



Very typical Aggies. Though hardly a cultural event Bar None does have some social significance, since (by their own estimates) about 800 people attend their annual dance and general drunk. Pick up a copy of **Bar None Dispatch** for details on the armwrestling contest, the pancake breakfast, the parade, etc.

Women and sexual destiny

by Ken Larsen

How do you begin to deal with oppression - when it takes the guise of science and biology? And how do you isolate the many factors used to establish and perpetuate a "sexual" oppression?

These are the problems of Evelyn Reed, noted author of *Woman's Evolution and Problems of Women's Liberation*, discussed Friday evening at the Edmonton Centennial Public Library.

"Only with a sound theoretical basis can women begin to understand the historical causes of their present oppression," she said. The first step in this process is to deal with the false rationalizations used to justify women's oppression in this patriarchal class society."

The first such false rationalization, she asserted, is the assumption of female biological inferiority. This theory contends that child bearing females are necessarily dependent on males and this is the reason for the low social position of females. Many staunch feminists, such as

Simone de Beauvoir have helped to perpetuate this "biological absurdity," Reed said. "but, in fact, we know that in pre-civilized groups the rearing and care of children was a communal undertaking and in these matriarchal groups women were always the economic and political equals of men."

Reed also took issue with men who argue, as anthropologist Martin Harris did, using a sort of "double-speak." These people agree with "culture as the gate keeper of sexual destiny" - they contradict themselves by contending that females have always been oppressed as a result of determinant (ie. biological) reasons. This biological absurdity merely provides a convenient excuse for ignoring the repressive nature of our society, Reed contended.

In her analysis, Reed contends that females were the actual creators of civilization. "In the hunter/gatherer society, it was the females who first engaged in the essentials of civilization: agricultural production, the building of shelters, and development of

more sophisticated communication, i.e. language; all this while the men were out hunting." In this clan of brothers and sisters neither sex was dominant.

Females in the "matriarchal clan" gained power as a result of their settlement-producing activities, good judgement, persuasion and example, said Reed. This contradicts the sort of "military thesis" which many

more REED see page 2



Evelyn Reed

HUB damage deposit refunded

by Kim St. Clair

Tenants vacating HUB this April may not be charged as much for apartment-cleaning as they have in the past.

Two HUB residents were granted refunds Monday on their HUB damage deposit when Judge Feehan ruled that certain cleaning charges should be absorbed by the landlord and not the client. \$51.83 was returned to the HUB tenants, Greg Noval and David Chapman, which amount had been taken out of their damage deposit to cover the cost of rug shampooing.

Judge Feehan stated that soiled rugs are the result of normal wear and tear, and therefore shampooing costs should not accrue to tenants.

It is not yet known whether this case will set a precedent whereby all HUB residents will be exempt from rug sham-

pooring costs. If this should prove true, said SU General Manager Harry Goldberg, "the Students' Union will have to reassess its position."

Mr. Goldberg felt confident that if the transfer of HUB to the university is successful, "the university will probably go along with the ruling."

The ruling was made after the Students' Union appealed a previous decision on the same case.

At the beginning and end of school terms HUB experiences a high turnover which its cleaning staff cannot handle all at once. At these times janitorial work is contracted out at a commercial rate of \$6 per hour, which cost is then levied on the tenants. At the initial hearing it was decided that Noval and Chapman should not have to pay \$6 per hour cleaning charges but that they need only

pay the \$3.50 per hour normally charged by SU employees.

According to this ruling, says Harry Goldberg, all future cleaning would have to be done by either the limited SU staff or by commercial contractors. In the latter case, which he claims would be the most likely to occur, the result would be students paying a higher overall amount for cleaning.

The two HUB tenants originally took action against the Students' Union because they felt that the \$109 taken from their damage deposit to cover cleaning costs was exorbitant. It was established that they had spent approximately twelve hours cleaning their apartment before vacating it last April.

In two previous years they had only been charged \$9 on the same account.

CANADIAN SELL-OUT

by Greg Neiman

"All of you are unique in that you have allowed to happen in your country what no other country would have allowed," said Mel Hurtig to a capacity crowd in Tory Lecture hall last Wednesday.

"Through your apathy, and your selfishness, and your laziness, you have allowed the virtually unreserved sellout of your country."

Local publisher, author, lecturer, and "internationalist," Hurtig explained his view of the political and economic ramifications of Canada's policy regarding foreign ownership, and added a report of what he and others have been doing about it.

"While it's clear today that the so-called 'new nationalists' have unquestionably lost the war, they did win many battles," he said, "we shifted public opinion. We shifted the politicians not an inch, but we shifted dramatically public opinion."

On the subject of politicians' views regarding foreign ownership, Hurtig quoted three of Canada's prominent politicians, Pierre Trudeau, Robert Bourassa and Peter Lougheed.

Trudeau was quoted as telling American businessmen "don't worry" about the Foreign Ownership Control Board's regulations.

"We in Alberta love foreign investment," said Premier Lougheed to businessmen in his last European tour.

"Personally, I believe there is no fundamental difference between Canadian capital and American capital," said Quebec's premier Bourassa.

Hurtig also quoted *The Financial Times* regarding Canada's latest policy on foreign ownership - the Phase I and Phase II "screening" of potential foreign investors:

"It would be difficult to imagine a legitimate business venture that would be impeded by Phase I of Phase II of the Board," said the article, written by an American businessman.

Not only has Canada allowed the wholesale vending of its properties, resources, and industries, it has actually forwarded foreign investors the money to do it, said Hurtig.

In 1970-72, American ownership of Canada grew by billions of dollars yet only 11% of the takeover was funded by Americans in 1970, 4% in '71,

and 6% in '72. The rest came from Canadian banks, trust companies, and other lending institutions.

"The next time you hear a politician, economics professor, teacher or Chamber of Commerce representative tell us that we need foreign investment, you tell him we've put up the money ourselves anyway."

In 1950-74, Hurtig said foreign investors brought about 20.3 billion dollars into Canada when during this period, foreign ownership grew by about 50-60 billion dollars.

"How much do you think they sent back home?" Hurtig asked. About seven billion left Canada as interest payments, 17 billion in dividends, and 17 in "monkey business" - service charges, payments to subsidiary companies, etc.

"The more foreign capital we accept," he said, "the more this country is going to be hemorrhaged to death, the more your children are going to have a huge debt to pay."

To make the point more clear, Hurtig said that in 1976 12 thousand dollars will leave Canada every minute in interest, dividends, and "monkey business."

"In the light of this fact, how can it be that Trudeau, Lougheed and Bourassa can say the things they have?"

The irony, though, said Hurtig, is that because Canada is owned and controlled by other countries, most Canadians can't speak out against it.

"A man with a wife and kids, who has a mortgage, and insurance, and a car, if he happens to work for IBM or Safeway, or some other foreign-owned company, will not stand up to a public meeting and say 'let's stop the sellout of our country.'"

And his wife won't either, and probably his children won't. "You have more and more Canadians who are eunuchs in their own country."

However, Hurtig said it was still not too late to stop what's happening. He said it was still possible, through a comprehensive, well-planned program of taxation, incentives, laws, and regulations, to halt or even roll back the massive amount of foreign ownership in Canada.

"If you really care, if you really want to do something, you have to get off your rear end and get into politics," he said.



Mel Hurtig

Indians want free education

LETHBRIDGE (CUP) - The federal government is challenging the right of Canadian Treaty Indians to government-sponsored higher education. University and college education has always been considered a Treaty right by Indians and the Department of Indian Affairs has been paying for it, but "now that it is starting to cost money the Department wants to back down."

This is the view of Lynda Little Child, President of the University of Lethbridge Native Students Association.

In the spring of 1975, the Department put out a "draft for discussion only" policy paper, the E-12 Circular, which proposed changes and new policy for the native higher education program.

The section of the paper which is the most controversial suggests that Indians should pay part of their educational costs, 15 percent of single

student's gross earned income should pay part of education costs, is the policy suggested in the circular. The Department would continue to finance the other 85 percent of the cost.

Little Child commented that 15 percent may not seem like much, but that if a precedent is set, this percentage could be gradually increased. Indians view the government sponsoring of education as part of the Treaty agreement and that there should be no division of educational expenses.

According to Little Child, the E-12 Circular is one attempt by the government to gradually implement a 1969 White Paper on Indian Policy, which was strongly protested by native people.

Chiefs from Indian bands throughout Alberta have written to Judd Buchanan, the Minister of Indian Affairs, protesting the E-12 Circular and they are of the opinion that post-secondary education is

included as a right guaranteed by the Treaties.

Little Child says the Minister responded by way of a form letter which stated the Department did not view the Indian student financing program as a Treaty right. Rather, it is out of the generosity of the Department that the program exists, Buchanan claimed.

In fact, she said, all the Treaties made in Alberta, by which the Indian peoples signed away their rights to the land, have clauses about education directly between the clauses dealing with Winchester rifles and axes.

"Her Majesty agrees to maintain schools for instruction in such reserves hereby made, as to her Government, the Dominion of Canada may seem advisable, whenever the Indians of the reserve shall desire." This is a part of Treaty Six which in 1896 signed over most of Central Alberta from the Wood Cree and other tribes to the government.

When the E-12 Circular was put out in the spring of 1975, the government planned to make it Department policy by the fall of that year. Many native groups protested that there had not been enough consultation with Indians and consequently the implementation of a policy was deferred until April 1976.

Little Child said, "The government's actions have put us in a position of reaction, not consultation." In December of last year the National Indian Brotherhood Association selected a committee of 15 native students from across Canada to prepare a counter-proposal.

Reed, continued from page 1

sociologists hold - that the only source of political power comes from the strength of arms and since females do not bear arms this somehow proves them inferior.

The inability of a patriarchal society to conceive of power in other than coercive terms was also reflected by the confusion of Europeans confronting matriarchal societies in the new world, Reed contended. But there were other societies existing on an egalitarian basis and recognizing females as persons with as many rights as males of the society, she reaffirmed.

Reed said that the first agricultural period represented the peak of female power. There the women carried on the

essential productive tasks which required endurance while the males were armed, primarily for hunting. This egalitarian matriarchy was "overcome by the necessary social forces which it created," Reed asserted. With the need to increase production it then became necessary to make the producers of wealth (women) into private property.

Reed, using a Marxist analysis, saw this as leading to the creation of the family, the property rights over women (associated with the family) and the development of a class structure. "Although the family arose within a matriarchal, matrilineal system ... the line of descent from father to son could not be assimilated" and thus the matriarchy died, Reed said.

Reasserting her theme that "biology is not destiny," Reed said the degradation of women and the brutalization of men "is a result of a brutal social structure blighted by social competition." What we need today is a more collectivist society. Anthropology has neglected the evolutionary school of thought used by such thinkers as Morgan, Taylor and Engles, she said, for the less controversial descriptive view. "Placing things in historical sequence is necessary to understanding" she said, "and the emphasis on physical strength is a diversion from the real causes of female degradation ... which we Marxists know to be capitalist society."

Reed began her research into "incest taboo" in 1950 and soon found herself involved with the broader question of roles women have played in the development of society. Her analysis is left-wing and she sees a reading of F. Engles' *Origin of Family, Private Property and the State* as "essential" for a proper understanding of the historical forces affecting women.

She speaks in SUB Theatre today (Tuesday) at 12:30 p.m.

Aging women under study

Beginning on March 16 and taking place every Tuesday for 5 weeks is a series sponsored by Edmonton Women's Place.

This series entitled "Women and Aging - Alternatives in Growth" will begin on March 16 with a session entitled "Childhood - Our Subtle Socialization." Each of the following 4 sessions will examine in-depth the changes which occur to women as they enter each phase of life - from childhood through to old age.

Session 2 on March 23 discusses "Alternatives to Adolescence." Session 3 on March 30 is entitled "Young Adulthood - Becoming Your Own Woman." On April 6, the 4th session "Middle Age - Reassessment and Rebirth" will be discussed, and on April 13th the series will end with a session entitled "The Grande Old Woman - What Do You Know About Your Grandmother."

Each of these discussion series will be held in the Music Rooms of the Central Library beginning at 8:00 p.m. Everyone is welcome.

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Gish against the universe!"**Gish sparks creation/evolution mish-mash**

by Kevin Gillese

Can a scientist - a chemist - find happiness with the theory of creation?

The answer is yes, if the scientist is Dr. Duane T. Gish, but it means foregoing the idea of evolution as a "scientific theory" and a belief that neither evolution nor creation can qualify as scientific theory.

Gish asserted that belief

from the hot-seat Monday noon during a two-hour long speech and debate in SUB Theatre. "Now, even evolutionists are challenging the theory of evolution - or at very least, the mechanics of the Darwin theory," Gish said. "No wonder. It lies outside the limits of scientific evidence."

Gish began his speech with a definition of creation and

evolution. "The theory of creation," he said, "is the conviction that this universe could not have generated itself and transported itself from some primordial, dis-ordered state into its present, complex state."

"Creation is a belief that each plant and animal was individually created - within certain boundaries of flexibility - and that transformation from kind to kind was not made."

Evolution, he said, was a theory which says that "our universe and everything it contains was transformed from something in a primitive, primordial state - to higher and higher states of complexity."

