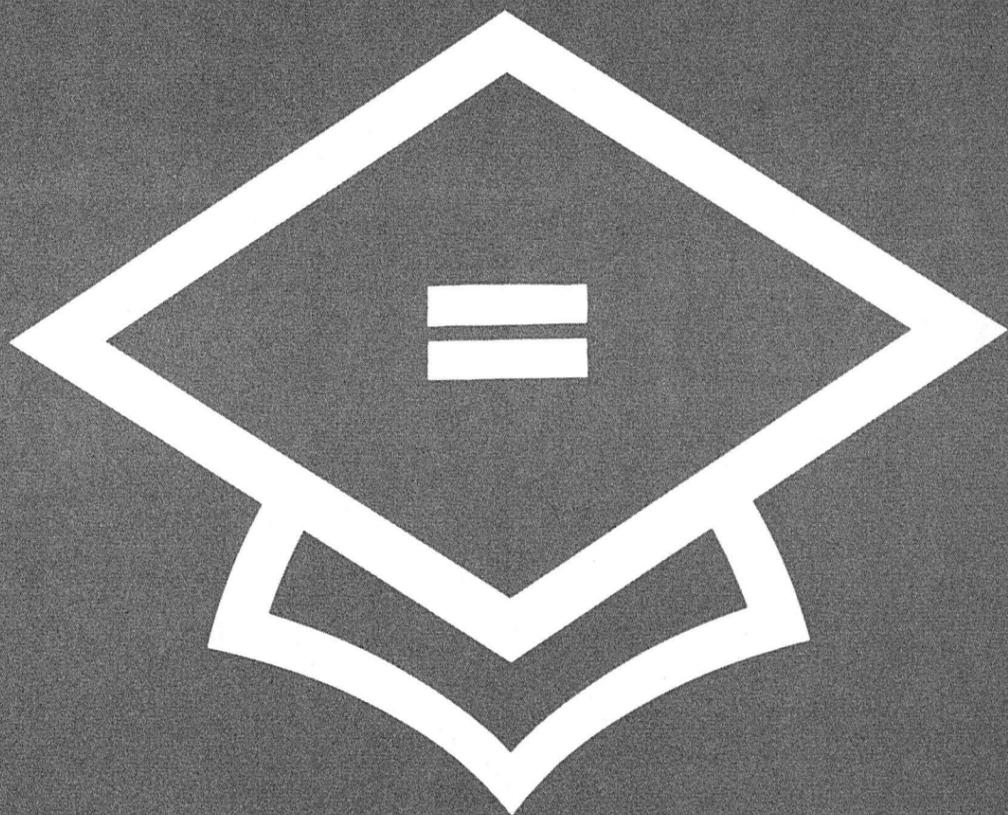
"You Touched Me" (Tennessee Williams)—Nov. 10-20—Walterdale Playhouse (10627-91 Ave.)—8:30 p.m.

The Nude Figure—facsimile drawings: sculpture—Groups Show—to Nov. 19—Fine Arts Gallery—7-9 p.m.

Indian Masks (from the Glenbow Foundation)—Monday through November—Edmonton Art Gallery.

Bruce Boyd: paintings—Nov. 8-20—Jacox Galleries.

NATIONAL STUDENT DAY



*... a special
report*

the teach-in

the university's role in the community

National Student Day Oct. 27 took many forms across the country, as university students marched, demonstrated, wrote briefs to governments and held forums and teach-ins in an attempt to make governments aware of goals set by the Canadian Union of Students earlier this fall. The goal: universal accessibility to post-secondary education, with the elimination of tuition fees as a first step.

At U of A, students collected about \$300 in a "coins for college" dime march in downtown Edmonton. The money is to be applied toward university scholarships for needy students.

But what will probably be remembered longest about this campus's first National Student Day was an eight-hour teach-in sponsored by the campus political science club in Con Hall, which focused public attention on the education question.

The first of four panels was held before a crowd estimated at more than 600, who listened to Alberta Premier E. C. Manning; philosophy lecturer Colwyn Williamson; Edmonton Journal publisher Basil Dean and law student Daniel Thachuk. Their subjects the university's role in the community.

Following is a complete transcription of the two-hour discussion, taken from tapes made by the U of A Radio Society.

• • •

round one:

the premier speaks

I have the privilege of starting off our discussion, perhaps I might be permitted to extend congratulations to the students' union and the political science club for arranging this function today. Particularly on this National Student Day I think they are deserving of the congratulations of all of us. The topic that has been assigned certainly has plenty of scope for interesting discussion.

A university, I would suggest to you, has two avenues through which it can and should make a very profound impact on the community at large. The first of course is obvious, its internal functions, and by this I mean the affording to young men and women the opportunity to acquire a deep knowledge of the humanities, and an opportunity to become trained in the professions which are essential to our modern society.

I think, however, above all, I would stress what I would call internal functions, the development of the mind or the encouragement of the development of the mind of each individual student—which certainly goes far beyond memorizing previously-discovered truths and recorded knowledge thus creating the urge and the art of developing the mind to chart its own new courses out into the deep immeasurable and as yet unexplored oceans of new wisdom and knowledge.

And finally I think we might add to those, as recognized internal activities of the university, the development of a sense of responsibility not only to himself as a student but to the society in which he is going to play a part.

Now I mention these well-recognized functions of any university in relation to this matter of the university's role in the community as a whole, because I would like to leave with you the idea that through these functions and through the students, both graduates and undergraduates, who go out from our universities every university can and should exercise a tremendous impact on every phase of community life and on society as a whole.

Now the second avenue through which a university plays its role is the community. This we perhaps might define for the sake of better words as the extra-curricular functions both on and off the university campus. Now what these activities properly should include is much more difficult to define than what I have referred to as the internal functions. I would suggest to you that society's concept of the university's role in the community at large is multiple and therefore always will be a complex assortment of frequently conflicting viewpoints and opinions.

It therefore is impossible in my view for any one person to truly reflect the answer of modern society to the question "what is the proper role of the university in the community at large." At best the answer must be an expression of individual opinion, and we all realize there is no lack of opinions among citizens generally. Many of course have very fixed and dogmatic views, but I stress we should recognize that in a question of this kind they are only opinions, so I can only express to you today a personal view.

I merely add that there are certain external functions of a university about which there seems to be very little room

today. In the first place I think we need to draw a distinction between a university as a state institution and the extra-curricular activities of both faculty members and students of a university.

Now the first of these, that is the university as a state institution, its role in the community is unavoidably circumscribed to some extent by the very nature of the institution. After all, a university is created by the people of society as a whole. The facilities are provided by society collectively; the faculty is paid by society collectively. And because it therefore has this direct association with society as a whole, it must, I think you would agree, be what we usually refer to as non-partisan, non-sectarian because it respects the conflicting viewpoints of people who comprise society. But these factors do not apply in my view to faculty members and members of the student body in their off-campus participation in the community in any issue of community or even wider interest.

But at the same time, we have a responsibility to bear in mind that whatever is said or done in the community, whether it be by members of the faculty or by members of the student body, it is unavoidable that in the public mind these things will be associated to a greater or lesser degree with the university as a whole.

Now this may be regrettable, but it is simply one of the facts we have to live with. I might by way of illustration say this is one of the unhappy facts we have to live with in the field of government.

Anything I say as an individual somebody is immediately going to say: "That is the government of Alberta speaking." This isn't necessarily the case at all! (applause) I'm sure you students will recognize that any man, whether he is on the faculty of a university or a member of the legislature of a government, a citizen has a right to his own viewpoint, his own opinion, and a right to an expression of those opinions.

But you can't avoid, and this is the only point I'm trying to mention, you can't avoid the public identifying his own personal views and his personal activities with the institution, whether it be university, the government, or any other institution.

Now, having to live with that fact, it seems to me, in this matter of the role of the university, faculty, student body and so on outside the internal operation of the university, requires two basic things that need to be developed. We certainly need to have a sense of responsibility, not just to a particular viewpoint or cause, but we have to remember, it seems to me, that just as a member in government in his personal conduct has to recognize his responsibility to the government that is identified with him so the faculty member and the student has to recognize he has a responsibility to the institution with whom he is going to be identified in the public mind.

Now the other ingredient that goes with that of course, is self-discipline. Now my proposition to you, ladies and gentlemen, is that if these two factors are present—a sense of responsibility and self-discipline—if they are present, it is my opinion that there is no need to circumscribe the scope to which participation in community issues should be confined.

I think these two ingredients are the things that primarily should determine the nature of participation rather than any arbitrary barriers that society, or groups in society, try to construct.

If these ingredients are lacking, in whole or even in part, then of course society's viewpoint as to what the function of the university in the community at large should be, will be very different and often it will be in open conflict. I think most of you would agree that when a group of students down in Berkeley University in California organized a filthy word society to establish the fact that there should be no restraints on freedom of speech, they may have had a pretty sound theoretical or academic argument, but their action was certainly irresponsible and I suggest lack-

ing in any sense of self-discipline. So as a result, all they did was make fools of themselves. They did the legitimate cause of free speech an immeasurable harm and they certainly impaired the reputation of both themselves and their university.

Now this I mention just as one simple little illustration. A very simple little illustration of what happens when people miss out on responsibility and self-discipline, which I submit to you, and this is my main point, I believe are the two things which should govern the extent and the nature of participation in community affairs by members of university faculties, by members of the student body in addition to the internal things I have mentioned.

• • •

round two:

mr. dean expounds

We have seen a fantastic expansion of universities in North America during the last 20 years, and it seems to me that this fact reflects something of far deeper significance than the bulge in the birth rate at the end of the 1930s, or the relative affluence of our society since 1945. It isn't enough and at best it's a gross oversimplification to say that universities have become bigger because more people have been in the position to undertake university training. The fact is that society has provided the facilities both through public funds and through private donations to accommodate this rapidly-rising student population, and it has provided these facilities at astronomical cost. Now this could have occurred only because society at large and the governments which it has elected have recognized that the nature of present-day society requires a rising ratio of university graduates.

Now I don't suppose that anywhere facilities have really kept pace with the pressure that has been put on them. And this is as obviously true in Alberta as it is anywhere else. And I imagine that if anybody 20 years ago had accurately predicted what the University of Alberta looks like today, he would have been denounced as an irresponsible visionary wholly detached from reality. Yet if we pay attention to what Dean Bladen has just said in his report, it is apparent that 20 years from now another dramatic transformation will have taken place.

Now I don't personally believe that this explosion in the university population has been wholly the result of an altruistic and idealistic search for knowledge for its own sake. Economics has had a good deal to do with it. The widely-held conviction that man must improve his individual knowledge and thereby his collective knowledge, in order to remain master of his environment, and of the world in which he finds himself. Everywhere we can see evidence that the untrained, uneducated man will have trouble making any kind of a living in the future. And it is perhaps fortunate for us that this awareness has come upon us at a time when, by and large, most people by one means or another can manage the costs involved in getting a university education. It certainly wasn't like this 25 or 30 years ago, when great numbers of young people with all the intellectual equipment couldn't go to university for the simple reason that they couldn't afford it.