"That type of description of evolution," he said, "can aptly be stated as particles - to - people evolution."

Gish said that blind acceptance of either theory was undesirable and that "an examination of both theories - creation and evolution - in a scientific framework would result in better science and better education."

"I think that the theory of evolution is being used to teach our children there is no God ... that we are simply a product of our environment," said Gish. "And I think we can all realize that if the creationists are right, then it *does* make a tremendous difference. The theory of evolution need not be used that way - but it is."

With that in mind, Gish said the need for scientific examination of the theories was very necessary as neither have been observed by human witnesses, neither is subject to the experimental method and neither is capable of falsification.

Gish listed a number of scientists committed to the theory of evolution, who have voiced various opinions against the validity of the evolution theory which Darwin advanced. "If Stanley is right," said Gish, "and remember that he is a confirmed evolutionist, evolution is reduced to a 'faith' based on axioms. In addition, Grasse, a French zoologist, said the reductionist view that evolution can be understood in terms of genetics or molecular biology is in error."

"For those who postulate that random changes in regulatory mechanisms caused evolution," he continued, "I might say we admit they exist - but we know very little about them, nothing about how they came to be and absolutely nothing about how we can change them. And remember that not only would the old regulatory systems be altered in evolution - but entirely new ones would also have to be generated at random."

In response to evolutionists who base their theory on structural gene mutation, Gish said that while the difference between the structural genes of gorillas and humans is negligible, their structural, morphological and mental differences were vast. This he said, shows the low correlation between structural gene similarity and actual similarity of the organisms.

Gish also listed the absence of intermediate or transition periods shown by the fossil records as being facts against the evolution theory. He said the creation theory fitted in nicely with that evidence, whereas the theory of evolution does not. "Evolution is untenable in relation to the facts. Is it rash to suggest that creation would account for these facts? There is no reason not to do so."

Gish ended by restating his argument against assessing either the creation theory or the evolution theory as "scientific" and opened the floor for questions.

Two scientists from our campus strongly disagreed with Gish's interpretation of the Second Law of Thermodynamics and various discussion from the questioners drew applause from split sections of the crowd.



Gish whilst expounding. Photo Brian Gavriloff

CUP conference confirms expansion

by Kevin Gillese

Delegates at a Canadian University Press (CUP) Conference last weekend gave resounding approval of a multi-year expansion plan for the organization.

The plan is designed to increase the scope of the CUP news service, which serves 69 Canadian campuses and reaches close to a half-million readers.

It calls for the immediate addition of a national affairs reporter, two full-time fieldworkers to aid member papers in the Western and Ontario regions of CUP and a text-information person to be added to the staff of the CUP national bureau, located in Ottawa.

Also included in the plan are provisions for further upgrading of the system's wire

service (in 1977-78 and again in 1978-79), greater filing and information resources in the national bureau, regional bureaus to act as telephone and telex relay stations and a "technical services branch" to aid in the purchase of production equipment for member papers. The total plan is tentatively scheduled for completion by 1979.

Provision was made in the approved 1976-77 budget to grant \$2000 assistance to each of the Western and Quebec regions of CUP as "regional expenses." The sum was allocated in an attempt to help those regions establish regional bureaus one year in advance of the proposed national plan.

Western regional representatives argued that because of their geographic limitations, news carried by the national

office did not have the immediacy required for newspaper copy. One of their priorities, they said, was to establish immediate regional news flow.

These sentiments were echoed by Quebec papers who added that, although their geographic distances were nowhere near the barriers of the West, the ability of small CEGEP newspapers to obtain information quickly was very limited. As well, linguistic barriers in Quebec limited the amount of in-depth reporting possible. The answer, they agreed with Western papers, was to attempt a regional bureau immediately.

Further items ratified at the CUP conference included provision for a summer news service through the Ottawa bureau, at a cost of \$25 per paper using the service. A committee was struck to investigate the possibility of sharing a building with one or more student organizations, such as the National Union of Students (NUS).

Youthstream, the national advertising system which works directly with CUP, was also discussed at the conference but contract disagreements could not be ironed out and await individual agreement at a meeting between Youthstream and CUP officials two weeks from now.

Officials at the conference also notified the delegates of an orientation seminar to be held the last week of August this year, to acquaint university journalists with details of production, circulation, news writing, wire service and operation, advertising solicitation and current affairs analysis. It was also confirmed that a "CUP Manual" detailing the organization and the obligations of individual membership, would be distributed to all member papers in August of this year.

Non-students soon to be rousted

Although a number of non-students live in the university-owned community of North Garneau, a new leasing policy will be put in effect next month which should facilitate full student occupancy.

It is not the policy of the reviewing board, said district manager Bert Madill, to serve notice of eviction, but complete student occupancy could take place naturally

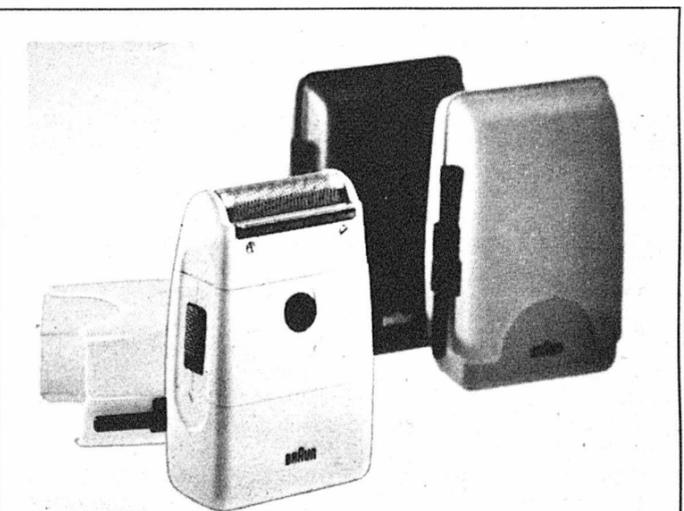
under the new leasing agreement.

All residents and applicants will be required to indicate status as student or non-student. The North Garneau Housing Committee then has the option of renewing or discontinuing the lease.

There are no actual figures available indicating the percentage of non-students living in the district, said Madill. "But the majority of residents are students."

The university has been buying houses in the area, which extends from 110 to 111 st. east-west and from Saskatchewan Dr. to 87 Ave. north-south, for the last sixteen years.

There are 80 houses in the district, but anyone considering renting in N. Garneau you'd think twice - the turnover rate is not high and there is a waiting list of 350 people.



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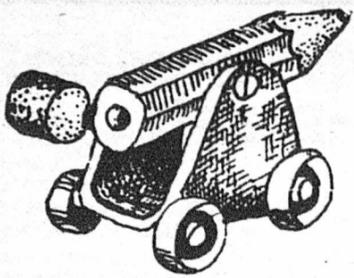
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editorial

Picking our way out of the ivory cocoon

Next year's gonna be a big one.

Right. You've heard it all before, haven't you? New editor comes into office and immediately the big plans - next year we'll come out on time, every time. Not only that, we'll expand our capacities - have reporters in Ottawa, Washington, Peking and Paris. We'll go daily, run between twenty and forty pages an issue, offer an alternative voice to people looking for something different from *The Edmonton Journal*. We'll start our own advertising office in Toronto to solicit national advertising, come out with a modest literary supplement each Sunday, run prize-winning political cartoons, steal professional media people from *The New York Times* and *Macleans* and *CBC*.

Etcetera.

Well, yes it is true, I would like to expand next year - but even though I have hopes for expansion, I don't think they're quite that ridiculous. Actually, what I want *The Gateway* to do ... is to go public. Morespecifically, I would like to see *Gateway* delivered across the city and not just on campus.

On many other Canadian campuses (U Vic, U Saskatoon, U Western Ont. - to name a few large ones), the campus newspaper is delivered into the downtown area, as well as to surrounding shopping and community centres. It means a boost in press run for the papers (larger printing costs) as well as payment for courier service, but these papers still seem to feel it is worth-while.

The reasoning, I suppose, goes like this:

(1) Large daily newspapers rarely carry much university news. Many members of the public have no dealings with the university and feel themselves isolated from university life. This is one method of providing the public with university news.

(2) Large daily newspapers often have neither the time nor the space to print philosophic articles or lengthy examinations of current affairs in philosophic and/or political terms. Yet many people want to read such pieces, without having to subscribe to magazines. In some ways, university newspapers can offer such lengthy stuff to their audiences because they are not as concerned with printing timely news and can devote more energy and space to such feature-type material.

(3) Increased exposure gives the public a view of the concerns of young people and may interest more public response and interaction with the students (in the form of letters-to-the-editor, etc.).

(4) A campus newspaper can often offer an analysis of political or social situations which is different from that of professional media. Many people would like to examine that type of analysis but simply have no chance to do so.

(5) Increased circulation also means increased line rates from both local and national advertisers and this can often more than offset the extra money required in "going public."

Those are the reasons for, as far as I can make out. And they seem fairly weighty ... in favour of making the move. But can we do it? For one thing: it will mean that we will have to produce a much more professional product than we do at present (if we want to present a credible image to Edmonton) and that means we need staff - lots more staff.

I know that it's unusual asking for people to volunteer for work on *The Gateway* when there is only eight issues of the paper left, but I am anyway. We need staff next year - staff with some experience, with some ability and with some desire to turn out a good newspaper. If we can get people who have had some time on campus and know a bit about the operations of our paper - and then, who will come back and work for us next year - I think we can and should go public.

If we can't, I think we will miss an excellent opportunity to offer the community a service and do our own university community a service.

It's up to you.

by Kevin Gillese

The great skim milk fiasco

The coverage which has been given to the recent discovery of a surplus in skim milk powder, has been nothing but biased and distorted.

The excessive surplus has arisen from a number of factors, the main one being the intervention of Government in private enterprise. The management system set up by the dairy industry to control quantities of milk produced each year, deserves nothing but praise for their "futurist approach."

Better than a year and a half ago this Board foresaw a problem of surplus and indicated to government that steps should be taken for its control. However, the marketing boards were over-ridden both at the provincial and federal level, with the input of approximately another 7.5 million in subsidies, even after the predicted surplus had finally materialized. To compound this major problem of government intervention, other exporting countries had under-estimated the world's supply of skim milk powder.

This can be credited to the lack of expertise in management systems such as we in Canada enjoy.

Skim milk powder is a by-product of the butter, yoghurt and ice-cream related industries. The cream is separated from the milk to be used in these products leaving the skim milk. Some skim milk is sold as packaged skim milk powder for reconstitution and the remainder is sold as cattle feed. In order to keep up with current demands for cream, which is used in the aforementioned industries, a surplus of

skim milk has arisen.

It is my opinion that the Canadian people could very easily add this most nutritious food to their list of aid items for underprivileged countries. This surplus has not just cropped-up for the first time but has reoccurred to some degree off and on for years. I feel that by introducing it on a regular basis to under-privileged countries the inhabitants, with only a few initial problems, could soon adapt it to their diets. Milk is one of the most nutritious and completely balanced foods known to man. It would certainly be a shame to shorten supplies merely because producers were going bankrupt.

The milk prices in Alberta are most reasonable and in fact, due to the economics of the situation, they are doomed to go higher. "Why is this?" you ask when good old Beryl 'the Pearl' Plumtre and her Food Prices Review Board reports that there are 'no' excess profits in the dairy industry beyond the farm gate. Therefore, she claims, the only way to reduce the price has to be to cut back on what the farmer makes.

The thing which this motley group fails to mention is that if it wasn't for a provincial milk price formula instituted last year, which ties the farm price to the cost of living index and a few other relevant economic indicators, there would not be a shortage of milk. The reason being that many farmers would have long gone into liquidation. Even with this new formula the farmers are restricted to a very moderate profit when compared to any other segment of

the Canadian free enterprise system.

It always amazes me to see the press attacking the farmers for excess prices - yet there is never any mention of the fact that in the past five years an \$18,000 tractor has gone to \$50,000; fuel has increased by better than 400% at well head; and that labor costs have doubled, or even tripled.

However, it is redundant to state payments made to farmers are nowhere in the league just previously mentioned. Did you know that for some twenty years or more, prior to 1973, wheat sold at approximately \$1.50 per bushel while the rest of the country's economy has increased at an average of 10% per year? This puts farmers, by my calculations, some 200 or more percent behind the rest of Canada.

Canadian grain farmers since 1973 have gained some ground, but mostly at the expense of the beef industry, due to the interdependent aspects of the agricultural industry, as a whole, the Canadian agricultural picture is far from ideal. The people of Canada will shortly be forced to choose between luxuries and food, for agricultural costs have skyrocketed and the curve continues upwards. In order for producers to remain in the field, prices for agricultural commodities must go up as well.

What is needed is a leveling out of inequities and then positive policies to combat the ever present evil of inflation.

Glenn G. Edwards
Ag 4th Year
rep

letters

Animals' place

I am writing in regards to your article several months ago in *The Gateway*, "The Place of Animals in our Society." Has the group mentioned in your article been formed yet? If so I would like to participate. I am a zoology student and was disturbed by your article. I am very concerned about animal welfare and realized how the attitudes of the society must be radically changed.

I would certainly appreciate information on your group.

Marc Hamilton

"Worried" about religion

Once again Gish and his travelling slide show have returned to the campus to preach the old-time fundamentalist sermon on why evolution is supposed to be false.

Never mind that he is a biochemist and not a paleontologist. A reputable scientist of any kind does not have to rely on past credentials the way he does, and if you look at the ads announcing his coming, the fine print is nothing but a list of eminent scientists Gish has worked for (which proves nothing). Gish is obviously trying to shine in the reflected glory of his superiors.

The fundamentalists claim that they want all sides of the story taught in public schools

and universities. Setting aside the principle of separation of church and state for a moment, if evolution and creationism are to be taught together, then medical students should also be required to learn the story theory, and Astro 253 should include the Bermuda triangle.

The increasing belief in pseudoscience, the occult, and other weird religious beliefs worries me, not so much because of their ideas, but because they ignore the principle of the scientific method. A theory must be the simplest explanation for a given set of facts, the proof must be reasonably valid (and not based on a single book as is creationism), and it must predict future trends. All of this applies to evolution, and none of it to creationism.

D. C. Spiers
Mackenzie Hall

Just kidnapping

While perusing back issues of *Payola Weekly* in the Law library last night, I heard some muffled screams coming from the hallway. Rushing out to see what was going on, I came upon a young girl with her hands tied and a sack over her head.

She kept screaming "Please help me - they're trying to kill me," so I figured it was a senior law class re-enacting the Patty Hearst kidnapping.

However, now that I think about it - why would Patty Hearst be wearing a cowboy hat and a Buck Owens belt buckle? I may be onto something here... but maybe not.

Bob Brownose
Law II

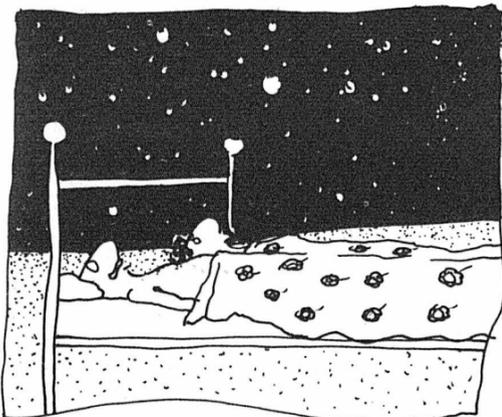
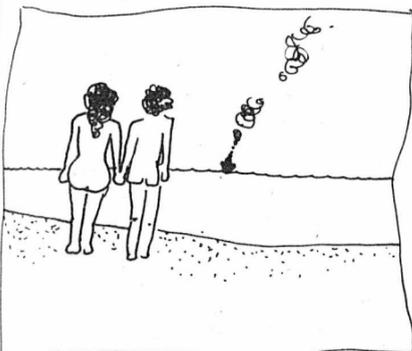
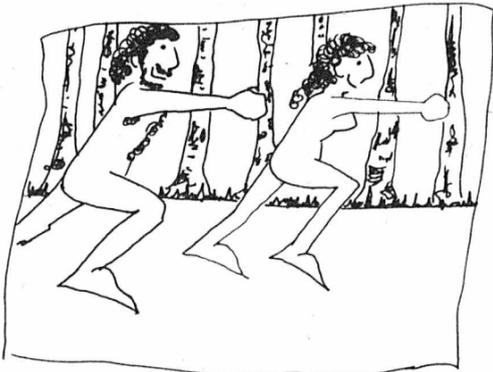
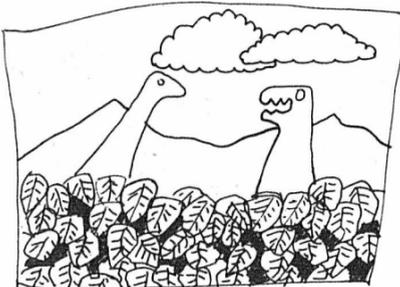
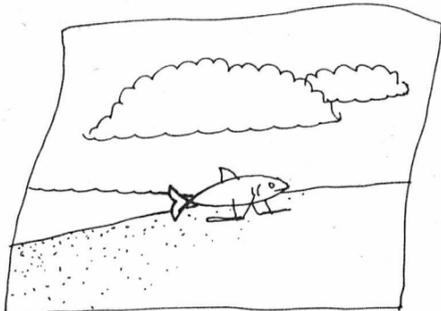
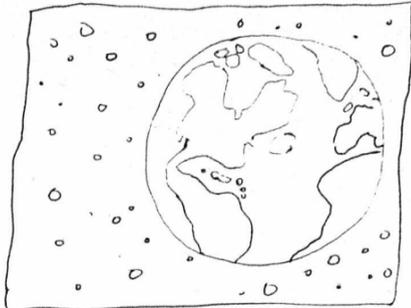
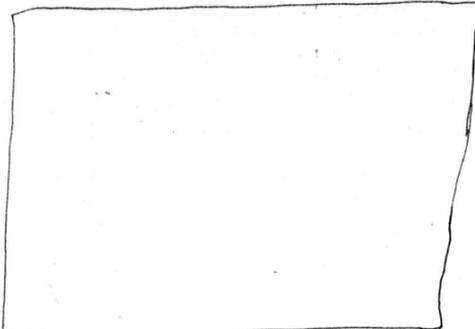
On being a real man

Are there no men on campus or are they just afraid of Ags. For the past two weeks I have been trying to get some other faculties involved in a tug of war during Bar None Week. It was thought that this would be good advertising for Bar None plus give a few of the fellows a chance to show what they are made of. I figure that we would have no problem getting teams because guys would like to get into something a little physical than pushing a pen all day. To add to the incentive the Ag Club purchased \$100 worth of trophies and free passes to Bar None for winners. Well one would assume a huge turnout of teams, not so. It seems most everyone is scared to use some muscle and try and get those passes and trophies. So far only Kappa Sigma, Law and Forestry have confirmed registration. Why is this? Are the Engineers, the Meds, the Dents the Jocks etc. too scared to challenge an Ag team. Are the Engineers just big talk, no action. Do they feel they can't match the Ags man for man and woman for woman? Well I don't really know, but if there are any guys interested in trying to get those trophies and free passes to Bar None phone me at 459-6498 and be in CAB at 12:50 on Wednesday of this week for the "tug of war." Don't worry, we Ags will take it easy on your Jergens' lotion hands. I suppose its true Ags are still No. 1.

Bill Hole
Bar None Committee

Yes folks, this letter is real in its entirety. No it is not a fabrication. A real university student wrote this. Ed.

IN THE BEGINNING

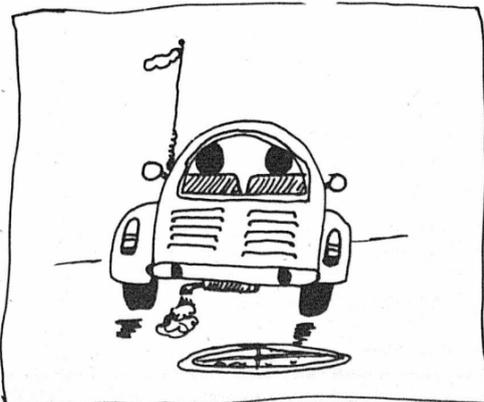


Do you BELIEVE THAT **ONE** SUPREME ARTIST CREATED ALL OF THIS MANY FRAMES AGO?

YEAH!

THEN WHO DREW HIM?
HA HA, GOTCHA THERE!

THAT'S THE PROBLEM WITH MOST PEOPLE, THEY TRY TO BE LOGICAL ABOUT EVERYTHING, BUT LIFE OUTSIDE THE FRAMES ISN'T LOGICAL.



HOOSIER

Evolution Week

If last week was "North-West Territories Week," this seems to be "Evolution Week." By the time this letter is read, Dwayne Gish will have done his skillful best to attack the genetic evidence for evolution; Thursday evening, John Habgood will present a more positive view of evolution from a Christian standpoint. If the relationship of revelation and science is a living issue for you, or more particularly if you are concerned to relate the physical evidence and the biblical account, this week is a good opportunity.

For my part, although I am interested in relating faith and science, I cannot understand what all the excitement is all about. To me, the first chapter of Genesis is an evolutionary view of nature, with God the invisible guide; and the physical evidence for evolution is an inspiration to wonder at the sweep of God's guidance. We need to distinguish between evolution as a description of the shape of events, and naturalistic accounts of the mechanism producing evolution which leave out any recognition of a transcendent Purpose.

But where is Evolution at today? Where is the creative initiative of the God who "works yet", in our day? Where is the growing edge?

In the struggle for justice between human beings; in the search for a way of life that will not destroy this jewel of a planet we are on; in respect for the Earth God made, and his image in our neighbours - that is where, we must look for the future, for the long struggle to give birth to a humanity that measures up to wholeness we see in Jesus. That is the purpose into which we are all called.

So maybe "North-West Territories Week," with its challenge to our sense of justice and ecological sensitivity, was on the fore-front of evolution and/or re-creation.

Fletcher Stewart

Gateway

Member of Canadian University Press

Published twice weekly by the University of Alberta Students' Union in the Gateway Offices, Room 282, Students' Union Building.

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March 16, 1976

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Loreen Lennon
Margriet Tilroe-West

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Publicizes campus events or those of interest to students, without charge. Footnote forms available at the Gateway office and should be submitted before 2 p.m. Mondays and Wednesdays.

LETTERS

Submit all letters, typed and double-spaced to the Editor, who reserves the right to edit copy. Regular copy deadlines apply.

Opinions expressed in the Gateway are those of the writer, and are not necessarily those of the Gateway.

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Editor's office:
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All Departments:
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Dabbling with a new student magazine

Students may soon see a new national newspaper, the *Student Advocate*, on the University of Alberta campus.

The paper is a joint effort of the National Union of Students (NUS) and the regional and provincial student organizations throughout Canada.

Terry Sharon, Students' Union Executive spokesperson, says that the decision to purchase the paper was made because a single campus newspaper cannot cover national issues adequately. Also, because this is the first issue of *Student Advocate*, Sharon says the SU wants to take a look at it, but "the copies we're getting really only constitute a test run."

The first issue of the newspaper will carry articles

on tuition fee hikes across Canada, student boycotts of classes in Ontario and New Brunswick, and comprehensive community college education in British Columbia and Quebec, among other works.

There will be no advertising in the paper, as it will depend entirely upon individual student council cooperation for distribution. Sharon says that the SU will pay between \$50 and \$70 for 2500 copies of the *Student Advocate* to be put on campus. He adds that it should appear on campus newsstands by the end of March.

The *Student Advocate* will appear simultaneously in a French edition, *Le Partisan Etudiant*, at francophone and bilingual campuses.

Skin magazines being exposed

MONTREAL (CUP) - Students of the Sir George Williams Campus of Concordia University have voiced personal opinions on what type of periodicals the campus bookstore should sell. The students have strongly objected to the selling of certain magazines which they claim are sexist - Playboy, Penthouse, Oui, and Mayfair.

Regan, spokesperson for the students, stated, "We're an educational institution and we shouldn't try to peddle this garbage."

Bookstore manager Margaret MacMurry feels that these magazines should not be removed. She said that students and staff want these periodicals in the stands, and that is why they are there.

Regan countered that "any magazine sold in the bookstore should have some academic validity. There exists in Canada a wide variety of periodicals which students are urged to read in the course of their studies but which are not readily available. These should be sold. They include such magazines as Ramparts, Our Generation, and Science

Magazine to name but a few."

Regan feels magazines such as Playboy and Penthouse treat women as pure sex objects and "pieces of ass." These periodicals can be purchased in any news store and therefore do not have to be sold at the university.

MacMurry stated that "censorship is a very difficult matter. It is difficult to satisfy everyone." She went on to say that when these periodicals were removed for a few months, there was an outcry from both students and faculty, and that a petition was presented to her urging the bookstore to restock

the shelves with the magazines. MacMurry added that Playboy has been sold at Sir George for many years and "there has never been any protest to have it removed. As a matter of fact, Playboy is sold in almost all universities across Canada."

"This is a moral principle rather than a popular opinion issue," explained Regan. He went on to say that students are beginning to treat women as more than just sex objects. Regan promised that there will be future objections to the periodicals' appearance on the stands at Sir George.

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For \$12.50 (\$10 down - \$2.50 on delivery) you'll get every issue of this year's *Gateway* bound in U of A green with your name in gold print on the front cover.

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fridays

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John Saul in conversation with Samora Machel, FRELIMO (now Mozambique) President

JOHN SAUL

Invited Canadian delegate to the Mozambique Independence Celebrations.

Professor of Social Science, Atkinson College, York University
Former Lecturer in Political Science and Public Administration (for seven years)
at the University of Dar es Salaam, Tanzania
Member of the editorial board of "This Magazine" and "Review of African Political Economy"
Author and editor of many books on the political economy of Africa

Remember Jerry Farber, the "The Student As Nigger" chap? Well, he's certainly elicited a lot of excitement amongst folks in Alberta; we've had many comments and one or two rejoinders to the article - as well, it's been banned from a Lethbridge high school, where the school principal has branded Farber a "psychopath" and said his treatment of the subject of

student repression is "perverted."