And yet, despite this constant pressure on the universities to admit more students, and despite the vast numbers of students now on campuses all across this continent, it is possible to detect an undercurrent of frustration and discontent. Now some of this, like the protests against the war in Vietnam or against segregation, is at least ostensibly directed against targets which, taken at their face value, have no direct connection with the process of getting a university education as such. But I wonder whether they aren't just as symptomatic of this undercurrent of frustration as say the Free Speech Movement which Mr. Manning referred to, which enlivened the campus of the University of California last spring.

Students and faculty members alike are drawing attention in the most public possible way to the fact that there are things going on in the world which they



PREMIER MANNING

... responsibility, discipline needed

for argument or disagreement. Most communities, and the people of most communities I think, would expect universities would provide, for example, trained personnel to conduct studies and make analyses of the issues of matters of public interest and concern. They expect to obtain from universities men who are equipped to give leadership in a very wide range of community interests and problems.

I think there is very little room for disagreement in those areas, but the wide divergence of opinion arises when the question is one of involvement or non-involvement in various controversial issues on which public opinion and community interests differ very widely. I would suggest a few simple guide rules which may be of interest to you in our discussion

don't like. I also suspect that they're saying perhaps not as publicly and perhaps not as plainly that there are things about university life which they don't like, and that they are expressing the feeling that there is something wrong, not only with the world at large, but with the academic world in particular, and with the kind of education which it is offering the young people as they cross the threshold of adult life.

Now, if this diagnosis is correct, it becomes an interesting speculation to wonder what it is about present-day universities which generate this frustration. Old-fashioned people like me, tend to think of a university as a place of calm and dispassionate contemplation and discussion (laughter) in which the fundamental facts of the human condition are examined rationally and unemotionally, and above all, with tolerance. And we find it had to reconcile this image with people who insist on their right to carry boards inscribed with four-letter words or to demand that the administration of a particular university be dismissed as incompetent.

It is even more disturbing to those of us who think of the world in different terms to find that professors as well as students are afflicted with this sense of frustration and that many of them are disposed to support the students' point of view. (laughter)

All of us except those who have developed conveniently short memories remember that when we were students we too were in a state of more or less constant rebellion and imbued with varying degrees of dungeon about the idiocies of the way the world is being run.

But we remember our professors and teachers by and large as being very calm and detached people well-established in the world and not too violently discontented with it. (laughter)

Now, why is this happening? I think perhaps the best analysis which I've seen so far, is to be found in the last two issues of Fortune Magazine (laughter) which has been examining the underlying causes of the disturbances at Berkeley last spring. Now I want to read a short extract from one of these articles:

"Something is wrong in the students' relation to society and to their immediate environment, the university. An affluence of personal freedom and of career opportunity does not seem to exhilarate the successful young. Even those who are doing very well in their academic work find most courses dry and lifeless.

"On the other hand, those few courses dealing in the round with an amalgam of the great moral, social and psychological issues appear to excite student interest everywhere. A professor at a Western college reports that classroom discussions of that unforgettable tableau 'The Death of Socrates' invariably arouses student interest.

"Now Socrates has been dead a long time. Neither the faculty pathologists nor



PUBLISHER DEAN
... intolerance, dogma needed



U OF A STUDENTS PACK CON HALL ON NATIONAL STUDENT DAY
... education topics highlight eight-hour teach-in

the psychologists nor the political scientists are likely to discover any important new truth about the manner of his passing. Fundamentally, university faculties are organized for the discovery of new truth, and since Galileo, an ever swelling flood of success has demonstrated that the specialization of knowledge, its compartmentalization into autonomous fields is the most effective way to pursue new truth.

"This pursuit, moreover, has become central to contemporary society which measures its spiritual as well as its material vigor by this Promethean endeavour. And university faculties have no slightest intention of abandoning the pursuit of knowledge through specialization. If they had, society committed to specialization in a thousand ways, could not let them do so. The undergraduate, understanding this yet reaches for intellectual contacts with life rounded, unsegmented and direct. His need to know makes no scholarly distinctions between new truth and old. The implications of 'The Death of Socrates' are new to him.

"Experience, and not the pursuit of new truth, is what tens of thousands of undergraduates have found in the recent civil rights campaign. They could turn their backs upon the segmented rigors of the classroom and express in action the simplified moral protest against an ancient wrong that the complex and progressing society has not put right. On picket lines they experience what they do not find in university text books, which are organized according to the manner of seeking new truth."

And there was an earlier article in the series which the same writer said this:

"The strains caused by rapid expansion are weakening the structure of higher education at a thousand points. Good teachers would be in short supply even if universities had no function other than teaching. Within the modern constitution of knowledge, university teaching is inextricably bound up with research, which has its own built in requirement to expand and a flat-footed decision to emphasize undergraduate teaching at the expense of research would rob the next generation's supply of first-rate faculty members, which in any case, may be inadequate for tomorrow's needs. And the delicate task of mediating the conflicting claims of teaching and research calls for knowledgeable and skillful academic administrators who are in even shorter supply than good teachers or researchers, especially at middle levels of university management, where most of the constructive work must be done."

Now the trouble with this, which I think is a nicely-phrased statement of the problem, is of course, that it poses no simple answer to the central question, and I have no simple answer to propose myself because it seems to me that this central problem will go unresolved very probably within the lifetime of most of us in this

room. The universities which will come closest to solving it will be those which have the most expert and the most intuitive administrations.

Elsewhere, the desire of students to involve themselves in direct experience of life and the frustrations of faculty members whose dedication to the truth is blunted by its collisions with the society which refuses to listen, and the ancient conflict involved in the distribution of faculty time between teaching and research, these will continue to be sources of friction of varying intensity.

Now some of these frictions are probably inevitable. They have existed in one form or another ever since higher education was invented, as witness the death of Socrates himself. But certainly, in my submission, universities ought to involve themselves in the affairs of the society within which they exist, and they ought to be the source of new and strange and therefore probably unpopular ideas, but the people who run universities and who inhabit them should also bear in mind that the university context confers no special privileges, although in the nature of the academic discipline there are existing special obligations, and in particular, obligations to the truth. The search for truth through the ages has been stimulated and illuminated by controversy and dissent, and I hope that the process will continue. But dissent itself can become a dogma, and itself may become intolerant, and I suggest to you that the university is the last place where dogma or intolerance should be found.

...
round three:

williamson philosophizes

I'll at least try to keep the language clean. (laughter) The topic I wish to discuss concerns only one small aspect of the role of a university and the relationship between university and community. It is meant to be of special relevance in view of the presence of Mr. Manning, but it is also, I hope, of some general significance. The topic may be called "Education and Inspiration" and it has to do with the encounter with those who search for truth in the normal processes of education, and those who employ another, rival way of determining truth, a way which for present purposes I shall call inspiration. I will begin by defining inspiration, and outlining some of the difficulties of this notion and go on to say something about the basic character of education and the university. I will maintain there is a basic conflict between education and inspiration, and conclude by suggesting what this implies concerning the role of a university in this community.

What is meant by inspiration? It can, of course, mean a great number of things, most of which are not relevant. In some

senses, it is undoubtedly praiseworthy for a man to be inspired. It is noble of a man to be inspired by ideals, provided naturally, that the ideals which inspire him are not deplorable.

And I would be the last person to defend that artificial and Philistine separation of reason and passion of which Mr. Basil Dean is so fond. It is naive, not to say misleading, to confuse as he so often does, reason and temperance. The reasonable man may be passionate, and his passion may be reasonable. Mr. Dean, I fear, does a great disservice to reason when he makes it identical with passionless mediocrity. (applause)

What then, is the appropriate sense of inspiration? Inspiration may be described as an non-rational technique for arriving at unquestionable truth. I say non-rational rather than irrational because, even those who sympathize with inspiration must accept some such definition. Anyone should agree that the man who relies on inspiration employs neither the method commonly found in science, an hypothesis which certain facts verify or refute, nor rational methods in the more general sense of producing a conclusion with the reasons from which it is logically derived. Inspiration, then, is a non-rational technique for arriving at propositions which are unquestionably and absolutely true.

The technique usually involves reference to at least one supernatural being. Most usually a supernatural being dispenses the truth to men. In extreme cases, however, it may be unclear as to whether the inspired man is merely the spokesman for a deity, or is in some sense, identical with that deity. (laughter and applause)

In any case, the inspired man has some special relation with a god or gods. Furthermore, this special relationship is generally held to be the product of a definite process of conversion and enlightenment. The inspired man has gone through a conversion process, and it is as a consequence of this process that he now possesses special techniques for determining truth.

Finally, the truths discovered are absolute and immune to all possibility of error. That they are absolutely and eternally correct, of course, follows from the fact that they originate from an infallible deity.

To summarize, a man inspired is a man who has gone through a conversion process, and, as a consequence, he has some special relationship with a deity. This relationship furnishes him with a non-rational technique for arriving at absolute truths. These truths though they are non-rationally derived, possess far greater certainty than all other opinions. I trust that everyone will agree this is a reasonably fair description of the phenomenon.

Now, how does a man persuade himself that he is in this sense inspired? Partly,



LECTURER WILLIAMSON
... opposed to bigotry

I would suggest, because of certain claims which seem to some people at least, to be undeniably true. The claims involved fall into two categories: the first concerning the nature of God; the second concerning the nature of man. Let me give examples. God's mind is infinite. God does not make mistakes. The opinions of God are not subject to error. The propositions believed by God possess far greater certainty than anything attained by men, since God is infallible and omniscient, his truths are absolute. Only God really knows. The propositions asserted by God are absolute truths, eternal verities or something of the kind.

Man's mind, by contrast, is finite, limited and fallible. The propositions asserted by man are relative, variable, subject to error and so on. Let me summarize these two inter-related claims as follows. God's mind is infinite and his truths are absolute. Man's mind is finite and his truths are relative. Of course, most philosophers would argue that these claims are certainly incoherent and probably nonsensical.

But that is not an issue which I wish to discuss now. What I want to point out is that even if the claims mentioned are completely correct, the position advocated by the man of inspiration is still difficult to comprehend. Both claims, it must be stressed, are essential to the inspirationalist position. God's infallibility is vital, for this is what confers authority on the opinions of the inspired man. And it is equally vital that man's mind is finite, for this is what makes rival opinions dubious and unreliable.

But it is surely obvious that you cannot have it both ways. You cannot both maintain that the human mind is finite and that your opinions are eternal verities. The fact that God is infallible has nothing to do with it. For if the human mind is finite and subject to error, even your conviction that the opinions that you express are identical with God's, is subject to error. Nor is any conversion process relevant, for if the human mind is finite, and you are human, even your conviction that you have really gone through such a process is subject to error.

Let me summarize the argument so far. It is not worth disputing that God, if he exists, is infinite and infallible, and that man's mind, by contrast, is finite and fallible. The inspired man appeals now to one claim, now to the other, according to the one which he finds convenient. God's infallibility is introduced in order to justify the authority with which the inspired man speaks. Man's fallibility is introduced in order to dismiss the views of others. That the views of God himself are eternal verities is undeniable, but any man's claim to know what these eternal verities are, is as dubious as anything else. Such claims, it may be added, are unwarranted attempts to confer divine authority on views which might otherwise pass as ordinary and probably foolish opinions.