That seems reasonably silly to the folks here at Gateway, so we've decided to send you out another tidbit that Farber wrote back in '68. It's more serious and lengthy than "The Student As Nigger" and perhaps not quite so perverse. Send a copy to the principal of Lethbridge Collegiate Institute and ask him what he thinks of this try.

Student Manifesto

by Jerry Farber

School is where you let the dying society put its trip on you. Our schools may seem useful: to make children into doctors, sociologists, engineers — to discover things. But they're poisonous as well. They exploit and enslave students; they petrify society; they make democracy unlikely. And it's not **what** you're taught that does the harm but **how** you're taught. Our schools teach you by pushing you around, by stealing your will and your sense of power, by making timid square apathetic slaves out of you — authority addicts.

Schooling doesn't have to be this destructive. If it weren't compulsory, if schools were autonomous and were run by the people in them, then we could learn without being subdued and stupefied in the process. And, perhaps, we could regain control of our own society.

Students can change things if they want to because they have the power to say "no." When you go to school, you're doing society a favor. And when you say "no," you withhold much more than your attendance. You deny continuity to the dying society; you put the future on strike. Students can have the kind of school they want — or even something else entirely if they want — because there isn't going to be any school at all without them.

"SCHOOL IS WHERE YOU LET THE DYING SOCIETY PUT ITS TRIP ON YOU."

School is a genetic mechanism for society, a kind of DNA process that continually recreates styles, skills, values, hangups — and so keeps the whole thing going. The dying part of society — the society that has been — molds the emerging part more or less in its own image, and fashions the society that will be.

Schooling also makes change possible — evolution, if you like. But here we run into a problem. Although our schools foster enormous technological change, they help to keep social change within very narrow limits. Thanks to them, the technological capacity of society evolves at an explosive rate. But there is no comparable, adaptive evolution in the overall social framework, nor in the consciousness of the individuals who make up society. It isn't just that schools fail to create the necessary social change. They actually restrain it. They prevent it. (**How** they prevent it is the subject of the notes that follow.)

When I say that schools serve the society-that-has-been, the dying society, I mean just that. It isn't "society" itself that runs our schools. Children and adolescents are a huge segment of society but they don't run schools. Even

young adults don't run them. Nor as a general rule do workers. Nor do black people. Nor do the poor in general. By and large our schools are in the hands of the most entrenched and rigidly conservative elements in society. In the secondary and elementary schools, students, of course, have venerable clergymen and society matrons. Teachers have little power.

Administrators possess somewhat more, but the real control comes from those solid Chamber-of-Commerce types on the school board. They uphold the sovereignty of the past; they are the very avatars of institutional inertia. As for the colleges and universities, California, where I teach, is typical. Higher education is controlled primarily by the business elite, aided by a sprinkling of aging politicians. In the rare cases when these trustees and governing boards relax their right control, they are backstopped by our elected officials, whose noses are always aquiver for subversion and scandal and who are epitomized in the querulous Mrs. Grundy, our current governor.

While schools stifle social change, technological change is, to repeat, another matter. The society-that-has-been, in its slavering pursuit of higher profits and better weapons, demands technological progress at a fantastic, accelerating rate. Universities have consequently become a giant industry in their own right. A few tatters of commencement-day rhetoric still cling to them but it becomes more obvious every day that the modern university is not much more than a Research, Development and Training center set up to service government and industry. And so we have a technological explosion within the rigid confines of our unchanging social institutions and values. Schools today give us fantastic power at the same time as they sap our ability to handle it. Good luck, everybody.

"IT'S NOT WHAT YOU'RE TAUGHT THAT DOES THE HARM BUT HOW YOU'RE TAUGHT."

In fact, for most of your school life, it doesn't make that much difference what subject you're taught. The real lesson is the method. The medium in school truly is the message. And the medium is, above all, coercive. You're forced to attend. The subjects are required. You **have** to do homework. You **must** observe the rules. And throughout, you're bullied into docility and submissiveness. Even modern liberal refinements don't really help. So you're called an underachiever instead of a dummy. So they send you to a counselor instead of beating you. It's still not your choice to be there. They may pad the handcuffs — but the handcuffs stay on.

Which particular subject they happen to teach is far less important than the fact that it is required. We don't learn that much subject matter in school anyway in proportion to the huge part of our lives that we spend there. But what we do learn very well, thanks to the method, is to accept choices that have been made for us. Which rule they make you follow is less important than the fact that there are rules. I hear about English teachers who won't allow their students to begin a sentence with "and." Or about high schools where the male students are not permitted to wear a T-shirt unless it has a pocket. I no longer dismiss such rules as merely pointless. The very point to such rules is their pointlessness.

The true and enduring content of education is its method. The method that currently prevails in schools is standardized, impersonal and coercive. What it teaches best is — itself. If, on the other hand, the method were individual, human and free, it would teach that. It would not, however, mesh smoothly into the machine we seem to have chosen as a model for our society.

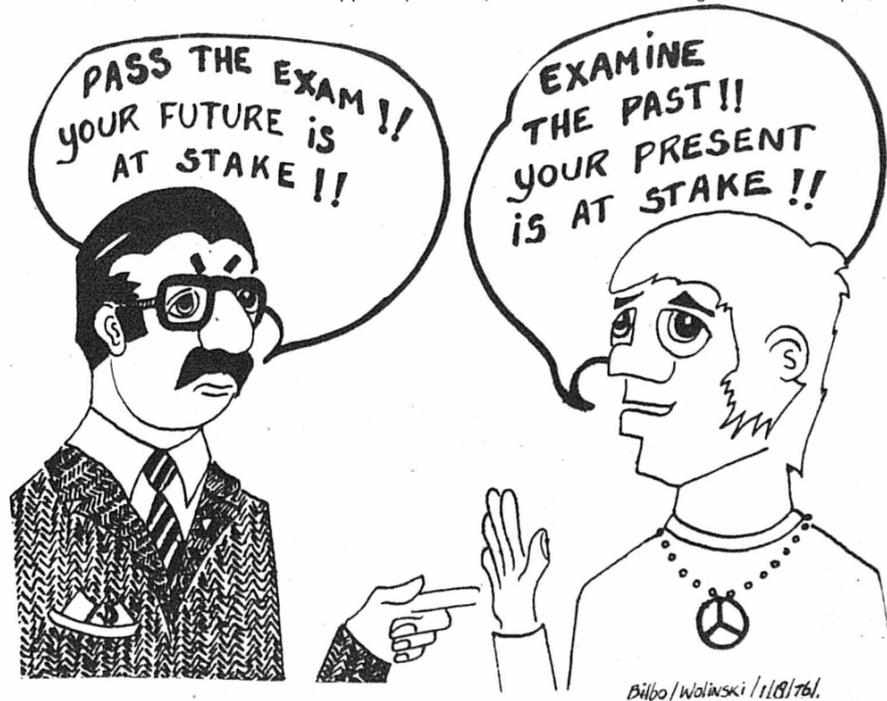
It's how you're taught that does the harm. You may only study geometry for a semester — or French for two years. But **doing what you're told**, whether or not it makes sense, is a lesson you get every blessed school day for twelve years or more. You know how malleable we humans are. And you know what good learners we are — how little time it takes us to learn to drive a car or a plane or to play passable guitar. So imagine what the effect must be upon our apt and impressionable minds of a twelve-year course in servility. Think about it. Twelve years of tardy bells and hall passes; of graded homework, graded tests, graded conduct; of report cards, GPA's, honors lists, citizenship ratings; of dress codes, straight lines, and silence. **What is it that they're teaching you?** Twelve years pitted against your classmates in a daily Roman circus. The game is **Doing What You're Told**. The winners get gold stars, affection, envy; they get A's and E's, honors, awards and college scholarships. The losers get humiliation and degradation. The fear of losing the game is a great fear: it's the fear of swats, of the principal's office; and above all the fear of failing. What if you fail and have to watch your friends move past you to glory? And, of course, the worst could happen: you

But can you feel any of this? Can you understand what has been done to your mind? We get so used to the pressure that we scarcely are conscious of it without making some effort.

Why does the medium of education affect us so deeply while its purported content — the subject matter — so often slips our minds? This is partly because the content varies from year to year while the form remains more or less the same; but also because the form — a structure of rules, punishments, rewards — affects us directly in a real way, while the subject matter may have no such immediate grasp on our lives. After all, don't we tend to learn best what matters most? Under a coercive system it isn't really the subject that matters; what matters is pleasing the authorities. These two are far from the same thing.

Remember French class in high school (or college, for that matter)? The teacher calls on you, one at a time, to see if you've prepared the questions at the end of Lecon 19. "Marshall," she asks, "qu'est-ce que Robert allait faire le mardi?" Marshall doesn't get to respond that he doesn't give a shit — not even in French. Fat chance. While he's in school, he's got to be servile to stay out of trouble. And the law requires him to be in school. He's got to do the questions in Lecon 19 because the teacher said to. He's got to do what the teacher said in order to pass the course. He's got to pass the course to get to college. He's got to get to college because it's been explained to him that he'll be a clod all his life if he doesn't; at assembly they've put up charts showing how many hundreds of thousands of dollars more he'll make in his lifetime if he goes to college. And, of course, there's an immediate reason as well for Marshall to have done his homework. If he hasn't, he'll be embarrassed in front of the class.

The educational medium has a very real hold on his life. Unfortunately, the subject probably does not. So we can't console him for all this dull toil by pointing out that he is at least learning French. Because, of course, he isn't. He'll take two years of French in high school. And when he gets to college, it will be like they never happened. Right? In fact, some acquaintances from Montreal recently told me that English-speaking students there are required to take French every year from the second grade on. And yet, I



could be expelled. Not that very many kids gets swats or fail or are expelled. But it doesn't take many for the message to get across. These few heavy losers are like severed heads displayed at the city gates to keep the populace in line.

And, to make it worse, all of this pressure is augmented by those countless parents who are ego freaks and competition heads and who forcibly pass their addiction on to their kids. The pressure at school isn't enough; they **pay** the kids for A's and punish them for D's. and F's.

was told, after ten years of the language, they still haven't learned it.

Or what about Freshman English? What actually gets taught? The purported subject matter is usually writing. But consider, up front, who teaches the course. It's usually some well-meaning instructor or TA whose own writing achievements have reached their zenith in a series of idle and heroically dull papers, written in pretentious faggot-

continued on next page

academic for his graduate classes. And how does he teach? What's his method? Well, that depends — because things are changing. Somewhere in some college there is undoubtedly a heavyweight, on the verge of being fired, who is teaching silence to freshmen so that they can hear themselves. Maybe somewhere else a teacher has renounced grading and is letting the students write what they want. Most Freshman English teachers, however, are doing the standard thing. They're demanding and then grading "themes" on capital punishment and on lowering the voting age. They're compelling students to drudge through topic-sentence exercises, outlining exercises, library exercises, inference-judgment-report exercises and a flood of other dreary busy work. They think they know the difference between a B minus essay and a C plus essay, and they teach their students to believe in such foolishness. They "correct" their students' work with *ex cathedra* judgments, none of which a student is at liberty to ignore.

In Freshman English, the method teaches you — in case you haven't already gotten the message — that writing is a drag. It's a job you do to please someone else (God knows that writing a theme on The Vanishing Individualist is hardly your own idea of how to spend Sunday night.) Writing is school work and "English" is learning how to please your English teacher. What interest there is in the course is provided not so much by your writing experience as by the method. That is to say, you may write something tonight but the payoff, the real excitement, won't come until next week when the papers are handed back and you can find out "what you got." That's what makes it all worthwhile; that's what school writing is all about: pleasing the teacher.

The very essence of Freshman English is that term paper they force out of you. In perfect order, impeccably footnoted, unreal and totally useless — that term paper, that empty form, is pretty much the content of the course: submission — alienation — learning to live a pretend intellectual life, pretend-caring about pretend things.

Sometimes you even get a pretend choice; you're allowed to pick your own topic. But you don't get to make the one choice that would give the whole business some meaning: the choice to write no paper at all. Oh, you can make that choice. But then you don't get through Freshman English, which means you don't get through college and, therefore, don't get your hands in the gigantic goodie-box which is programmed to open only upon insertion of a college

assignments, grading, rules and so on. If **how** you're taught exerts a profound effect, what about the physical environment? What does a classroom teach?

Consider how most classrooms are set up. Everyone is turned toward the teacher and away from his classmates. You can't see the faces of those in front of you; you have to twist your neck to see the persons behind you. Frequently, seats are bolted to the floor or fastened together in rigid rows. This classroom, like the grading system, isolates students from each other and makes them passive receptacles. All the action, it implies, is at the front of the room.

What would be better? A circle? For a while, I used to ask classes to sit in a circle (in rooms where we weren't bolted down). It was much better. But after a time I became depressed about it. It was still awkwardly geometrical; it was still my trip, and they were still dutifully following orders. I felt that if I told them to sit on each other's heads, they'd do it. So next semester I simply took a position in the second seat of the fourth row or thereabouts. I still do this most of the time. Some classes begin to move their chairs around, often within a matter of days, into a sort of loose, pleasant jumble, although they usually maintain a certain pious distance from me, leaving me at the center of a small but unmistakable magic circle. Occasionally, a class is unbelievably faithful to the traditional seating plan. They sit mournfully facing an empty altar and they sprain their necks trying to see me and the other students. I curse and mutter but they hold firm. It's almost as though they're saying, "screw you, you bastard, you're going to have to tell us to move." And I swear to myself I won't. But I usually give in about half way through the semester.

But why those chairs at all? Why forty identical desk-chairs in a bleak, ugly room? Why should school have to remind us of jail or the army? (A rhetorical question, I'm afraid.) For that matter, why are there classrooms? Suppose we started over from scratch. What would be a good place to learn stress analysis? What would be a good place to study Zen? To learn about child development? To learn Spanish? To read poetry? You know, wherever I've seen classrooms, from UCLA to elementary schools in Texas, it's always the same stark chamber. The classrooms we have are a nationwide chain of mortuaries. What on earth are we trying to teach?

The scariest thing about a classroom is that it acts as a sort of psychological switch. You walk into a classroom; some things switch on in you and others switch off. All sorts of weird unreal things start to

happen. Any teacher who has tried simply to be real in a classroom knows what I'm talking about. This is so hard to express ... you walk in and everyone's face is a mask.

happen. Sometimes we'd sit on the grass outside. It was only a very small gain though. Given our conditioning and the overall college context, I could have held that class at the beach, at home, in the Avalon Ballroom. I would still be holding it; they would still want to rest limply in my hands — good natured, obedient students. Neither they nor I can get out from under our schooling so quickly as we might like.

I think that what we need is not to touch up or modernize classrooms but rather to eliminate them. (Question from the audience: "Where would we learn?" Answer: "We'd manage.")

"They exploit and enslave students;"

"THEY EXPLOIT AND ENSLAVE STUDENTS; THEY PETRIFY SOCIETY..."

Let me not be accused of ignoring "what's right with" our schools — to use the patriotic jargon. Schools are where you learn to read, write sort of, and do long division. Everyone knows about that. In college, you learn about Pavlov, Java Man and why we fought the Civil War. You may forget about Java Man but you get to keep your degree just the same, and it gets you a job. College is also where they discover new medicines, new kinds of plastic and new herbicides to use in Asia. But everyone knows all that. I want to return to the exploit-enslave-and-petrify part.

It's ironic. Radicals dream midnight police raids, or sit around over coffee and talk with glittering eyes about Repression — about those internment camps that are waiting empty. And all the time Miss Jones does her quiet thing with the kids in the third grade.

People like to chat about the fascist threat or the communist threat. But their visions of repression are for the most part romantic and self indulgent: massacres, machine guns drowning out La Marseillaise. And in the meantime someone stops another tenth grader for a hall-pass check and notices that his T-shirt doesn't have a pocket on it. In the meantime the Bank of American hands out another round of high-school achievement awards. In the meantime I grade another set of quizzes.

God knows the real massacres continue. But the machine gun isn't really what is to be feared most in our civilized Western world. It just isn't needed all that much. The kids leave Miss Jones' class. And they go on to junior high and high school and college. And most of them will never need to be put in an internment camp. Because they're already there. Do you think I'm overstating it? That's what's so frightening: we have the illusion that we're free.

In school we learn to be good little Americans — or Frenchmen — or Russians. We learn how to take the crap that's going to be shoveled on us all our lives. In school the state wraps up people's minds so tight that it can afford to leave their bodies alone.

Repression? You want to see victims of repression? Come look at most of the students at San Diego State College, where I work. They want to be told what to do. They don't know how to be free. They've given their will to this institution just as they'll continue to give their will to the institutions that engulf them in the future.

Schools exploit you because they tap your power and use it to perpetuate society's trip, while they teach you not to respect your own. They turn you away from yourself and toward the institutions around you. Schools petrify society because their method, characterized by coercion from the top down, works against any substantial social change. Students are coerced by teachers, who

take orders from administrators, who do the bidding of those stalwarts of the status quo on the board of trustees. Schools petrify society because students, through them, learn how to adjust unquestioningly to institutions and how to exercise their critical thought only within narrow limits prescribed by the authorities. In fact, as long as a heavy preponderance of a nation's citizens are "good students" and are in some way rewarded for their performance, then dissenters and radical thinkers are no threat and can be permitted to express their opinion relatively unmolested. Free expression, to the extent that we have it, is a luxury commodity made available by the high standard of living and by the efficient functioning of such disguised forms of repression as schooling.

As the tensions in our society work their way up to the surface, some overt rebellion appears in many settings; certainly it appears in schools, which offer at least a meeting place and staging ground for young middle-class rebels. May it grow in good health. But, as our college presidents are fond of pointing out, the great majority — the great silent majority — are there "not to make trouble but to get an education (for "education", read "degree")."

"THEY MAKE DEMOCRACY UNLIKELY."

Our schools make democracy unlikely because they rob the people, who are supposed to be sovereign, of their sense of power and of their ability to will meaningful institutional changes.

The democratic ideal — to which even the most conservative college trustees usually give lip service — means government of, by and for the people. It means power in the hands of the people. Our schools, however, remain less suited to this ideal than to an authoritarian society; they are more effective in teaching obedience than in fostering freedom. Our textbooks may teach one kind of political system but the method by which our schools operate teacher another. And the method wins out over the textbooks overwhelmingly. A more substantial degree of democracy will become likely only when we understand that political freedom is not merely a constitutional matter; it's also a state of mind, which can be either nurtured or blighted in school.

I don't mean to ignore the reasons that already abound to explain that immense gap between our ideals of democracy and the system we see operating. Some people, for example, argue that democracy only works well in small political units and that centralized democratic government of 200 million persons is just not possible. Others insist that the people are and will always remain too stupid and ill-informed to make political decisions.

A socialist country where schooling is standardized and coercive might well, in time, develop an electorate as dismal as ours even though its constitution provided the most extensive political freedom for the individual and even though it had eliminated class exploitation in the traditional sense. In fact, the resources adhering to a powerful socialist government create a very special danger in this area. That's why the growing student power movement has the greatest importance politically. The most that political radicalism comes to include educational radicalism, the more nearly attainable democratic government will be.

Capitalist or socialist, a democracy cannot possibly function if its citizens are educated to be clever robots. The way to educate children for democracy is to let them do it — that doesn't mean allowing them to practice empty forms, to make pretend decisions or to vote on trivia; it means that they participate in the real decisions that affect them. You learn democracy in school not by defining it or by simulating it but by doing it.

If students and teachers ran their own schools, it would do more for democracy than all the government classes ever taught.

Also, in considering the effect of



diploma. Or maybe you even get drafted right away. Yeah, you've got a hell of a choice. And college teachers like to style themselves "seekers after truth." Sure. "Know the truth and the truth shall get you a B." The truth in a freshman term paper is about the same truth a banker can expect from his shoeshine boy.

I'm sorry to sound so snotty about composition teachers. God knows, I've been there too. In my first year I even assigned research papers in Freshman English. I didn't really want to but I did it anyway "to prepare students for their other courses." I prepared them all right. My method was the term paper. What I taught was alienation and servility. Now I try to unprepare students for their other courses. I only wish I were better at it.

The medium of schooling, by the way, covers much more than

schooling on democracy, it's wise to think not only about the overall academic decision-making process but also about day-to-day classroom experience as well. That's at the very heart of the problem. It's in the classroom where you learn that happiness is submission and where you are used to authoritarianism and coercion. It's in the classroom where you learn how to follow orders mindlessly and how to surrender your sovereignty to an institution.

Incidentally, in discussing this question, I've often heard the objection that teachers legitimately possess authority by virtue of their knowledge and that, therefore, democracy is out of place in the classroom. This argument is a favorite with teachers, so it deserves some attention.

It's true that many teachers possess authority in one particular sense of the word but that does not entitle them to authority in every sense of the word. A teacher's authority rests in his special knowledge or ability, not in his power over students. I may be, say, an authority on ancient history but what has that to do with authority in the sense of a right to enforce obedience, to reward and punish? And the fact that I work for the state of California doesn't amplify my academic authority. If I'm sound in my analysis of Athenian society, the state of California adds nothing. If I'm all wrong, the state of California doesn't make me less wrong.

Democracy in school doesn't mean that a class votes on whether two and two make four, even though that seems to be the fear of some teachers. Suppose, for example, my entire history class insists that Rome fell because of its sexual laxity. Suppose we argue. I give my reasons and they give theirs. Then, in desperation, I try to impress them by detailing my academic background but they still insist that they're right. In this (unlikely) situation what relevance would grading have? What would it add to my true authority if I were able to pass, fail, expel and what have you? My value to a class is that I can give of some kind of assistance to them. What they make of it is up to them. I'm a teacher not a cop. Democracy in school doesn't mean that we vote on what's true; it means that education isn't anything which is done to somebody.

"IF IT WEREN'T COMPULSORY..."

If we want our children locked up all day until they're sixteen, let's at least be honest about it and stop trying to pass imprisonment off as education.

Say, for example, that a mother and father would like their eight-year-old boy out of the house all day and off the streets. Then I guess they will want there to be some place for him to go. Call it a youth center, a postgraduate nursery or a daytime internment camp. But why does it have to be a school? It should have plenty of room and lots of variety: places to be alone if you want, places to play games if you want, places to build things, and places to learn how to read and do sums — if you want.

Learning isn't a duty that we must be flogged into performing; it's our birthright, our very human speciality and joy. Places to learn are everywhere. So are reasons to learn. All we need, occasionally, is a little help from our friends.

We don't need compulsory schooling to force us to read. There are good reasons to read and things all around us that want to be read. And if someone should choose to pass his life illiterate, there are other communications media accessible to him. He'll probably make out fine. He may even be able to teach the rest of us some things that print hides.

It would be well if we stopped lying to ourselves about what compulsory schooling does for our children. It temporarily imprisons them; it standardizes them; it intimidates them. If that's what we want, we should admit it.

There's not much point in going on about this. If you've somehow missed reading A. S. Neill's *Summerhill*, you ought to go out and get it.

Incidentally, with compulsory schooling eliminated, there is no reason

to assume that most parents will send their children to public internment centers during the day, or that learning itself will be as dependent upon public institutions as it now is. With compulsory education and all the related red tape out of the way, small groups of parents should be able to make their own arrangements to care for their children and even to satisfy the children's desire to learn. Some areas of learning — nuclear physics, for example — require heavy financial support. But many other areas do not; they provide opportunities for those who want to learn or teach to bypass official institutions. Furthermore, advances in computers, in information retrieval and in communication should soon make it much easier and cheaper than it is now to learn outside of public schools. Technological developments should, before long, give a home resources that are presently available only to a large and well-funded school. Sooner or later, if a child (or adult) wants to learn more about, say, snakes or jet engines, he should be able to tune in, at home, to books, films, learning computers and so on, which he can use as much or as little as he wants. Naturally, if the child chooses not to use the computers and books, that should be his unrestricted right. What I'm getting at is that parents should, before long, be able to develop a formidable alternative to our system of compulsory public elementary schools. As for older children — adolescents — the whole matter is less a parental responsibility and more their own.

"IF SCHOOLS WERE AUTONOMOUS AND WERE RUN BY THE PEOPLE IN THEM..."

Learning is not something that is done to you.

Suppose we agree that there must be something better than our schools, something better suited to our human potential, our political ideals and our accelerating technology. What then? It is

"They petrify society..."

exactly at this point that there is a temptation to make what I believe is the basic educational blunder: having tried and convicted the present educational system, one then works out in detail his own educational utopia — setting up a blueprint that covers matters such as curriculum, textbooks, administration policy, student-teacher ratio, classroom construction, and so on.

From my point of view, however, a good school can't be described very clearly in advance because one essential characteristic of a good school is the freedom to establish its own direction. In fact, there may not even be such a thing as a good school within our present conception of what "school" means.

To say that learning is not something that is done to you has meaning on more than one level. With respect to the school as a whole, it means autonomy. There should be no dictatorial governing board or other body above the school making its decisions for it. If we are going to continue our policy of public education, this means that the people and their elected representatives will have to accept a new and radical policy: that they must pay for schools without controlling them. What happens, therefore, on a state university campus or on a junior high school campus would be decided neither by the legislature nor by the governor nor by any board of regents or board of education nor by any chancellor or superintendent of schools but only by the persons participating in the school itself. It is true that there would be a kind of power implicit in the fact that the state or community could refuse to pay for the school or could reduce its funds. But that would be the limit. To the extent that a state or city wanted to have a school, it would have to pay for it and leave it alone. Hopefully, the idea of an externally

controlled school will in time become a contradiction in terms.

To prevent education from being victimization, it will not be enough to have autonomy and democracy for the school as a whole. One would also want individual groups within a school to be free to develop their own learning structures without being pushed around and standardized by some central administration. However, I want to avoid falling — into the trap I described earlier; I want to avoid trying to blueprint an educational utopia in advance. Self-government in practice cannot help but fall short of an ideal and therefore admits of endless approaches. If schools can serve as workshops in self-government, it will be both likely and valuable that they be diverse in this respect.