Let me now apply what I've said about inspiration to the problem at hand, the relationship between education and inspiration.

It is important that we have some grasp of what education is, and perhaps the best way of beginning is by asking what distinguishes education from indoctrination. It is not as some suppose that the teacher or professor is uncommitted and has no definite position. Nor is it that although the educator has a position, he refrains from advocating it in the classroom. By his very selection, arrangement, and interpretation of the facts to be discussed, the educator adopts a particular position. Everyone is committed in that sense.

What distinguishes the educator from the indoctrinator is not that one has a definite position and the other does not, but that the educator should be what is often called open-minded. Insofar as the professor or schoolteacher does not indoctrinate, and many do, it is because he always allows for the possibility of argument and disagreement.

It is not the Hertzogs of this world presenting alternative views for argument and discussion who indoctrinate. It is those who present their own views as the only conceivable ones and indeed, as though they were not really views at all. This too is where we find the essence of a university.

Of course, some people, and they are to be found even in high places in universities, confuse the accidents of a university with its essence, the buildings with the brains. The real role of a university, if it is worth anything at all, is this: a university is a place where professors and students come together in order to critically examine the merits of a wide range of ideas.

And although this is not my topic, education should be free. The examination of ideas should not be tied by financial strings. (applause) The basis of real education, then, is to be found in argument. This is the point of sharpest contrast between the educator and the man of inspiration. This is the point at which the methodologies of education and inspiration meet head-on.

And this, for two reasons. The inspired man, because of the confusions I have already outlined, identifies his opinions with God's. He regards his views as eternal verities. He therefore sees no need for argument. After all, it is obvious that, if one speaks as, or on behalf of, an infallible deity, one has little need to consider the views of merely finite minds.

Furthermore, since the methodology of inspiration makes no use of rational techniques, the inspired man is unable to accept the significance of ordinary arguments at all. Possessed of some inexplicably superior method of determining truth, he sees no need to take account of normal argument.

It is my conviction that inspired men are always dangerous. Nowadays, everyone is a democrat just as everyone is in favor of peace. And as all over the world men are being asked to join the army and fight for peace (laughter and applause), so even the most ardent totalitarians praise democracy. In the political sphere, the man of inspiration, no matter what he may say in nominal praise of democracy, is necessarily inclined toward totalitarianism. His conviction that he participates in the divine infallibility, makes him impatient with the lesser mortals whose minds are finite.

But if inspired men are always dangerous, they present a particular and direct threat to those involved in education in general, and the university in particular. And of course, they are especially dangerous if they have political power and control the broad nature of the educational process (applause).

In other words, although I am opposed to such men in the realm of politics, I also believe and this very sincerely, that I am committed to opposing them simply as a teacher. It is not, I should emphasize, the arrogance of inspired men to which I am opposed.

What I am opposed to is arrogance without argument, the name for which is bigotry. (applause) It is this bigotry which leads to totalitarianism in the realm of ideas, the sort of totalitarianism which maintains, if I may borrow the words of Mr. E. W. Hinman, "that professors may teach only those ideas which the culture and concepts of the age," that it to say, Mr. Hinman and those like him find acceptable, the sort of bigotry which permits a man's naive sexual prejudices to blind him to the merits of a work of art or literature, the sort of arrogance which leads a man to believe that he is a judge in areas of thought which are quite apparently totally

beyond his comprehension. In the face of bigotry the basic role of university must be to defend reason. As Heraclitus remarks, "Bigotry is the sacred disease," a slogan which should perhaps be written at every entrance to Alberta. (applause)

round four:

thachuk comments

We have all assumed here this afternoon that a university is necessary to society. And we have each in turn tried to describe why we think this is so. I should suggest that I think a university is needed to society, probably because society must acquire new knowledge and new values in order to survive. It must, therefore, provide some sort of an institution to do this job. And a university is thus created.

But the job is not so simple. A university must also reassess existing knowledge and prevailing attitudes, whether we describe prevailing attitudes or values as rational values or as dogmas and prejudices. As scholars, I think we must constantly reassess the consequences of what is new, and strike out as hard as we can against the inadequacies of what is old, what is incomplete, and what we think is generally or completely unsatisfactory. Now each of us has attempted to describe how he thinks the university can do this job, how it can do it honestly and intelligently.

First, ladies and gentlemen, I think that a university and we as students must develop a willingness to feel heretical. Our obligation as students and professors and researchers is to discover and propagate knowledge, whatever the discomfort it causes, and whoever feels that discomfort. But at the same time, (applause) we must remember that the acquisition of knowledge is a means, and not an end, and thus a university must remember to assess the consequences of new discoveries to try and estimate their impact on society or on our physical environment.

Now, if we are willing to be heretical as some of us on this panel are obviously willing to be, we must reject the attitude of a great portion of society, and some of those are represented here too, which is stated so well in a play called "A Man for All Seasons".

And in that play, Robert Bolt created a figure which he called the common man, and the common man states at the end of the play, he says: "It isn't difficult to keep alive—just don't make trouble, or, if you must make trouble, make the kind of trouble that is expected." (laughter and applause) Any man who stands before us and tells us that we must have legitimate causes for freedom is trying to tell us exactly that: You make the kind of trouble which we can reasonably expect you to make. (applause)

Well, on the basis of what the common man has to say in "A Man for All Seasons," I suggest that a university should always find it difficult to keep alive. Now, a second requirement is that university is not here to serve the momentary sense of national or provincial purpose. It is here to assess, partially if need be and publicly if need be, the value of any given action by any government. A university must make judgments upon society's behaviour and it must make those judgments publicly.

It cannot exist as a non-partisan institution. (applause) But at the same time I realize that a university cannot hope and should not hope to direct the state and to direct government, but on the other hand, what society must realize is that loyalty or patriotism or partisanship are never the result of a blind and rather one-sided indoctrination.

The radical criticism of government and industry by both the left and the right is by far more effective than indoctrination. And thus, I think it is imperative that the university professor and the university student frequently adopt marginal values. He must resist to some extent the popular will by being critical of it. Now this may be called heresy, but it is not by any means a conspiracy against democratic society which some people suggest it is.

Thirdly, the university is not here simply to provide a way to acquire expertise—a way of living—it is not an institution whose primary value is the fact that its graduates contribute to an increase in the gross national product. This rather materialistic and utilitarian attitude is a shallow and inaccurate justification for the existence of a university.

The acquisition of expertise for various vocations and even some professions can get along quite well without any moral commitment from either professors or stu-

dents, but moral commitments are the hallmark of intelligent thought. To think is not simply an intellectual activity but it is also a moral art, a university then must be a place to think.

The university should then be identified by the public as being heretical. It should not be circumscribed by individual opinions of what responsibility is, by what self-discipline is. These in fact provide a kind of circumscribed situation which we suggest is not the best way to run a university.

Now what does a university do then? I said earlier that it exists to consider knowledge, to consider the prevailing attitudes in society and to determine what needs society will have to provide tomorrow—and thus I think it is imperative also that a university expose itself frequently and openly to rather dangerous situations. Dangerous because they represent the new, the unknown, possibly what might be called heretical ideas. And especially dangerous because particularly in this province anything new, anything possibly unknown, anything possibly better represents a conflict with what now exists.

But in order to offer society an orderly way to shift from what is old to what is new and to what is desirable as well a university plays a creative role. It is not, as some people suggest, an agency for inculcating the habits and values that continue the kind of society that has become much to comfortable and all of us here this afternoon are probably much too comfortable. A university should never equate complacency with truth. But in order to function creatively and critically the university cannot become a cloister simply because it is a state organization it should not take upon itself the fact that it should remain within itself and not venture beyond the bounds of 112 St. and 87 Ave., only part of the educative process as I see it occurs in the classroom.

As students, and this has been said already, we're not only citizens of our university community, but are citizens of the larger world and we have obligations and responsibilities to it. And not only must we have complete freedom of inquiry and experimentation, not only must we encourage scepticism and a critical attitude towards authority but we must also have the freedom to enjoy direct contact with society. Freedom outside the classroom—



LAW STUDENT THACHUK
... intellectual commitment foremost

unrestricted—is indispensable to freedom inside the classroom.

There is a phrase that Goethe used which can be translated approximately this way: "Man's talents can be developed in tranquility, his character in battling the world." As an integral part of this role is complete academic freedom, it must function to develop our talents according to the premise that truth is a greater virtue than comfort.

And that is why I say that along with the immunity from authority which we have and which we must have as citizens of a university we must be allowed to act freely as citizens in society battling the world and hopefully developing some measure of character. (applause)

Society cannot demand or specify exactly what a university shall provide, either in terms of leadership or in terms of the knowledge which we assume to be truths. Although society pays the price, and this has been emphasized to us this afternoon, it cannot and should not have any control over the product. (applause) It can assume, and properly, control over a university in only one respect, and this is that the university must always assume a role where intellectual commitment is foremost where the pursuit of new knowledge and criticism of old remains the pursuit of whatsoever things are true.

round five:

a free-for-all

Eli Mandel: I'd like to address my question to Professor Williamson. I speak without inspiration (applause) and in complete support of all the marvelous platitudes I've heard from the platform this afternoon. What I would like to ask you Mr. Williamson, is this: If you were a university president, what would you do with those irrational, inspired, irascible, unpredictable people like poets whom you might find on your faculty, particularly, let's say that you had those fascist poets William Butler Yeats and Ezra Pound on your faculty? (applause)

Williamson: I hope that I would not be included amongst those who uttered nothing but platitudes. (groan) As you surely remember I said to be inspired was a noble thing for man to be. I would make a very sharp distinction between what you call the inspiration of poets and the sort of inspiration which I have described. You will notice that I defined as precisely as possible in the time available what I meant by inspiration. I don't think that poetic activity falls into that category. If it did then I would regard what you say as a very serious criticism because I certainly have no intention of making what I said applicable to the poet's activities. But basically, I don't believe that it is at all.

Question: Sir, there is a medieval formula to the effect that the state should support the university in return for its criticism. You, Mr. Manning, are in obvious disagreement with this formula as evidenced by your attacks on intellectuals and statements by Socred MLA's which are clearly attempts to discredit a number of Alberta educators. Would you explain your attitudes on this matter, or if you will not explain them, will explain why you refuse to explain them? (applause)

Mr. Manning: Well, if I can remember all of the question, it seemed to me to be more of a statement than a question. (applause) In the first place I want to state most emphatically that I am not in any way critical of intellectualism I admire and respect it as much as any person in this room so let's not start any unfairness. (applause)

The other part of the question—the first part—I wonder if it could be repeated. I missed it, the sound wasn't too clear here, I wasn't quite sure what was said.

Question: The formula is this, sir. The state should support the university in return for its criticism.