If schools are free, some of them may choose to renounce a part of their freedom. There may be students who prefer to be dictated to. For all I know there may always be students who want to be graded daily and threatened with probation, dismissal and so on, just as there may always be persons who want to be flogged and will no doubt always find other persons willing to do it. It is certainly not my wish to prevent them.

The freedom I talk about, incidentally, is not merely a matter of "academic" freedom. Schools are not just learning places but communities as well. Many schools are communities in the full sense of the word: people don't just go to them; they live in them. And, in the future, the distinction between "school" and "community" is likely to be much vaguer than it is now.

"THE POWER TO SAY 'NO'"

The people who control colleges are fond of pointing out to students that higher education is a privilege. The implication is that if they don't behave, the privilege will be withdrawn. Similarly, in high school the ultimate threat is expulsion. School is supposed to be some kind of favor that society grants you. The condition for continuing to receive this

favor is that you accept it on society's terms.

Sweat shop owners used to tell their workers more or less the same thing. It's astonishing that workers swallowed that line for so long. And it's equally astonishing that most students continue to see schooling as a privilege rather than as a transaction in which they happen to be getting a rotten deal.

When you go to school, you do society an enormous favor; you give it the opportunity to mold you in its image, stunting and deadening you in the process.

What you get in return is access to an income bracket and the material comforts that go with it. But think what you've given up. Other animals have much of their nature born in them. But you were born with the freedom to learn, to change, to transcend yourself to create your life — that's your human birthright. In school you sell it very cheap.

I have already tried to show that this rotten bargain isn't even good for society, that it forestalls necessary social change. Unfortunately, the dying part of society, which controls schooling, is also the part least likely to understand the need for profound change. It is the students — the not entirely socialized — who most feel the need for change and who, in trying to transform the society in which they live, become the victims of its self-protective rage.

The power that students have is simply the power not to be students, to refuse a bad bargain, as workers have frequently done to say "no." If students have power, it is because they have something society needs very badly. Student power is made possible by the dying society's need to remain alive — to preserve itself through its children. Think how our institutions feed on the un-



formed future. Think even how individuals — those aging businessmen on a college board of trustees — clutch at immortality by putting their trip on the young. Society needs students to retain its identity; they are the only future it has. For this reason, students can demand freedom from exploitation and can get that freedom. They can insist that the continuity they provide society be one that is achieved through rebirth rather than through petrification.

In the long run, if students and teachers can outgrow their feudal relationship, they do indeed have a common cause: the freeing of schools from domination by outside forces. Perhaps the best thing students can do with respect to faculty is, first of all, to emphasize that common cause and to fully support faculty moves for greater self-determination and, second, to work ceaselessly to educate teachers, to show them what's lacking in school as it is and to show them what education could be.

Student and Society

There are a multitude of approaches that students can take toward changing schools. But the one that offers the most hope is the strike or boycott. It is more than a gesture, more than a pressure tactic. It cuts right to the heart of the problem. It refuses a bad bargain; it puts the future on strike. Requests can be denied or put off. Demonstrations can be broken up and the protesters put in jail. But a strike is not really vulnerable to force. When Governor Reagan of California promised to keep San Francisco State College open at the point of a bayonet if need be, he failed to understand both the limitations of the bayonet and the power of the student revolution.

High school students are in a more difficult position but this has not stopped them from beginning to use boycotts as well as other forms of noncooperation in order to change their schools. A few high school troublemakers can be expelled or disciplined in other ways. But what does it mean to expel most of the students in a school — especially when you've already compelled them to be there? Also, because these students are so regimented and because they are actually compelled to attend, a high school strike, though very difficult to bring about, is an even more dramatic and powerful action than is a college strike.

I have not yet said anything about the possibility of faculty-student cooperation in changing the nature of school. Such cooperation is difficult; most faculty members are still very much caught up in their roles and, even though they have their own reasons to want to change things, are reluctant to make common cause with students. Faculty, furthermore, are very hesitant to engage in the kind of forceful actions that might endanger their jobs or even their chances for promotion, tenure and so on. Still, there are enough instances of student-faculty cooperation to keep this an important possibility even at present. In order, though, for such cooperation to advance rather than impede student progress, it is essential that students don't wait around for faculty support and that they don't allow professorial timidity to rub off on them.

Searching of res rooms illegal?

DENVER (CPS-CUP) - Even though a Michigan court ruled last year that dorm rooms are constitutionally protected against arbitrary searches by university security officers, most American students who live in dorms are still subject to searches by college officials armed with internal search warrants.

The legality of these university - issued search warrants has not been tested in the courts, but many schools are beginning to scrutinize more carefully their own search and seizure policies in light of the Michigan ruling which gave rooms the same Fourth Amendment protections as an adult's "home, dwelling or lodgings."

The Michigan case involved the entry and search of the dorm rooms of two students at Grand Valley State Colleges. The searches were conducted without warrants and no consent had been given. During the searches, marijuana was found in the students' rooms and the university judiciary council suspended the two for one term.

Current search and seizure policy at most universities gives security officers or housing officials the right to enter a student's room without notice if there is "reasonable cause" or "just cause" to be suspicious that the room is being used for the purpose of violating university rules.

In some cases, search warrants are issued if another student, faculty member or staff member suspects that stolen property is in a student's dorm room. At Legish University in

Pennsylvania, the person with the complaint must obtain a "dean's warrant" which gives them the right to enter and search a student's room and seize the stolen property if they find it.

The Delaware attorney general's office has begun an investigation into the search and seizure policies at the

University of Delaware where dean's warrants are available when someone has "reasonable cause" to believe University rules have been broken. Attorney General Richard Wier said he thinks the dean's warrant is a "blanket warrant (which) may not comport with the Fourth Amendment."

Demonstration against freeze

The Alberta Federation of Labour is sponsoring a demonstration at the Legislature on March 22 protesting the federal government's wage freeze program and the provincial government's involvement in it.

The demonstration, which will begin at 2:00 p.m., will be held in conjunction with a national protest in Ottawa on that date when the Canadian Labour Congress presents its annual brief to the federal cabinet. Other provincial federations are also planning protest actions at the same time. Reg Basken, AFL President, told a Thursday morning news conference.

"The issue here is the death of the collective bargaining system," he said, and the government made a serious

miscalculation if they thought the labour movement would quietly acquiesce in its own destruction.

"The whole package is ridiculous and now the Anti-Inflation Board has given us the first indication in five months how it will handle price increases - it will allow them. Prices are going to keep rising, but the wages of our members and unorganized workers are not going to be allowed to keep pace," he added.

Basken also noted that between 1971 and 1974, corporate profits rose 110 percent and labour's share of the national income dropped.

"When the corporations didn't need an incomes policy to keep their profits growing, the government saw no need to implement controls," he commented.

"But when corporate profits started to sag, the government stepped in and froze our wages - froze them so that corporations could use government policy to subsidize their profit positions."

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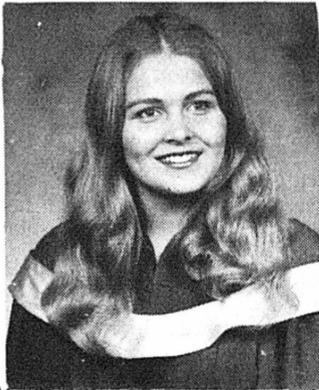
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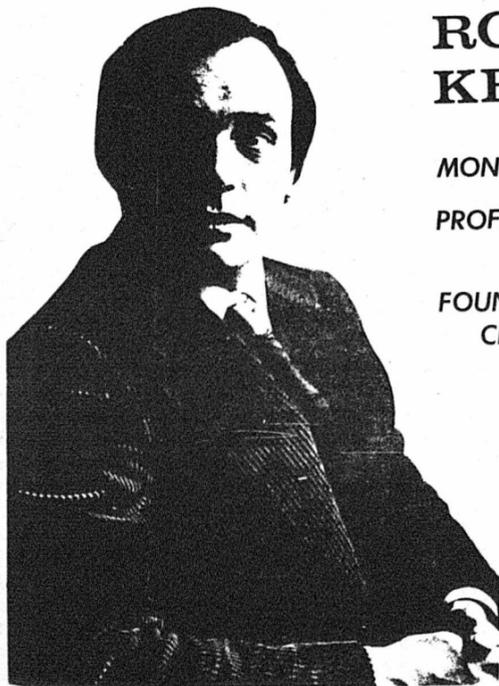
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12:30 Noon
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with speaker
John Hibbitts

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...agricultural instructor and experimenter in the use of solar energy technology.

Hibbitts is on a CUSO sponsored cross-Guatemala tour to help support the efforts to reconstruct the establishment of a temporary but viable health, education, health services and reconstruction and rehabilitation of the village before the spring rains come to Guatemala.

STUDENTS' UNION

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Canada's policies for education in review

by Loreen Lennon

"Education in Canada is good and getting better" was the conclusion reached by the recently-released OECD Examiners' reports on educational trends in Canada.

The report, an independent study by the Organization for Economic Co-operation and Development (OECD) was compiled by five international experts over a two-year period. It was the basis for a confrontation session with Canadian authorities in Paris in Dec. '75, and will be published later this year in an edited form along with a report on the confrontation.

The Examiner's report details the developments in educational policy since 1960, inequality of educational opportunity, the possibilities of economic bias in policy making, problems associated with centralized decision-making, and the ultimate goals of education.

The original report was obtained by the Canadian Association for Adult Education in response to what it calls "the government's discouragement of public discussion of

decisions currently facing post-secondary education." Only one student organization, OFS/FEO was given advance notice of the Examination, although the Examiners had specifically asked for considerable contact with students.

Provincial organizations were never notified.

Thus, unlike work done by student organizations, this report only looks at the education itself and not the social and economic background of the system.

Of particular concern to the university student is the section dealing with tertiary education.

The Examiners found five areas of prime importance:

1) Provincial policies in higher education: It was noted that the provinces have been successful in limiting the federal role in higher education but some provincial authorities go too far in their attempts to control institutional decisions, particularly Alberta and Quebec. The Examiners also felt the idea of increased community involvement has "taken hold" and been embraced by community colleges and other non-

university institutions. Universities, however, seem to insist upon primarily serving a "national" and even global function yet the report doubted the reality of this aim.

2) Inter university co-operation It was found that increased co-operation among universities is hampered by dissatisfaction with such organizations as the AUCC (Association of Universities and Colleges). In addition, these organizations are often ignored by the relevant authority in the decision-making process. The price of the so-called "excellence" of a few institutions is at the expense of those catering to the undergrad. The report called for a clear definition of the objectives of post secondary education.

3) Financing and rationalization of universities. The present system of federal-provincial financing does not allow federal subsidies to be earmarked for higher education, rather they are co-mingled with other funds and in some way "provincialized." The unfortunate effect is that while the provinces relate to federal government financially there is not a systematic coordination of their higher education plans.

Also recommended is the financing of relevant research by federal authorities. The present strengthening of federal financial support to humanities and social sciences was emphatically approved.

The Examiners recognized the demand for greater economy and more "rationalization" as understandable during economic stringency. But they warned that "efficiency vs quality" are not helpful alternatives for universities.

4) Graduate programmes. Qualitative improvement of the teaching staffs has gone ahead

steadily. Prospects for university employment for holders of new doctorates in natural sciences is poor, humanities and social sciences are generally able to absorb more.

But as positions are filled by younger people there is a need for comprehensive research into job opportunities for the many highly qualified academics inside and outside the universities and colleges. Also the percentage of Canadian citizens who teach at universities is increasing but it is noted that in 1972-73 about 46% of the full-time students enrolled in Phd programs were not Canadian citizens.

Community College development. In praising the concept and development of community colleges the report reiterates its strengths: access to the widest group of citizens, adaptability to local and individual demands, capacity to

perform "general services" for the community. The Examiners said greater cooperation with neighboring universities and interprovincial links will improve the community colleges which already represent the most attractive educational policy achievement made in Canada.

The history of the report is that in 1974-75 its researchers undertook a study of educational policies in Canada. The federal and provincial governments prepared background reports giving the "Canadian perspective" on issues and trends. Then the 5 OECD examiners spent a month in Canada investigating the state of Canadian education with the background reports as a basis.

The final report, which is their assessment of the situation, is available at the Gateway office.

TRIUMFant McDonald fills physics chair

The chairmanship of the department of physics within the Faculty of Science will be assumed by Dr. W.J. McDonald.

Dr. McDonald's appointment, becomes effective July 1, 1976 for a five-year term.

Currently on leave from the university at the Tri-University Meson Facility (TRIUMF) in Vancouver, Dr. McDonald is regarded as one of the most productive physicists emerging from a Canadian background in recent years.

A native of Lethbridge, Dr. McDonald has been an active participant in the research program in nuclear physics at the University of Alberta and in the development of the TRIUMF project.

In 1971-72 Dr. McDonald spent a sabbatical leave at the Rutherford High Energy Laboratory in England and in 1973-74 he was acting assistant chairman of the department of physics at the University of Alberta.

Dr. McDonald, 40, is the author or co-author of 44 scientific publications.

He will succeed Dr. John T. Sample who has been appointed director of TRIUMF.