Mr. Manning: Well, I have no quarrel whatever with criticism on the part of the university or anyone connected with it. We live in a country of freedom of free speech where anybody can criticize anything . . . as long as they stay within the laws of libel which the federal government has laid down. I have no quarrel with that, but I don't suggest for a moment, I don't think you would, that the only reason that the people of society should provide the means to provide and sustain a university is only for its criticism. Certainly the university can offer worthwhile criticism to the people connected with it. I think you'd have a hard time convincing society generally that that is the only

reason that society should support an university. I would say that that is one of the lesser reasons. (applause)

Prof. Williamson: Mr. Manning says that he is not opposed to intellectualism. Some of you may have suspected in the past that he was . . . (laughter) May I suggest that you have a close look at what is now by now a famous sermon delivered by Premier Manning on Dec. 6 of last year. A tape recording of the entire sermon is available apart from the bits that have already been published in Commonsense. In there you will find the expression "intellectual pervert" and you will find that intellectuals are said to be "idolrous and superstitious" amongst other things. (applause)

Mr. Manning: First of all, Mr. Moderator, I'd like to express my gratitude at knowing the Professor Williamson so faithfully listens to my radio broadcasts. (applause) If he by any chance loses that tape I have another that I'll gladly give him. But seriously, because time is brief, while I do not feel that the point raised has any connection with the subject of the panel, I think in fairness I should try to answer it. The particular talk that I gave

"In my view, intellectualism . . . should be the highest goal and attainment in the educational field. I think that should be distinguished very carefully from what I would call, for lack of a better definition, pseudo-intellectualism."

was merely one of a series. I was discussing the scriptural record of the time that the apostle Paul was debating with the Athenians on Mars Hill. And those of you here, I'm sure most of you are familiar with it, (laughter) and he said to the great philosophers of his day.

And I think the Athenian philosophers have some reputation as being pretty high up on the scale. That he perceived in all things they were too superstitious and he also went on to say a number of other things about them which suppose could be interpreted, and perhaps were interpreted at that time as complimentary. I recited these things word for word from his address and sought to make an application in our present day.

Now if that is bias against intellectualism—well that isn't my concept of bias.

There is one other part I would like to leave with you young people especially, and I tried say this to the public on many occasions because I think it is important from the standpoint of higher education in the university. In my view intellectualism, what I would define as the development of the mind to the absolute maximum degree possible, the ability of the person and the desire of the person to think for themselves and explore new areas of knowledge never previously explored. I think that should be the highest goal and attainment in the educational field. I think that should be distinguished very carefully from what I would, call for lack of a better definition, pseudo-intellectualism.

I call true intellectualism humility, a feeling that they have not begun to scratch the vast resources of knowledge that are still there. The pseudo-intellectual on the other hand is characterized by complete intolerance towards those whose religious or other philosophies he does not agree and a dogmatism in saying "I know

the answer I know what you have done." that is totally different to what I believe you find in the true intellectual. Anybody that says I'm opposed to intellectualism or that I have anything other than the greatest admiration for intellectualism, simply is not telling the truth. (applause)

Dr. Richard Baird: Will Prof. Williamson or anyone else on the panel mention some instances in which the government of Alberta has ever coerced this university staff to as what is thought and said? (applause)

Prof. Williamson: I think in fairness one of us should speak up. Anyone who pays the bills is in a rather strong position of being able to exert rather undefinable influence over the people that it employs.

Dr. Baird: Can anyone mention an instance in which anyone has been refused promotion or has been fired from this university though any coercive efforts of this government?

Mr. Mathews: I for one have. (applause) I want to make very clear to the members of the panel and to Professor Baird and to the members of the audience here that people who are moved by fear would have been moved, would have been moved in

be quarrelling with what members of the Legislature say, which in a very vague and indirect way is suggested might have some bearing on the university administration when this kind of statement is made by a member of this panel, a member of the university staff at a public meeting.

Mr. Williamson: May I say that I am as flattered by the fact that he keeps my tapes. (laughter) Mr. Manning, in regard to specifics and we are attempting to get down to them, we are now at the point of talking about coercion, and we are now, I think, also talking about the responsibilities of ministers to their electorate. One of the things that we have seen in this province, although not in regard to the university, but in regard to the high schools is the suspension of a high school teacher for taking an unpopular stand, (applause) the point being this: that according to the appropriate section of the School Act this suspension which was carried out, could have been carried out only for the reasons of mental infirmity. (laughter)

This was never the point at issue and the reason I bring it here now is because we are talking about the responsibility of members of your government, sir. Who, as members of your government, have all the coercive powers of this province behind them. And I would like you, sir, to reply to this specific problem.

Mr. Manning: Mr. Moderator, as I recall, the suspension in question was made by the local school authorities. A board of enquiry was set up to examine the complaint. The board recommended re-instatement and the minister himself personally wrote to the school authorities involved, urging the acceptance of the board's recommendation. Under the School Act the local authorities had the authority to accept or reject that recommendation. They chose to reject it. Now frankly I don't know where there's any legitimate room for criticism as far as the action of the minister of education is concerned, and again, I suggest maybe I'm wrong but this is very remote to the role of the university in community affairs.

Question: Coercion, or lack of it, or the opposite of it—encouragement—might take several forms and I would like to address my question to Mr. Manning and ask Mr. Thachuk if he will comment on Mr. Manning's answer. You, sir, mentioned a sense of responsibility and a measure of discipline as being prerequisites for maturity. Do these not lead to realistic priorities, and my question is this: If our priorities are realistic should not we in addition to building a Jubilee Auditorium encourage the Edmonton Symphony Orchestra more than we do, or to take another example if we have a large university hospital and are building a new medical science building should we not make available to medical research funds which neither the provincial government nor the federal government are doing at present as I understand it?

Mr. Manning: Well, Mr. Moderator this matter of priorities is really perhaps the deciding or major deciding factor in all governments in how far they go in supporting whether it's the symphony orchestra or whether it's medical research, whether it's in additional facilities for any of the matters mentioned. It's elementary to point out that in the work of government you are beset with requests from every segment of society for more public expenditures for different things.

Governments can only do their best to try and allocate the funds that are available among these innumerable needs in what seems to be the best and most desirable manner. Now certainly, there's room for disagreement. I can well understand that somebody would say it's better to give double the grant to the symphony orchestra than it is to give a grant as we did a few weeks ago to the national ski meet. The people in the skiing end of it of course say it's far more important to support the ski meet than it is the symphony, so these people do not agree. It becomes a matter of using your best judgment to try and make the most desirable allocations.

There's no one that's infallible. There's room for disagreement on these allocations. All we can do is the same as any other government—try to make, in the light of the total circumstances as they're brought to us from so many different sectors, what seems to be the most equitable allocations. (applause)

Thachuk: Well, personally, I think Mr. Manning's comments as to responsibility and self-discipline were meant to a very particular area. He was trying to circumscribe for us what should be the limits of public comments by university professors. I'm not at all connected with the



priorities of what a government should do.

But, when I stated that the public and possibly government should not have a hand in demanding and telling us what university should provide, I think I was trying to indicate to you that it is the educators who are in the best position to decide amongst themselves what these priorities are, and this reflects back on the comment from the gallery that it is educators and professors. Teachers do not have the opportunity to decide upon priorities, but it is not up to government to decide priorities and to pay the bills, then it is obviously open to the government to describe the direction in which education must go. And this is the fear I have, this is why I suggest priorities of any kind should come primarily from the educators.

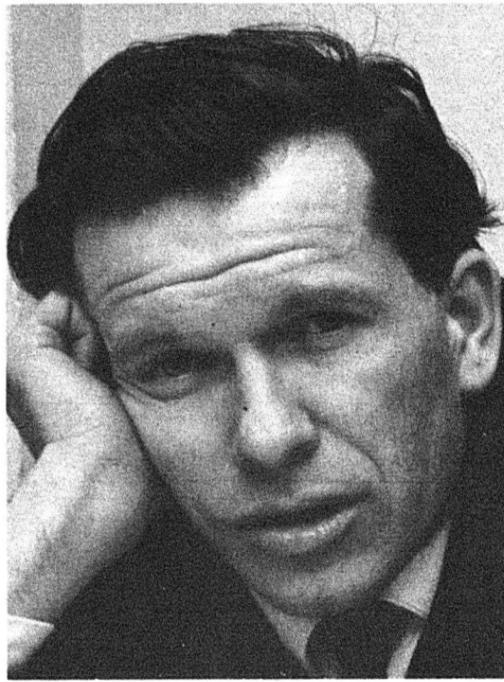
Mr. Manning: Mr. Moderator, may I make one brief additional comment? I don't know whether I expressed this as clearly as I had hoped to express, what I meant by this matter of two factors of personal responsibility and self-discipline, my fellow panelists referred to this just a moment ago as suggesting these two things as trying to circumscribe for use, that is, students and faculty, what should be done.

This point that I was trying to convey is that if there is a development on the part of the individual, be he faculty member or student, of a sense of personal responsibility and self-discipline, there is no need whatever for society or any section of society, be it government or otherwise, to circumscribe or use any means to try and circumscribe the complete latitude of students and faculty in any area. In other words, I was appealing for the self-imposed of two qualities, which I suggest remove the need and the pressure for sections of society attempting to impose artificial restraints. On the matter of educators being the ones that should have full latitude in order of priorities, I'm not clear whether my fellow panelists meant within the sphere of education or in the sphere of total public expenditures, because if the meaning was in the sphere of total public expenditures, no matter what theoretical arguments you can advance, I haven't spent 30 years of my life in politics without realizing that the rank and file of taxpayers of this or any other country will never buy the proposition that the educators are in the best position to decide whether highways are needed in a certain part of the province or whether some other public service, far removed from the sphere of education, should be given certain consideration. This is that they elect representatives to the legislature for. And so, it becomes an academic question, because in reality the public will never buy it.

Dr. Kemp: I must say I approve very much for insistence on the need of a sense of responsibility on the part of faculty members and students in the university, and I would like to agree because I think it is very important to find out from you as to what we are supposed to be responsible. It seems to me that in your talk, there are two—there is the understanding we are responsible to two things: my calling and the public authorities, a conflict which you might be called upon to resolve.

So it is very important that we know where you stand on this, and what I suggest we should be responsible to is to a consensus of public opinion, because our self-discipline, that is to say if we judge what the consensus is and fit ourselves in with this type of consensus it will not be necessary for us to be disciplined by some other authority, possibly yourself or the president of the university, or the Board of Governors. On the other hand, your suggestion that we should be responsible to—to use Mr. Dean's phrase—that is, the truth, I would like to modify this to simply the inward search for the truth. I would like to know how, in searching for the truth, the faculty members, the student bodies, by trying to fight the consensus, are we to be responsible for the search for truth according to the patterns of scientific investigation, or are we to be responsible to the consensus of public opinion?

Mr. Manning: Mr. Moderator, I think the points raised by this gentleman, are really the crux of the whole issue we are taking about and you certainly would all agree there are simple answers that you can give on some of these points. My own view and that's all I can express, is no matter how much an individual sincerely endeavours to act as a responsible citizen, responsible to himself, responsible to his university, responsible to society, he is going to come in conflict with some other viewpoints and with the popular public opinion and so on, and I don't think we would want it otherwise. For these conflicts are what engender debate and discussion and prod the minds and lead to



"Has a member of the faculty of this university ever in fact been removed because somebody in the cabinet wanted him fired? We really ought to face realities in this thing."

progress. But the two areas that I tried to relate this to as far as the university is concerned, is first of all, it seems to me, faculty and students of universities, keep in mind, that in their search for truth, and in the opinions and conclusions they form in searching for truth, they find themselves in collision with the widely accepted standards or views of society. There's times, perhaps, when they should fly completely into the face of them, the issues differ so greatly. But I think that if there is a sense of responsibility, the person will say: "Now wait a minute, my objective is to advance this truth. What my objective is is to do something constructive about this, not just to precipitate a situation that may in its results do more harm to the very new truth that I attach such importance to than if I took another course."

Now this is what I mean by acting in a responsible manner. And the simple illustration I used down in Berkeley I think makes this quite clear. Nobody's going to quarrel with anybody that does something worthwhile to establish the indisputable right to freedom of speech. There's nobody in the free world is going to do that. But, by choosing a method of trying to do this, which incensed millions of people throughout the United States and brought disrepute on the university. My point is I think they acted in the nearest possible manner and therefore didn't show any signs of self-discipline. Sure there's going to be conflicts, we shouldn't try to avoid them.

Mr. Chairman, Mr. Moderator, in our province and I think this is true in the others, the university operates under its own statute. The government has nothing whatever to do with the operation of the university other than to take its budget to the Legislature and recommend the monies that are passed each year to pay the bill. (laughter) Now if the, if a situation, develops such as you mention, Mr. Moderator, it wouldn't be a matter of the government saying "look, the university isn't doing this, we're going to interfere." But what could conceivably happen anywhere, is that if an issue was precipitated or grew to the proportions that is become a public issue in a wide sense, then it's inevitable in any democratic society, that this kind of thing is going to get into parliaments and into legislatures because that's where the representatives of the people express the sentiments and views of the people. So, indirectly, governments and legislatures can get dragged into these things, if the action precipitates sufficient public concern to make it a public issue, otherwise governments have nothing to do with it, I'm sure. (applause)

Mr. Dean: I think that, Mr. Moderator, that what makes this as the Premier said, the crucial question, can be illustrated if you go back to Galileo. Now here is a man who believed something which did fly, in the face of all the conventional wisdom, and worse than that, if flew in the face of established ecclesiastical dogma. Now if Galileo had said to himself, "Well to what extent is it going to rock the boat if I say that the earth is round and is it worth creating all this uproar because I happen to believe this and because I can prove to

my own satisfaction that this is true," it's conceivable that we would still be in a state where we considered the earth to be flat. Now it's hard—it's very difficult to imagine—a change in the direction of knowledge as drastic as the change represented by Galileo's theory. But I can see, and if I were a member of a university faculty, I would be concerned about this too. If you are going to seek the truth, and if the truth takes you into ways which will seem to society as strange (as society thought Galileo's proposition to be) then of course, there's going to be a devil of a roil. And he ran into the most important established authority of his day, to wit, the Church. And I suppose it's conceivable that the present day professor runs into the established authority of his day, the government, which also happens to be the organization which finances most of the universities.

And I agree with the gentleman in the gallery that this is a real problem, a fundamental problem, and I'm not sure that there is any simple answer, to this question having regard to the fact that as the premier said, the taxpayer in the long run is having to put up the money. And if the taxpayer refuses to put up the money, well I don't know where you are. Somebody, I suppose, has to be a martyr about this.

Prof. Linton: At this stage, the Premier has to leave. As I mentioned before, this is rather unfortunate, but I'm sure you'll agree with me that he has kept up his end of it very well.

Well, I think this perhaps will give the rest of the panelists a fairer chance in the debate. So far, naturally, most of your comments were directed to the Premier because of the limited time of his stay. The panel still has a half an hour to go until the next section of this teach-in and I think I'll take a question. Are there any questions?

Mr. Mathews: I'd like to make a pedagogical comment, about the Berkeley situation that both the Premier and Basil Dean have read about in Fortune magazine and I want to make a point that is not made in Fortune magazine. I advise you to read it, it is one of the most unscrupulous pieces of reporting that you can lay your hands on.

The student irresponsibility which rose out of Berkeley, California was provoked by the constitutional and democratic irresponsibility of the Board of Governors and the president of the university, who was trying to keep political parties off the campus, civil liberties unions out and turn it into a sausage-making factory of people who could supply the industrial world.

Evidence . . . I read "Revolution at Berkeley," edited by Irving Howe, and you will get all the facts, and moreover read Fortune magazine and just do a logical study and you'll find it falls into shreds.

Mr. Williamson: A concrete, specific case of coercion was introduced, namely the Hertzog case, and I don't want it to vanish like that before one is quite clear of the issue that Mr. Manning did not seem to understand. What happened was this, in the original letter of suspension written to Mr. Hertzog, said that he was being suspended because his presence in the classroom was, I quote, "detrimental to the

moral well-being of the student." Now note the actual words involved, detrimental to the moral well-being. Now the question is, was that suspension legal? The way to find out is to look through the School Act.

Now, the only section which could conceivably apply in this case is section I believe 350A, which reads that a teacher may be suspended if his presence in the classroom is detrimental to the well-being of the student for reason of mental infirmity. Now ask yourself, does that really apply to the Hertzog case—is it even consistent with the letter of suspension? The only answer you can come up with is that the suspension was illegal. Now what happened, in a letter after most of it was over, Mr. McKinnon wrote, I think to Hertzog, that the original suspension had been perfectly proper.

Now that suspension quite clearly was not perfectly proper, that is to say, Mr. McKinnon, (to heckler) if for a moment you could just bring yourself to shut up, that means that a minister of the government is party to an illegality. Now that minister of the government is responsible to Mr. Manning. Therefore, in one way or another we have to say Mr. Manning was party to the unjust and illegal, railroading of an Alberta teacher out of the classroom.

Questioner: The person that I would like to address the question to is Professor Williamson. I wish Premier Manning was here so I could address the question to him too. What I'd like to know is will this teach-in change, alter or modify your position or even make it more firm. In short, are you keeping an open mind here?

Prof. Williamson: I think probably you're asking me to make a prediction about what will happen. And what I think is that it is extremely unlikely that either Premier Manning or myself will change our positions on points of basic orientation.

Obviously, being open-minded is not the same as being randomly inconsistent. Now what do I see as the positive value of the teach-in? I see it as process of self-development for this growth. A process of self-education in which our conceptions broadly expand and even if I for example, cannot convert Premier Manning, perhaps I can convert some of you. Who knows?

There was a question raised as to whether or not by Premier Manning, and again it's unfortunate that I was unable to get the mike while he was here because this is most properly addressed to him, but perhaps I can address it through the chair to some of the faculty members of the department of political science who are present, and its in regard to this. Is there any way, any value to Mr. Manning's implications that statements by responsible government ministers, some of them during sessions of the Legislature have only the same kind of force as comments made by individual faculty members?

Is there anyone on the panel who chooses to reply . . . Linton, Baird . . . as a reactionary political scientist, my view is that Professor Williamson is impotent for all he is interested in is forcing people to extremes.

Mr. Dean: I'm inclined to think that a cabinet minister speaking from his seat in the Legislature can't all together divest himself of the trappings of his office. But I think and I think that when Mr. Hooke, made his observations he was making them at least in part in the public mind as the minister of municipal affairs, and this is one of the obligations public office must obviously impose on a man, but at the same time, I think it's also fair to say, that it is both good and proper for members of this university and its faculty to criticize society and it's equally reasonable for society to criticize members of the faculty, and it is also true to say that if Mr. Hooke is in danger of having his office confused with his personal views, is it not equally true to say that a member of the faculty of this university is in some danger of involving the university as an institution, in the expression of his personal views. And I think on both sides there really ought to be a recognition of these inescapable facts. We may not like them, but there they are.

Prof. Linton: It is possible that for members of the university this distinction might not be considered valid. Does anyone care to comment on that?

Mr. Mathews: I would like to make a point on which objections between a cabinet minister and a university professor. A cabinet minister holds his office by the right of the electorate. When Colwyn Williamson says "Destroy him," he means vote him out of office. He is imploring the public to take action. When a minister says from the Legislature that the president should run faculty members out of the

Teach-ins, talks and marches mark student day

By CANADIAN UNIVERSITY PRESS

Thirty-five hundred marching University of British Columbia students confronted the Association of Universities and Colleges of Canada in the climax event of National Student Day.

In Toronto local organizers were disappointed that only 600 students from the University of Toronto, York University and Ryerson Polytechnical Institute paraded to the provincial legislature.

Students from 16 universities across the country marched as part of the Canadian Union of Students national student day, an education-action program designed to bring the demand for universal accessibility to higher education before the Canadian public.

Elsewhere teach-ins, panel discussions and debates took place.

The UBC march was held following a referendum on the campus overturning a previous decision of the student council to cancel it.

The Vancouver students trooping four abreast through rain and traffic filled six city blocks.

When they reached the Bayshore Inn, site of the AUCC convention, President Dr. J. A. Corry addressed the crowd.

He said students had shown an unmistakable interest in the fee issue.

"I accept this dramatic expression of your concern."

"We are all concerned, and we shall certainly do all we can to strive for a common goal," he said.

In Toronto, Ontario's Education Minister William Davis told students that no qualified person was refused admission to an institution of higher learning in his province this year.

One thousand students from Nova Scotia's eight provincial institutions marched on the provincial legislature in Halifax in spite of rain.

They were met by representatives of the political parties, who presented their educational policies.

Robbie Shaw, president of the Dalhousie student council warned that unless the government acts on student demands there will be "a bigger and better march next spring."

In neighbouring New Brunswick, Opposition Leader John Diebenbaker toured the University of New Brunswick and spoke before two meetings of students. He promised that if his party formed the government it would raise the federal per capita grants for education from \$2 to \$5.

Mr. Diebenbaker said he thought National Student Day was a good thing and commented that they had never had anything like it when he was a student.

In Ottawa about 800 marchers from the city's four CUS schools were met on Parliament Hill by student leaders and representatives of the political parties.

Rex Murphy, president of the student council of Memorial University in Newfoundland addressed the crowd as a representative of Canada's only province with free education.

He remarked that Newfoundland, the last province to join Confederation, was the first one to make good use of it. He said he hoped the example of Premier Smallwood in instituting free education would "shine forth over the rest of Canada."

CUS President Patrick Kenniff said National Student Day was only the beginning of the CUS effort to press the issue of universal accessibility. He presented a CUS brief outlining the union's position to the political spokesmen.

At the University of Manitoba in Winnipeg, a referendum was held on the question of abolition of tuition fees. The result: 1,778 in favor of abolition; 2,408 against.

He said the training of young Canadians was well worth while since university

graduates would guide the country through the scientific revolution.

At the University of Victoria, 700 students marched to a theatre where a forum on free education was held. Representatives of the four political parties addressed the meeting although B.C. Education Minister Peterson, an invited guest, did not show up.