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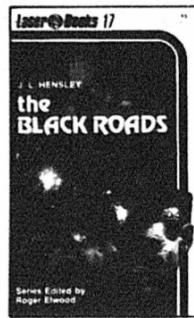
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Sam Church is a trained killer, a member of the infamous Red Roadmen. But Sam refuses to kill and is imprisoned and tortured for his nonconformity. He escapes and races across the continent in a running duel that will end in death - his own or the tyranny that reigns on the Black Roads.

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Kroetsch, Robert *Badlands*
General Publishing Group, 270
pp. \$2.50 (Paperback).

The cover of *Badlands* lists it as "a novel of strange adventure in the Alberta... *Badlands*." That's quite true - it is a novel of "strange adventure" - but calling it that is like calling *Catch-22* "a departure from the war-novel norm."

Badlands is a loud, raucous novel, in the manner of most others Kroetsch has written. It is a bizarre novel; a frantic, humorous novel, an enigmatic novel filled with wild scenes of incongruous sexual activity; a well-written, well-constructed myth - all that and much, much more. But to call it "strange adventure" is to venture into gross understatement.

For example, at one point in the story a tornado hits one of the characters (Web) while he is out with a young Indian squaw (Anna Yellowbird) on an exposed badland butte covering some dinosaur bones. Web describes his strange lusts during the tornado:

"And the I got the surprise of my life," Web said. "Anna told me. Don't know how it happened."

"Up there in the air," Tune said.

"Of course," Web said. "I had blue balls and lover's nuts and skinned knees; we were locked together up there like two howling dogs and the wind howling and cactus flying and us flying and the lightening like tentacles we were in this huge cave all hung with tentacles of lightning... and just god-damned then the lightning struck us - and sweet mother of Christ the blue flames shot out of our ears, off our fingertips, our glowing hair stood on end, my prick was like an exploding torpedo, we glowed and blossomed and bloomed like a flare, like a burning house."

Web goes on with the description of his passionate encounter for a full seven pages of nearly-incoherent ramblings

- but that is only the beginning. It's followed by a dynamite blast at the site of the archeological dig which buries the blaster, Tune. Tune is the youngest member of the expedition and was selected for the job because of his piano skills, as witnessed in a Drumheller "hoor-house." And so on.

"Strange novel?" Obviously. Perhaps not quite so obvious is the fact that this is a well-done, fascinating work and yet another feather in the cap of Albertan-born Kroetsch, winner of the Governor General's Award for his best-selling novel *The Studhorse Man*.

Badlands is about William Dawe, an Ottawa archeologist in the early 1900's who launches an expedition down the Red Deer River in order to search for dinosaur bones. Obviously from the previous quotations used, the general content of the book is the (mis)adventures of the people involved in the expedition, but the book is related from a first-person point of view, fifty-some years after the event.

The narrator is Anna - Dawe's only daughter - and she tells the story as she discovered (and uncovers) it in 1972. In similar manner to *The Studhorse Man*, the narrator is omniscient and again intimately involved with the events of the story.

In *The Studhorse Man*, the narrator Demeter was aided by his close relationship with Hazard Lepage and the fact that he himself was closely involved with the characters and the action. In order to make Anna Dawe an omniscient narrator, Kroetsch has her take her father's field notes and go back to the Alberta badlands, only to discover the mistress of the Dawe expedition, Anna Yellowbird, and become fast friends with her.

Together the two Annas drive across Alberta, from the badlands to the source of the Red Deer River, drinking gin

with beer-chasers - chasing the past with laughter and tears.

And that is what this novel is all about - the past. William Dawe pursues his image of the past - fossilized dinosaur bones - and places his image of the present onto paper - his field notes. Anna Dawe pursues her image of the past - William's field notes - and places her image of the present and the past onto paper - the novel *Badlands*. Kroetsch's point seems to be that neither are right in what they believe are the facts.

At one point, William meets a photographer by the name of Sinnott. Sinnott says to him, "We are two of a kind, Mr. Dawe, you and I. You with your bones that are sometimes only mineral replacements of what the living bones were. Me, rescuing positive prints out of the smell of the darkroom." And Dawe replies by saying, "I recover the past. You reduce it."

Here, I believe, is the thrust of Kroetsch's novel: Each person believes himself best fit to "recover the past." William Dawe, Anna Dawe, Sinnott and Anna Yellowbird - each believes their image of the past is the correct one. And all are wrong.

Kroetsch is a man who makes myths of the past and argues that to attempt objectivity in relating the past is to lie. He constantly intertwines his "omniscient" narrators with the stories they relate, shows the opposite version of the story (from another's point of view) and shows the reader how subjective someone becomes about events that personally involve them.

All that is very good from an academic point of view. But it does not make the characters come alive as does a reflection of human emotion and a human's psyche. This, to me, is where Kroetsch falters.

Certainly, Kroetsch writes with excellent style and conjures images very effectively. But I don't think he has come to grips with human emotional entanglements from the inside of his characters. I always have the feeling that the novel's characters are not flesh-and-blood humans, that they do not share the same emotions we all do.

At first, I believed it was because of the "spontaneous" writing style Kroetsch uses. However, after reading Malcolm Lowry's *Under The Volcano* or Jack Kerouac's *On The Road*, I have come to believe this lack of character development is merely Kroetsch denying his nearly-formed characters the motivations and emotional complexities I expect from a believable character.

Kroetsch is a good writer - he uses language well - but he doesn't really dig into human nature and doesn't really give me glaring insights into life. Nor does he bind me closely with the characters he uses in his works. Were he to do so in an upcoming novel, it would surely be a Canadian classic.

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RADIO

The arts

Melting-pot theme carries production

Oscar Wilde once stated that the only unforgivable sin is to be boring. In this sense at least, *Hester Street* is an unforgivable film.

Hester Street begins, curiously enough, on Hester Street on the Lower East Side of New York in 1896. Ninety minutes later it ends at the same place, and the shame of it is that so little happens in between.

The film centres around the plight of a recent Russian immigrant, Yekel Berel (adopted American name: Jake), who sends for his wife and son to join him and in the meantime involves himself with another woman, a Polish immigrant named Mamie. Jake befriends yet another immigrant, an orthodox Russian Jew named Bernstein, who comes to live with Jake and his family. From

here the love-quadrangle is easily set in motion: the Americanized Russian, Jake, desires the Americanized Pole, Mamie; the conventional wife, Sittl, is drawn towards the devout best-friend, Bernstein. Neat, huh? But so damn predictable.

The film is shot in black-and-white, which for the most part works well, managing to effectively capture the desolation of the turn-of-the-century immigrant slums. But the greyness of the photography is never aided by the color of personality, as it sometimes is in other modern movies filmed in black and white (one thinks of *Lenny* and *The Last Picture Show*, for instance). Also on the technical side of things, there are times when the actual filming is simply sloppy; in one scene a ceiling mike is seen dangling in the upper part of the screen - it moves in and out of the viewer's vision, leaving a shadow in its wake. That sort of thing is inexcusable even in the most low-budget of films.

The acting in *Hester Street* ranges from adequate to awful. As the arrogant yet naive Jake, Steven Keats is certainly the most convincing of the cast. As Jake's wife, Carol Kane is beautifully forlorn, but her performance often seems too restrained. Mel Howard's Bernstein is appropriately somber and scholarly, but also uninspiring. Dorrie Kavanaugh as the dance instructor, Mamie, approaches the burlesque.

But it is the "melting pot" theme of the film which is left to carry the production, and which is in fact responsible for the few good moments in the film. To come to America is to become an American: old styles, customs and even religions are to be left behind. Conformity is the rule and social exiles are the exceptions. It's a fine theme but it's poorly directed towards a conclusion that is simply unsatisfying. This short, meaningfully film is in the end strangely unmoving; the disparity between what is and what could have been, being just too great.

Hester Street is presently playing at the Varscona Theatre.

by Brian Bergman

Two-fold concert offered

Big band jazz and choral music will be performed at two concerts sponsored by the U of A's department of music.

Selections by Thad Jones, Woody Herman, Dizzy Gillespie and Duke Ellington will be played by the U of A Stage Band Thursday, Mar. 18 at 8 p.m.

The concert will take place in Convocation Hall in the Arts Building on campus and is free and open to the public.

Sacred music, negro spirituals, and folk compositions will be sung by the U of A Concert Choir Saturday Mar 20 at 8 p.m.



Northern Light Theatre and Theatre 3 join to present *Happy Birthday America*, a musical revue

Tongue in cheek, Canada salutes USA

Northern Light Theatre and Theatre 3 join forces this month to present the premiere of *Happy Birthday America*, a revue with music opening Mar. 16 in the Northern Light Theatre space at the Edmonton Art Gallery.

Written and compiled by Allan Lysell, Frank Moher, and Scott Swan, with music by Larry Reese, *Happy Birthday America* is a roller-coaster ride through 200 years of American adventure, diplomacy, and intrigue. Life in the USA, as it is played out daily by grave-diggers and presidents, soldiers and saints, is viewed from a Canadian perspective, with hat and cane in hand and tongue in cheek.

The score by Larry Reese includes "The Statue of Liberty Torch Song" and "The Uncle Sam (Red, White, and) Blues."

Happy Birthday America is directed by Theatre 3's Mark Schoenberg, with musical direction by Larry Reese, and additional music by John Wheelwright. Design is by Gie Roberts.

Kathie Ball and Sheelah Megill join Northern Light Theatre directors Allan Lysell and Scott Swan in the company.

Two versions of *Happy Birthday America* will be presented during the four week run. A full-length evening version will run March 16 through 20 in the Northern Light Theatre space at the Art Gallery, with special matinees scheduled for Thursday and Saturday.

A 45-minute lunch-hour version will subsequently be

presented March 22 through April 9 at the Art Gallery. These performances are at 12:10 p.m. Monday through Friday, with additional 1:10 p.m. performances on Thursdays and Fridays.

Tickets for both the evening and lunch-hour performances are available from the Theatre3/Northern Light Theatre box-office at 426-6870. Group and school bookings will also be taken.

Dance is energy, enthusiasm

Les Ballets Jazz is a company lovingly shaped by the directorship of an exceptional woman - Eva von Gency. The group performed Mar. 12 and 13 to a highly enthusiastic, near-capacity crowd at the Student Union Theatre.

I have watched Eva von Gency teach. I've watched her direct rehearsals and in those classes and rehearsals I've seen her direct high levels of energy, concentration and above all, involvement. These qualities have most certainly been imparted to the thirteen dancers of the company. Their involved performance on Friday night proved this beyond all doubt.

Eva's particular style of jazz, as exhibited in two pieces of her choreography *Up There... Souls dance undressed together* and *Jazz Sonata*, requires bodies that are keenly strong, flexible, and highly sensitive to her exquisite syncopations. Both men and women in the company display flowing rhythmic bodies that are capable of sharp edges - clean and controlled.

Up There and Jazz Sonata exhibited Ms. von Gency's multi-faceted choreographic skills. *Up There* is composed of six sections. Each section is a different mood heightened by use of effective lighting. The choreography was sensitive to the music, the music to the mood and the mood to the lighting. A cool reflective *pas de deux* by Odette Lalonde-Peterson and Lorne Toumine showed technical polish but more than a little stiffness. This was greatly contrasted with the next section where strong musical rhythms brought the company to life, first playfully, then aggressively. *Tranquility* was an unusual adage with six couples making intricate birdlike designs.

Jazz Sonata, the final piece of the program, progressed from classical ballet into a loose jazz - pure physical expression in a musical structure. The transitions were so smooth that they go almost unnoticed, we were hardly surprised to find the

dancers near the end of the piece clapping hands, laughing and shouting encouragement to each other as they each completed solo variations. This is where we saw dancers loving dance; loving to express, to move, to show off and enjoy every minute of it. These skillful, sensitive contrasts display the control and ease that Ms. von Gency has in her art.

The triumph of the evening, however, was *Hommage A Duke* choreographed by Richard Jones to the music of Duke Ellington. Jones was able to incorporate the dance fashions of Ellington's era into this piece without leaning heavily on nostalgia. Subtle hand movements invoke moments of old cabaret and vaudeville style jazz. Patricia Strauss, a svelte dancer with exquisitely long

limbs, gives a marvellous performance in this piece. She leaves one with the definite impression that she was created expressly for the role she dances, or it for her.

Costumes throughout the evening were generally unassuming with the exception of *Hommage A Duke*. Turbans and sparkles neatly and succinctly captured the essences of this bygone era.

In all, the company's performance was a strong one. There was a consistent high level of technical expertise as well as energy output. The enthusiasm and enjoyment of their art was infectious. I'll bet a lot of enthused people left the performance thinking about taking jazz classes.

by Susan D. Poohkay

Farm Show film

In 1972 the innovative *Theatre Pass Muraille* moved into the farming community of Clinton, Ont., and made a play out of the stories and the people of that region. The following summer they took their play, *The Farm Show*, on a tour of farming communities of south-western Ontario, sometimes performing in auction barns.

The U of A English Dept. will present a special film showing called *The Clinton Special*, which is a documentary of the tour, with several scenes from the play. The film, by Michael

Ondaatje, (poet, winner of the Governor General's Award, 1970) also includes interviews with the actors - on how the play was made, and with the people the play was made about.