In London, Ont. about 100 students marched in support of universal accessibility.

The province of Quebec virtually opted out of National Student Day.

McGill university, one of the prime movers of the education program at the recent CUS congress, decided to withdraw from the program when participation was not forthcoming from the province's French-speaking universities.

At Sir George Williams University in Montreal, a five-hour teach-in was held to debate the concept of free education. Sir George is not a member of CUS.



U OF A STUDENTS HELP THEIR OWN CAUSE

... coins for college campaign on campus too

The poor man's march

or, how to organize a demonstration for \$43

The national office of the Canadian Union of Students issued local CUS chairmen across the country with a "revolutionary guide" to be used in planning National Student Day demonstrations. The following is a revised account of the report submitted by a special CUS sub-committee of King's University students' council. It was composed by Christopher Cornish, Adele Brennan, Ann Harlow and Gordon Cleveland. Perhaps it could have a wider application than education action officials originally believed.

In the opinion of this committee, our ends can best be met by a simultaneous march on the part of all post-secondary institutions on the provincial Legislature, in Halifax.

A. A co-ordinating committee should be established for all institutions involved in the province, with a sub-committee for the Halifax Area. This committee will be responsible for the planning and supervision of the march.

B. Preliminary Education and Public Orientation

- Speeches by local VIPs, i.e., professors, student leaders, and prominent business men.
- Individual lobbying with accompanying pamphlet.
- Faculty support should if possible be acquired. The faculty should be approached about cancelling of official classes, or at least voluntary declaration of "sickness" on the morning of the demonstration.
- Information pamphlets will be issued.
- Debates on the subject might be held. They should be open to anyone on campus and off.
- Posters can be made and distributed in advantageous positions.
- Visitations to high schools should be undertaken to create public interest among the future university students.
- Representatives should be sent to raise the "Univac" question at various political meetings held in the area before Nov. 8.
- Door-to-door canvassing would raise public interest.

- Songs suitable for such a demonstration will be composed.

- Get Dalhousie Gazette to print special edition with photos and easy to read large type for use as a pamphlet in door to door canvassing.

- It will probably be necessary to bring Acadia and St. Francis Xavier to Halifax on the night of the 26th. To avoid lawlessness and drunkenness, entertainment should be organized in the evening and a committee should give special attention to preventing embarrassing incidents before they happen.

C. Demonstration

- A sub-committee should be formed to handle the demonstration.
- Halifax police, university administrations and press, mayor of Halifax and Premier Stanfield should all receive detailed plans of the march before it actually takes place.
- Demonstrators will be divided according to university, with sub-groups of manageable proportions. A policing body of students, marked by arm-bands, should be formed from members of the same university.
- A permit must be obtained from the City of Halifax for a public parade. All traffic arrangements must be made with the police beforehand.
- Dress for the march should be specified; no sandals or beat-like clothing. Ties and skirts if possible. Placards should be provided but hand-made. No unapproved signs may be carried.
- For purposes of identification, and to prevent the development of a counter-demonstration within the march, all marchers should be required to bring their CUS cards, which might be worn on the chest in plastic holders.
- Fights and carrying-on are less likely to break out if women and men are thoroughly integrated in the march. Faculty sympathizers should be spread through the crowd. Natural leaders should be chosen before the parade and strategically placed so as to establish several "mood centres".

- Demonstrators should gather at their respective campuses where pep rallies are held. The forming up process should be drawn out over a reasonably long period. Now will be the time to create the right atmosphere and weed out the drunks and troublemakers. Speeches should be interspersed with songs; they should constantly remind the crowd of its specific objectives and the plan of the march.

- At 10:30 a.m. the march on the Legislative Buildings will begin on the Dal quad. The demonstrators will return to their respective campuses for a big lunch at 12:30 p.m.

- The employment of a band and previously arranged "lead" singers might prove very useful. A band can keep everyone singing one tune and can drown out any rival singing or obscene yelling. The important thing is to keep the demonstrators moving and doing something all of the time. Avoid the inevitable waiting outside the legislature by timing the arrival of the student marchers with the appearance of the student representatives who present the brief, and Premier Stanfield. The premier should answer the questions raised in the brief by addressing the gathering. Bill Curry should reply.

- The march should not end at the Legislature; a specific and attractive post-speech activity should be arranged to clear the downtown area quickly (i.e. the group would march back to their respective campuses).

D. Follow Up

- There should be visits made to local high schools to let the results of the march be known.

- Pressure should continue on the provincial and federal governments on the part of public relations committee.

Estimated cost for Kings alone: TOTAL \$43. Other costs: Permit, transport from Acadia and St. Francis Xavier; two or three meals; one night's accommodation; entertainment, PR, etc.

Students outline service projects

Four U of A students who sacrificed their summer wages to work on service projects, outlined their experiences Sunday at a forum held at St. George's Church.

"You have to stand on their front porches, persuade them you're not a bill collector, then try to explain to an apathetic Negro why he should spend \$4.50 on poll tax six months before the election just so he can vote," said Ian Walker, arts 3.

Last summer Walker worked in Virginia registering Negro voters

and conducting a Vacation Bible School for slum children in a Negro Episcopal church.

"It was the biggest influence in my whole life," he said.

"There was a real spirit of love between us."

Cheryl Maline participated in a Student Christian Movement mental health workshop.

She, and the others in her camp, worked in a mental hospital. Their jobs were supplemented by study sessions and speakers.

"We practiced a system of wage conservation whereby we pooled

our wages and everyone received four dollars a week allowance."

Joanne Rubflush worked in Daton, Ohio on Operation Headstart. This is an American Federal project which takes slum children—mostly Negro—to a kindergarten the summer before they start grade one.

"It was a learning experience," said Helen Pheseay of her summer at a girls' church camp just outside of New York city.

It was run by the "Girls Friendly Society." The counsellors were expected to teach the girls etiquette and conduct chapel services morning and evening.



—Credico photo

THE WEIRDOS WERE OUT—U of A students observed the Halloween tradition by dressing in grotesque costumes and haunting the halls during residence masquerade dances. This vulching monster has only the best of intentions as he gets into the act during the Athabasca Hall dance.

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Due to an increased number of photos for the yearbook and other factors, it has been impossible to accommodate all students in the regular schedule.

As a result, arrangements have been made to extend the schedule. Appointments will be made for all students desiring photos during the week of Nov. 8-12.

No appointment can be made after this date.

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AUCC requests increase in federal grants to support universities

By RICHARD BLAIR

VANCOUVER (CUP)—The Association of Universities and Colleges of Canada has called for an immediate increase of \$3 in the federal government's per capita grant.

This increase, proposed by the Bladen report, would raise the grant for education from \$2 to \$5.

The AUCC last Friday passed a resolution: "That the government be urgently requested to authorize this increase within the present fiscal year."

The resolution, moved by Dr. J. A. Corry of Queen's University in Kingston, asked for the immediate increase because "the present state of university financing is critical."

The AUCC also asked their board of directors to establish a committee to study all aspects of accessibility to post-secondary education.

This would include "financial assistance to students."

Dean Vincent Bladen said here Thursday: "The recommendation of a \$5 grant is based on the funds available to the universities, including fees at the present level."

NO LOSS OF QUALITY

"This grant would not put any province in so strong a position that it could, without loss of quality or development, abandon revenue received from fees."

"To eliminate fees, the universities must find money elsewhere," said the author of the Bladen report.

"If the federal government provides only \$5 then the provincial government must provide more if fees are eliminated."

On student demonstrations against the report, Bladen said: "All the criticisms made of the report were made to us in the course of our inquiry."

"We heard them and we considered them and made our recommendations."

"Nothing I have heard since makes me want to apologize for them or reconsider them," he said.

The grant and student aid resolutions were passed during the final session of the five-day conference which attracted 300 delegates from universities and colleges across Canada.

The conference opened Monday, and for the first two days committees met behind closed doors.

OPEN SESSIONS

The open sessions began Wednesday with an address by Corry, the association's president last year.

He said university students must continue to pay fees.

"If our resources were limitless and the governments boundlessly generous, the considerations for free tuition would be different."

"But we have no evidence that either of these conditions can be met in the near future."

"If we are to have enough government support to keep the university a worthwhile place to go, those who can bear a share of the cost of their education must continue to do so."

"Student aid needs careful attention and more money, but the current campaign for free tuition and 'universal accessibility' tends to ob-

scure the fundamental issues."

Corry also warned that increased support from governments might result in increased intervention in university affairs.

BIG EXPENDITURES

"If the taxpayer is willing to concede big expenditures on universities, he may well say the government should stop some of the nonsense he thinks goes on there," he said.

Corry's speech was followed by a report from the AUCC's executive director, Dr. G. C. Andrew.

His report gave an outline of the work done by various AUCC committees during the year.

He also said plans are underway for a survey "of the development needs of university libraries to 1980."

"A committee on corporate aid to higher education with representation from the universities and business has also been established," said Andrew.

During Thursday's meeting, Bladen also advocated income tax concessions to enable married women to fill university teaching posts.

"The number of highly educated women we have in the country is a grossly untapped source of staff for universities."

"Perhaps the federal government could make some tax arrangement so women teachers would be able to make a deduction for costs involved in employing a housekeeper to look after husbands and families."

NO DOCTORATES

He also suggested universities should not insist on lecturers having doctorates before being allowed to teach.

He was commenting on Dr. Claude Bissell's statement that the problem of recruiting staff to meet the needs forecast by the Bladen report was terrifying.

Bissell is president of the University of Toronto.

The report says that during the next 10 years, 2,800 new staff will have to be recruited annually across Canada to meet universities' needs.

Bissell said he felt there had not been enough emphasis on the problem of meeting the needs stressed in the report.

Dr. Edward F. Sheffield, research director for the AUCC, said he "expects the teaching supply to keep up with the demand."

"In the past 10 years university enrolment in Canada has almost doubled and we have been able to find enough teachers to staff the universities," he said.

Sheffield also proposed two steps to stop the "brain drain" to the U.S.

The first is an information program to tell Canadian students in the U.S. about job opportunities in Canada.

SEEK OUT STUDENTS

The other is for individual universities to seek out students studying in the U.S. to offer them jobs.

The final session last Friday discussed the association's brief to the federal and provincial governments on the Bladen report, passed resolutions and elected officers.

The proposals suggested by the brief and the report about financing medical education came under severe criticism from the Association of Canadian Medical Colleges.

The colleges objected to the weighting formula proposed by the Bladen report.

Under this weighting formula medical and dental students would have a weighting of three, first and second year arts student one, and graduate students a weighting of five.

(Under this formula financing program, grants to universities would be based on the number of students in graduate and professional schools rather than on the total number of students in the university.)

(For example, a university with a large number of graduate students would receive more than one with many undergraduate arts students even though the two might have the same total enrolment.)

U of A president Walter H. Johns was elected vice-president of the AUCC at the Vancouver conference.

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Female footballers show impressive form

By ED MARCHAND

A female football game is fun for fans and players, but the residence girls hardly chuckled as phys ed outclawed them 33-0 last Saturday.