A Toronto Star reviewer described it this way: "As a record of a form of our theatre which may prove historic, Ondaatje's *The Clinton Special* is exceptional."

The film will be shown in AV L-1 of the Humanities Centre, Mar. 17, at 6:30 p.m.

And miles to go before they laugh

Stage West Dinner Theatre presents *Norman, Is That You?* which begins Mar. 17 and will run until April 24.

ABC-TV describes the play, written by Ron Clark and Sam Bobrick, as full of "yards and yards of solid laughs, miles of funny jokes."

Starring in the production is Gale Gordon, who supported Lucille Ball for thirteen years in her two television series (he was

the always-irate banker, remember?).

And beginning on Mar. 21, and continuing for four consecutive Sundays, Stage West presents a new series of culinary entertainment, featuring the Big Band Sounds of Gary Guthman and his 18-piece orchestra. Price (\$9.95) per person includes dinner and concert.

Pianist returns to ESO

Shura Cherkassky, the pianist who electrified Edmonton audiences in 1973, returns to perform with the Edmonton Symphony Orchestra, under the direction of Pierre Hetu.

The concert will be at 8:30 p.m. on Mar. 20 and at 2:30 p.m. on Mar. 21 at the Jubilee Auditorium.

Cherkassky has recorded with the Berlin Philharmonic for Duetsche Grammophon and has made other recordings for Philips Records.

SPORTS

Redskins check out Fryer

Come March and April you'll notice the sports page(s) seem to be dwindling. It's no optical illusion, sports copy at the University is almost as scarce as an Oiler win. That leaves me, the sports editor, with the undertaking of gathering enough copy to fill the pages. That's nearly as difficult as sitting through a complete performance of Edmonton's new mime group known as the Edmonton Oilers, it becomes very boring watching them go through the motions.

Speaking of the Oilers, it seems that some creative individual has been suspending some satirical cartoons in the Coliseum, poking fun at everyone including his latest victim Wayne Overland. Before we leave the sport of hockey we should all pause for one minute of silence for Calgary's loss at the CIAU finals in Toronto. The Dinos fell upon the same fate as the football and basketball teams before them, they lost. That's three finals in one year. Actually the hockey team never made it to the final game, losing in the semi-final to Guelph, who were completely outclassed in the final by Toronto.

The CIAU made a mistake in buckling under to the CBC in setting up a format so that one final game could be televised. The play by play coverage of Tom McKee was as worthless as a thousand wooden nickels. McKee failed to get the right player's name with the number of his sweater on numerous occasions and was apologising for his bumbling throughout the broadcast. Any "knowledgeable tidbit" that he supplied to us was strictly from a publicity sheet in front of his nose. Something any moron could tell us.

The injustice of the tournament format is evident to everyone. Each team opened the tournament by playing an exhibition game which as one coach said is ridiculous at this point in the season. Finally, one game can never decide the true winner of any hockey league. It's about time the CBC improved their coverage of sports on the college level and the CIAU should provide a playoff format (similar to last season) to ensure at least a best of three final and if the CBC wants to provide coverage befitting the occasion they can televise the duration of the series. If the CBC wants the CIAU to set up it's format simply to please the network the college body should have the conviction to tell the CBC to take McKee and the rest of their flunkys and stuff them.

By the way, it seems that some representatives of the Washington Redskins of the NFL were down last week to talk to Brian Fryer. Fryer must be convinced they want him as bad as Bobby Orr wants a knee operation. Fryer doesn't stand a chance of playing for George Allen, he hasn't started to collect old age pension yet. Youngsters (under 35) don't get too much of a chance to play on any of Allen's teams. Just ask Joe Theisman when he threw his last pass in a game. He'll probably tell you it was sometime back in Toronto.

Finally a reminder to take in the Volleyball match between the Cuban men's national team and our Canadian squad March 17 at Varsity Gym. Advance tickets (\$2.50 students, \$3.50 adults) are available at Mikes and the General Office Rm. 116 of the Phys. Ed. building.

Darrell Semenuk

Soccer team travels south

The Golden Bears Soccer Team has received an invitation to take part in the Washington State University Invitational Soccer Tournament this Spring. The Tournament will be held during next April 23 - 25, 1976. Eight universities from the Northwest area will be participating, including the University of Washington, Seattle Pacific College, Seattle University, and the University of British Columbia.

The invitation has been accepted and Soccer Coach Gerry Redmond is delighted with the prospect of such good competition and fine soccer weather. "We'd rather use budget funds on this fixture than have it available later for a snow-bound game or two next October," he said. "We have a nucleus of about 10 or 12 good players who will be eligible for the Intercollegiate season next Fall. If they could all participate in this Tournament, it might do a great deal for team morale, as well as help decide a few positions in the team."



Coach Gerry Redmond will take his Golden Bear Soccer team to Washington in April to compete in an Invitational Tournament involving 8 other teams.



The squad for the Tournament is 16 players with unlimited substitutions allowed. The Golden Bears are playing in the seven-a-side Edmonton Indoor League at the present time, which operates in the Kinsmen Fieldhouse. The Bears record in the league to date is: 6 wins, 3 losses, and 1 tie.

The highlights have been two victories over League leaders Edmonton Scottish, by 3-0, and over Polonia, by 3-2. Goalscorers for the Bears have been: Rob Macaulay 4, Matt Piscopo 4, Geoff Bird 4, Terry Kindrat 3, Malcolm Allen 2, Ian Franks 3, Derek Baker 1, Hector Calista 1, and Glenn Murphy 1.

The Indoor Soccer Bears have also been training once a week in the West Gym. But Redmond feels that more training will be necessary before the Tournament, especially outdoors if at all possible. He hopes that all of the 12 players in the Indoor squad will be able to go to the Washington tournament, and then four more players will be invited to go in addition to make up the necessary total of sixteen players. The extra players will be approached during the next week to see if they can make the trip.

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footnotes

March 16

University Parish Tuesday Lunch - conversation, lunch (50¢) communion. Guest: Doug Hidgkinson, national consultant for campus ministry, Anglican Church.

Boreal Circle, Mr. Grainge of the Dept. of National Health and Welfare, Edmonton will speak on "Community Planning in the North - An Engineer's View" at 8:00 p.m. in the Lounge (Centre Wind CW 410) Bio Sci Centre. Free.

Christian Reformed Chaplaincy noon Bible study - Romans 10. Come and join us in CAB 339. Every Tues at 12:30.

Campus Crusade for Christ leadership training class 7:15 p.m. at SUB Meditation Room.

BACUS Grad photos are being taken in Cab 329 March 16 and 17.

David Archer, Trombone, will present his junior recital at 5:15 p.m. in Convocation Hall, Arts Bldg. Admission free.

March 17

Edmonton Chamber Music Society. The Duo Barbirolli (oboe and piano) in concert with bassoonist George Zukerman at 8:30 p.m. in Convocation Hall. Members only.

Jennifer Scragg, soprano, will present her junior recital at 5 p.m. in Convocation Hall. Admission free.

Canada-USSR Association is showing Soviet films March 17 at 8 p.m. and Mar. 18 at 12:30 a.m. No admission charge.

Edm. Phoenix Volleyball Club.

Mens International Volleyball, Canada vs. Cuba. Main Gym. P. Ed. bldg, U of A. Tickets at Mikes, main office Rm. 116 P. Ed. Bldg. U of A and at the door. \$3.50 & \$2.50 (Students.)

BACUS General meeting in the SUB Theatre at 12 noon.

March 18

University Parish. Nothing but Apes? - A thoughtful look at evolution by John Habgood, scientist-Bishop from Durham, England - Tory Lecture TL-12 8 p.m.

University Parish Thursday worship 6:30 p.m., Meditation Room, (Supper 5:30 p.m., SUB Cafeteria) intimate, conversational worship through word and sacrament.

Christian Reformed Chaplaincy, everyone welcome at our discussion evening on Jewish Christian relationships. Guest: Rabbi Aranov. Lounge in St. Stephen's College 7:30 p.m. Coffee served.

Heather Hantke, mezzo-soprano, will present her Junior Recital at 5 p.m. in Convocation Hall. Admission free.

March 19

Bahai. "An Alternative to Drugs." Share your opinions. 8 p.m. in the Grad Lounge, 14th Floor Tory.

BACUS Elections will be held. Polls are located in CAB.

Edmonton Chinese Christian Fellowship Bible study week: 3 different groups to cater for individual interest and level.

March 20

Newman Community, 8:30 p.m. Sadie Hawkins Dance - Newman Centre. Admission \$1.00. Refreshments served. All welcome.

Campus Crusade for Christ. M.O.B.S. nite - meeting of the Brothers and sisters - a night of fun, fellowship and food. 7:30 p.m. at Strathcona Baptist church 8318-104 St. Cost 50¢.

Edmonton Bird Club will be presenting an Audobon Wildlife film 'Minnesota Valley Saga' by W.J. Breckenridge, at 8 p.m. in Tory TL11. \$1.50 for adults and 50¢ for children. All welcome.

Newman Community Patchwork quilt to be raffled off by Newman community at Sadie Hawkins social. Raffle tickets available from members are 25¢ ea. or 5/\$1.

The U of A Concert Choir: Larry Cook conductor Spring Concert, 8 p.m. Convocation Hall, Arts Building, Admission \$2.00 children under 12 free.

March 21

The Contemporary Music Workshop. Jazz/A Double Bill with The John Gray Sextet, at 8:30 p.m. The Phoenix Club 10853-98 St. \$3.00 at the door.

General

Newman Community Coffee house in Newman centre 8 to midnight. Free coffee and snacks. Silver collection at the door. All welcome.

Hire A Student has begun office hours for those students interested in forming a summer business. Possibilities include: painting, landscaping; trucking, etc. We can provide a full range of counselling services and job referrals. Drop in to see us. Rm. 234 SUB. MW 2-4 p.m. F. 9-11 a.m.

Newman Community. Students in fourth year Education who want to teach in the North Peace Catholic School District contact Bro. Donatus at St. Joseph's College Room 146, ph. 433-2275.

LOST: pearl ring with gold band on 2nd floor Cameron in womens washroom. If found please contact Laura Burgess, 459-8947.

FOUND: March 9: Concert tickets. Identify and they are yours. Ph. 439-3287 after 9 p.m.

University Yoga Fitness Centre

will organize a Hatha Yoga course, emphasizing mental relaxation, figure and physical fitness. Classes at university once a week (Wed.). 10 week course begins on March 24. Preference in registration to students. Further info and pre-registration phone Dr. Dhanaraj 462-3364 (evenings) or 427-2015 (Office), or Judith Spencer 433-4004 (evenings).

Circle K International. All members are advised that nominations for next year's executive will be accepted until March 21. These can be put forward by phoning Ken at 432-4773 or 436-0135. Elections will be held on March 22 at 7 p.m. in Room 280 SUB.

Arrangements have again been finalized for the purpose of encouraging students to enroll in immersion studies in French and English through the marginally noted program. Bursaries are available to students who possess general post-secondary standing. Must be 16 years of age on or before December 31, 1976 in order to be eligible. For info, contact the Romance Language dept.

Newman Community, St. Joseph's College Chapel masstimes: Sat, 7:30 p.m., Sun, 9:30, 11 a.m., 12:30, 4:30 p.m. Mon., Wed., Fri., Sat., 12:10 p.m. Tues, Thurs., 12:30 p.m. Mon thru Fri 4:30 p.m.

Three Soviet films, showings Wed. at 8 p.m. and Thurs. at 12:30 p.m. in SUB 142. Sponsored by the Canada-USSR association. March 17 and 18.

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5 piece drum set Zildjan cymbals asking \$250. Gord 466-3810.

18 Muller kite \$300 good learning kite. Gord 466-3810.

1973 Toyota Half-ton truck for sale. Like new conditions, deluxe custom upholstery, carpet, bucket seats, 8 track tape, automatic, radio, and new Michelin Radial tires. Phone 487-2537.

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Willing to pay reasonable "Finder's Fee" for reasonable apartment, suite (Basement fine) with good access to University. Possession April 15-30 anytime. Phone Mike 432-1054.

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Ukrainian Bilingual Program. Kindergarten, Grades 1, 2, and 3. For information and registration forms Public Board 469-8511 (a.m.) Separate Board 429-7631, ext. 219.

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THE UNIVERSITY OF ALBERTA

STUDENTS' UNION HOUSING REGISTRY HAS REOPENED

1. If you have a place to rent (be it ever so humble), call 432-4212.

11 a.m. - 11 p.m. weekdays, 8 p.m. - 11 p.m. weekends.

2. If you are looking for accommodations, our lists are posted in front of the Students' Union offices on second floor, SUB. Please do not phone us, we'll only tell you where to look.



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WHEN TRAVELING OUTSIDE CANADA DON'T:

- Carry anything across an international border for a stranger
- Work in a foreign country without permission
- Run out of money
- Deal in illegal currency or black market
- Fail to have a ticket 'home'
- Forget or lose your identification (passport, or other)
- Fail to obtain a visa when required
- Violate local laws and offend customs and sensibilities
- Possess illegal drugs



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