The fun began when 42 women showed up at the varsity stadium will full equipment on. If you think football pants fit tightly on men you should see these lineups. The fans showed more interest in the huddles than in the scrimmages.

The scrimmages were fun too. It was a matter of who could bite, claw, scream and scratch the most. If it weren't for face masks, there would be 42 poor complexions around campus this week. The girls really let their hair down—over their faces mostly.

It is entertaining watching a screaming girl run aimlessly around until she is stopped by someone (the referee) or something (the goal post).

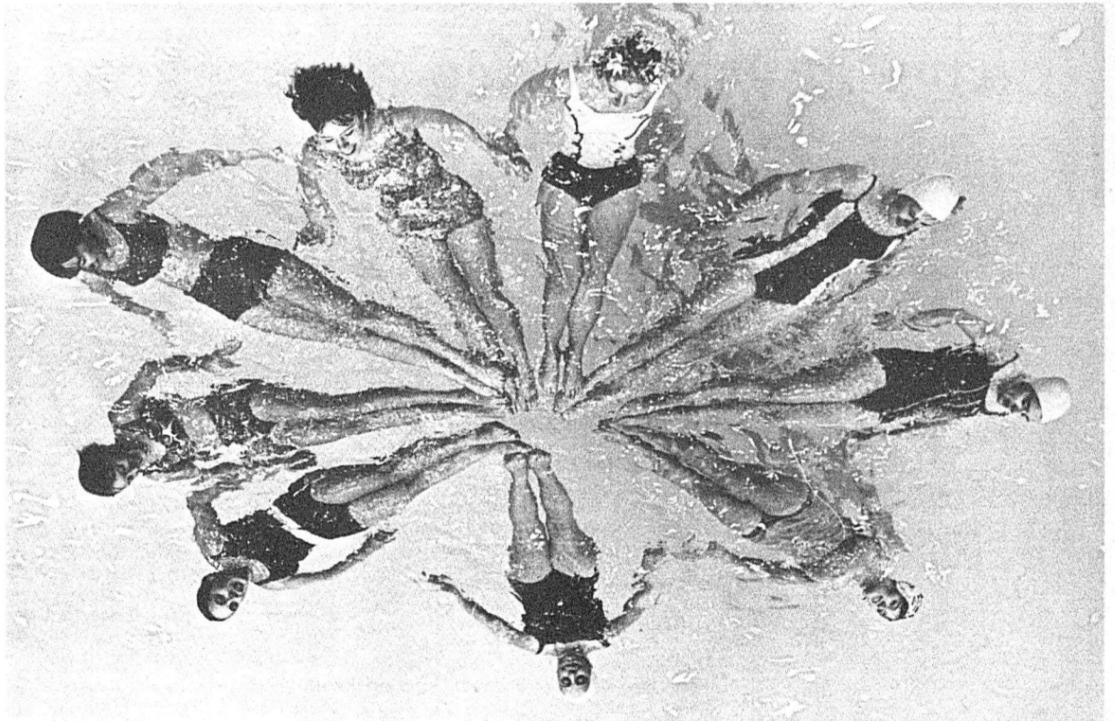
It's a good thing that the Bears were in Calgary. Their quarterbacks would blush if they watched Marcia Stevenson direct her phys ed squad through double fakes, end

sweeps, pass or run options, and off tackle slants. Marcia scored two touchdowns herself as did Lois Taylor.

Phys ed coach Paul Kirk did a fine job as his girls made some good solid tackles. But it was a blue day for residence coach Allan Crawford who had to sneak into the huddle a few times to give his girls instructions. It was of no use! The residence girls were outnumbered 28-14 and the best play they managed was getting the ball back from the center without a fumble.

The referees had a full day. If they called every infraction they saw the game would have been called because of darkness. The most frequent penalties were for grabbing the face mask, pulling the hair, scratching the cheek, biting the forearm, and kicking the referee in the shins. A few of the fans were called for piling on.

But, after it was all over everyone conceded the game was good fun, free from any of the seriousness that mars normal football.



—MacLaren photo

IT'S ALL A MATTER OF FORM—In this maneuver the girls of the synchronized swim club are holding a star pattern by moving their hands. The star pattern is only one of a series of controlled strokes which make up the good swimmer's repertoire. The club meets Tuesdays and Thursdays at 6 p.m.

the Bay



Reindeer, courtesy of the Alberta Game Farm

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Coeds race on fun course of obstacles

Phys ed 2 won the women's cross country obstacle race in intramural competition last weekend.

The phys ed team's time was eight minutes, just 15 seconds less than the second place swim team.

The basketball team was third, while Newman Club came fourth.

The obstacle course tested team members' speed under swings, down slides, through tunnels, and around trees.

Each team had four runners. All entrants in the three-quarter-mile race had to be in good physical condition before they could participate in the gruelling event.

* * *

Agriculture won the tennis doubles and singles competitions in women's intramurals.

In singles, ag student Sally Belfield won over Linda Brydon and Wyona Pilling who tied for second.

Sally Belfield teamed with Marilyn Cook to take the doubles. Lynn Cook and Wendy Fisher, both rehab med students won second. Wyona Pilling and Wendy Anderson of LDS were third.

Points awarded were: ag—50; rehab med—35; LDS—22.5.

TUBERCULIN TESTS

All students who are attending U of A for the first time this session and who have not had tuberculin skin tests this fall are requested to report to the Student Health Service bureau between 8 and 12 Monday, Nov. 15 or Wednesday, Nov. 17 for testing.

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Bears downed twice at weekend as funny men show their stuff

By DAVE WRIGHT

The Harlem Stars, talented funny men of basketball, out-fooled the Golden Bears 81 to 55 in Varsity Gym Friday and repeated the feat 66 to 61 Saturday.

Led by Ed Blott's fine rebounding, the Bears fast broke their way

to an early lead Friday. Some hard driving by guard Bruce Blummell and forward Garth Hillman kept the team's hopes alive during the opening stages of the game.

The Stars play lacked its usual crispness until their big guard Henry Johnson started to riddle the Bear's defence with driving lay-ups and deceptive passes. Towards the end of the first half the Stars seemed to come alive as their big men took charge of the backboards.

The Stars played Thursday night in Calgary and needed to work the stiffness out of tired muscles before they could get untracked. The Bears, on the other hand, showed a lack of conditioning as they faded during the last half. The U of A squad should show improvement since they have only been practicing for two weeks. The Harlem team began play in September.

Coach Munro sent his cagers into the game hoping they would learn from the Stars greater experience. He substituted freely throughout the game giving everyone on the bench a chance to show his skill.

Don Melnychuk, who ripped the cords for 16 points with a jump-shot Friday, was acting as best man at a friend's wedding and didn't dress Saturday. The bulk of the backcourt work fell to Blummell who responded with 14 markers.

The Bear starting line-up bore no resemblance to last year's squad—not one of the first string players dressed for the game. Coach Munro is waiting anxiously for the end of the football season.

With Golden Bear all-star Nestor Korchinsky already sidelined until Christmas with a football injury and two more Bears, Darwin Semotiuk and Barry Mitchelson still playing, you can understand the coach's anxiety.

UAC Dinosaurs extincaterated 26-7

CALGARY (Staff)—The Golden Bears downed the UAC Dinosaurs 26-7 here last Saturday.

In the first half the Bears completely controlled the ball, both in the air and on the ground. Willie Algajer, Val Schneider, Jim Hale, and Al Zemrau all put points on the scoreboard in the first quarter. Algajer made a major on a plunge, while Schneider kicked a booming 55 yard punt for a single.

Irwin Strifler scored two majors in the second quarter, one of them on a 45-yard run.

In the last half the Dinosaurs weren't the same team. They started the half by capitalizing on a Bear kickoff return fumble on their own 21. They got the ball to the Bear 43 before the drive bogged.

Dinosaur quarterback Ted Rhodes seemed to rely mainly on all-stars Kris Schmidt and Bob Rusu to carry the ball. Last year Schmidt was the Dinosaur's most valuable player. If the UAC team shows the same class next year, they could sweep the Vanier Cup.

During the first half the Bear defense and offense were good. Willie Algajer led the green and gold to a 26 point margin in traditional Bear style.

But in the second half the defense disappeared and the offence, on the rare occasions when it was needed, failed to click. The Dinos mothered the ball for most of the half and contained a frustrated Bear team.

The nearest the Bears got to touchdown territory was the Calgary 15 yard line. The penetration was the result of a 28-yard run by Vern Simmonson. But the drive sputtered out.

On the whole, the Bears showed up well. Despite several bad defensive plays, the Bears managed to limit the hard-charging Calgary team to one major in the last half.

Several first string Bears men were sidelined with injuries from last week's Bear-Bison scrap. Rennie Bradley, Peter Tyler, and Cam McAlphine didn't dress. They'll be back in action this weekend.

Bear hopes for a Toronto trip are more than wishful thinking after the Bisons 9-8 win over the Huskies in WCIAU action last weekend. A convincing win over the Huskies this Saturday will give them a berth in the Vanier Cup.

Saturday's game is a big one. Game time is 2:00 p.m. at the varsity grid.

Bears beat Spurs in thriller

The Bears scored their second win of the year in a 2-0 recent exhibition contest with the Calgary Spurs.

More than 1,000 fans watched the rambunctious contest in varsity arena. High sticks and hot tempers highlighted a match which saw 65 minutes of penalties.

A determined Bear squad was out to avenge a 5-1 defeat against the Oil Kings. They outskated and outchecked the Calgary crowd to chalk up the win. But it was touch and go all the way as the Spurs caught fire in the final frame.

It was a goalie's game for the Bears. Bob Wolfe and Hugh Waddle were outstanding in the Bear nets, turning aside 31 shots for the shootout. The Spur's goalie was tested 18 times.

Darell Leblanc put the Bears on the board early in the second period with the final tally going to ex-Rocket, Austin Smith, at 16:50 of the third.

The big brawl of the penalty prone match was a stick swinging dual between Calgary's John Hutton and the Bear's Jim Reaman. The result was five minute match penalties to both players. Reaman picked up a nasty gash over the right eye.

Bear forward, Dave McDermid hit the injury trial with a shoulder separation. He won't see action for six weeks. It was a good game for the Bear team; they'll be out for the league title when action starts at home against U of A on Nov. 19 and 20.

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Bears downed 32-3 in ruggar

As any good sportsman will tell you ruggar is a good clean game.

The sports fans at varsity grid for last Saturday's game would agree.

the backfield in Canadian football —only the plays are restricted with no forward passing allowed.

Women's curling to hold tryouts

Girls! Get your curling brooms. Richard Price needs you.

The occasion is tryouts for the WCIAA championships in early February.

Curling coach Price wants as many experienced curlers as possible out for the play-offs at the Balmoral on Nov. 9 and 10 at 5 p.m.

According to Price, curling ability and ability to get along with other players will decide the team. The team will have the standard four members and an extra acting as team manager.

The rink will work out in regular U of A mixed league sessions. Rinks from all the western universities will compete in the February meet.

The score was 32-3 for the UBC Thunderbirds over the Golden Bears, but this is not entirely relevant. The game was played in true ruggar style and the fans ate it up.

Ruggar is for gentlemen but not for weaklings. If weaklings played the UBC team they wouldn't come out alive. UBC dominated the game with their strong, hard-tackling scrum and fast moving three-line. One of the best teams in North America, they showed a class seldom seen in Edmonton. Saturday was an object lesson in how to play the game for the Bears.

For the fans, many of them English, the game was a real treat. It was free from the anger and dullness often seen in Canadian ball.

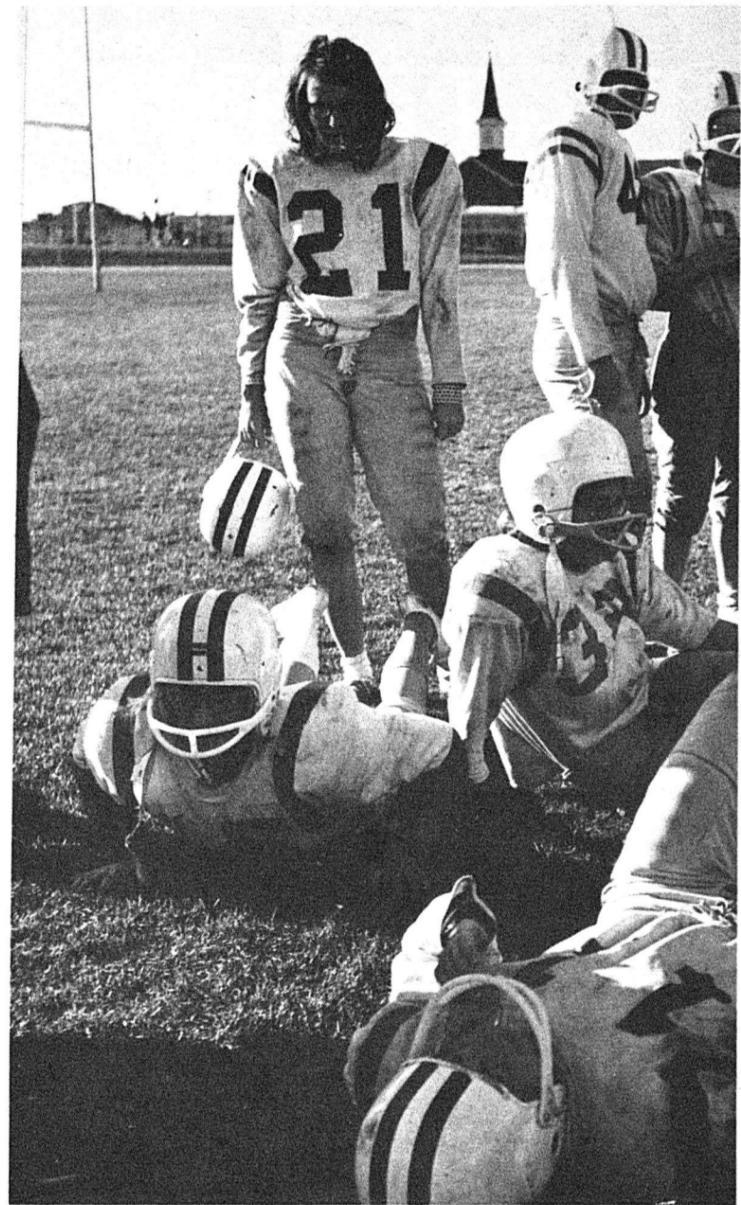
It was a fast-moving game with the 'Birds capitalizing on their smooth-functioning three-line. The three-line is roughly equivalent to

The big play is the lateral and the UBC team has this move down cold. The idea is to draw your tacklers and pass the ball the instant before you are hit. It takes nerve and timing, but the results are worth it. The sight of a fast-moving three-line would bring any crowd to its feet.

The 'Birds monopolized the line-outs. In this variation the ball is thrown between two lines of players at the sidelines and both squads jump for it. The UBC team was shorter but quicker.

The Bears got three points on a field goal from the 40 yd. line and that was the only dent they made in UBC's tight defense. It was one-sided, but the Bear team has potential and in a few years we may see a college league.

When a team like UBC plays, enthusiasm for the game reaches new heights. Let's hope enthusiasm doesn't die at U of A.



—Credico photo
THE PADS DON'T HELP—A frustrated female footballer tries pushups with more padding. The rest of her exhausted teammates look on sympathetically, but refuse to help her out. If football with all its pads and exercise doesn't do the job she may have to go back to Metrecal after the game.

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Canadian University Press DATELINE

Carrilon editor fired

REGINA—The firing of the editor of the Carillon, student newspaper at the University of Saskatchewan's Regina campus, has touched off a storm of protest.

All staff members of the Carillon except the sports department have resigned to protest the firing of John Conway by the Students' Representative Council.

In addition, Simon de Jong, last year's council president and a member of this year's council, resigned over the issue when his motion to have Conway reinstated was defeated by a five to three motion.

Student Union President John Graham Kelly said that Conway was dismissed because he failed to provide adequate coverage of campus news and due to financial mismanagement of the paper.

Conway has charged that the real reason he was fired was the fact that the SRC disagreed with the paper's editorial policy on Vietnam.

"I am personally and editorially against the American war effort and involvement in Vietnam," he said.

At the SRC meeting, Kelly said the "Carillon had become the organ of a particular group on campus."

Kelly said that Dean W. A. Riddel of the University had told him that if the council did not do something about the Carillon, the administration would.

Dean Riddel has denied making such a statement.

Premier's apology demanded

FREDERICTON—The Student's Representative Council of the University of New Brunswick has demanded that Premier Robichaud apologize publicly for intervening to stop a recent demonstration against Prime Minister Pearson.

The council claims a phone call from Premier Robichaud to UNB President Colin MacKay led to the cancellation of a bus the demonstrators had chartered to take them to the airport to meet Mr. Pearson Oct. 16.

The resolution passed Oct. 23 protested "Premier Robichaud's unwarranted use of his position to prevent the student body from enjoying their full rights as Canadian citizens" and requested a formal apology from the premier for this intervention.

Mr. McKelman, the premier's executive assistant admitted that Mr. Robichaud made the call to Dr. MacKay, but he denied that the premier had anything to do with the cancellation of the bus.

He said the bus was cancelled by the leader of the Progressive Conservative campus club after he had been called into Dr. MacKay's office to discuss the matter.

Mr. McKelman said Mr. Robichaud had considered the planned demonstration discourteous and would have opposed it had it been directed against any of Canada's political leaders.

About 50 students showed up at the airport despite the cancellation of the bus to heckle the Premier Minister on his arrival.

Drama festival at Ryerson

TORONTO—Ryerson will host the Canadian University Drama Festival on Feb. 10, 11 and 12.

All entries will be one act plays, either drama or comedy.

The top twelve university productions of the year will be presented. The festival will be a play-off of area festivals across Canada, and will be judged by a professional.

Project EXPOSE introduced

MONTREAL—"Project EXPOSE" has been unveiled by its creators, a number of third year arts students at Loyola College, to Larry Schachter, director of promotion for Expo 67.

"Project EXPOSE" is a plan designed to send students to the United States next summer to publicize Expo 67. The proposed itinerary has three teams, of three students each, covering an area of the U.S. from Maine to Washington, D.C., Kansas, Minnesota, Florida and California.

The theme of the plan is "If they know, they'll go!" and the message to be put across is "Expo 67 and Montreal."

Personal contact plus the media of radio and television would be used to reach a potential of 55 million people. The expense account and salary for the whole summer is estimated at \$30,000.

Mr. Schachter has made plans for the committee of students to present their plan to the Expo Board of Directors.

Quebec papers form PUQ

QUEBEC—A press association of Quebec university newspapers, Presse Universitaire Quebecoise, was formed here in a two day conference Oct. 23 and 24.

Student newspapers of the Universities of Montreal, Sherbrooke and Laval have pulled out of Presse Etudiante Nationale, a French Language student press association with university and classical college members.

The McGill Daily, represented at the founding meeting by its editor Patrick MacFadden, will be a member of PUQ.

Mr. MacFadden said his paper will retain its membership in Canadian University Press.



—Wesley photo

MODELS FOR THE MOMENT—These four U of A coeds assumed the roles of fashion models for the recent fashion show sponsored by the household economics club. The students modeled clothing supplied by a downtown department store for the occasion. We'd like to tell you who they are but our photog got so excited over the hole in the back of that girl's dress that he forgot to get their names.

Council withholds levy until WUS joins union

By VALERIE BECKER

Council rejected a World University Service bid for a 10 cent per student levy Monday night.

Acting against a finance committee recommendation that WUS be given \$1,640, councillors voted to withhold \$1,000 until WUS has become a students' union club.

Eric Hayne, secretary-treasurer, informed council that the grant fund was getting low and WUS would not suffer if council withheld the proposed student level, while the budget might.

Later in the meeting, council forgot its financial pains and agreed unanimously to send Miss Freshette, Gail Ward, a chaperone, and one council representative to the "Save the Children College Bowl" in Toronto Nov. 20.

Council was informed Monday night that Wells Studios is behind schedule and will not be able to meet their Dec. 15 dead-line. Council agreed to add an additional 3 days and 10 nights to the photography schedule and to extend Mr. Well's delivery dead-line to Dec. 20.

Stan Wolanski was mandated by council to prepare a brief on the study of liquor privileges for the new SUB.

Diane Crosby, rehab rep, and Alan Gardner, science rep, were appointed to the Policy of Operation board.

Council moved that steps be taken to register strong disapproval over the methods used in recommending changes in the University Act. A special grievance would be that students were denied the right of personal consultation when the Act was being revised.

Council agreed to make up the difference between the cost of a first year tuition fee and the \$279 collected by the "Coins for College" dime march. This money would be given to a needy student who would otherwise be prevented from attending university. Priority will be given to the rural areas.

Council passed a motion granting Dave Cooper, newly-hired building manager for the new SUB, an additional \$850 to cover moving expenses from Ottawa to Edmonton. Originally, Mr. Cooper had been allotted \$750 to cover this expense.

Council also agreed to have Mr. Cooper begin work on November 15 rather than December 1 as originally decided.

It was agreed by councillors to send one delegate from this university to the McGill Conference on

world affairs to be held Nov. 10 to the 13. The delegate will be chosen by a professor and Maureen Stuart of the personnel board.

Council was informed that Marilyn Cook is the new WAA rep.

Council agreed to pay 50 per cent of the expenses incurred by Radsoc for university sports broadcasts. It is presumed by council that the UAB will pay the other 50 per cent.

On a recommendation of the finance commission, the fine arts club was granted \$225.

Council awarded the U of A flying club a \$400 grant. It was generally agreed that the club performed a valuable service during VGW when it conducted approximately 74 people on sight-seeing flights over the campus.

Council ratified an original motion granting the law school forum \$1,200 for the financing of speakers this year.

Council moved that a form letter accompany each grant, stating that the students' union will not be held liable for anything undertaken by the clubs involved and, further, that the name of the students' union must not be used by these clubs.