

The CORD WEEKLY

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WATERLOO LUTHERAN UNIVERSITY

FRIDAY, JANUARY 16, 1970

NOMINATIONS FOR SAC

Nominations for the new student's council will open on January 29 and will remain open until 5 pm on Thursday Feb. 5 said the Chief Electoral officer on Thursday.

Pre-registration by mail

Registrar, H.H. Dueck, Monday released details of a registration-by-mail option for pre-registered, returning full-time students. He said it was another phase in the continuing attempt to simplify the complexities of the annual registration procedures.

The new option will have several distinct advantages for the student. Pre-registration in February will become more meaningful, because if a student had not selected his courses in advance, he will not be eligible for the registration-by-mail option. By exercising the option, returning students can work an additional week in September and need not return to campus until the first day of classes. Returning students, however, will be required to confirm this registration by August 1 if they wish to retain their reservations: in given courses and sections. After that date the reservations will be released to prepare the IBM printout of courses for September registration.

To register for September 1970, following this new option, a returning student must pre-register in February; make any required course and section changes in July; be allowed to proceed by the university; pay at least 2/3 of the total registration fee (excluding residence fees) by August 1. A student who does not meet all these conditions will have his check returned, however a \$50 deposit will be required to reserve a place and he will be required to register on September 11 in the usual manner.

Pre-registered returning students will receive a print-out of courses and sections in which they pre-registered in February. This will be mailed in June together with the final examina-

tion results and confirmation of registration. (COR) forms for September, 1970. When returning the COR form, the student who qualifies will indicate whether he wishes to submit a \$50 deposit and register on September 11 or submit a cheque covering at least 2/3 of his total fees. A student that opts for the second option will receive instructions to report to the TA on September 16 to confirm his arrival on campus and to have details about Health Services, Loans, Business Office, Parking, and ID card finalized.

One change will be the registration of Frosh on Thursday, to be followed by returning students on Friday. It is felt that Freshmen should have the first priority in registering in the introductory courses in September. Senior students have already had two opportunities to register in junior courses at advance registration and later in July at the time of confirmation of registration. It is hoped that the new order of preference in September will eliminate a repetition of the fiasco experienced this year with Psychology, Sociology and

Geography 20 courses. Exceptions will still be made for graduating students in need of any particular intro course.

The registration-by-mail option has been under discussion for several years by all concerned parties including the Educational Services Council. Originally the Registrar's office and Business Office were preparing to introduce this option for September, 1969, but due to the extensive changes in the registration procedure, it was agreed to delay introduction one year.

Nomination Error Discovered

CORD STAFF

Yesterday afternoon the CEO, Stewart Thomson, admitted an inadvertent error in the nomination requirements nullified the closing of the nominations for SAC on Tuesday. Thomson said "to qualify, a student must have had an average of 60 percent in four sub-

jects last year or 60 percent in eight subjects during the last two years; not 60 percent in five subjects as publicized."

The electoral committee decided that by extending the nominations, it would give the students who were incorrectly eliminated from contention another chance to run for office. Thomson said

he hoped the extension will allow more people a chance of running. If the prior closing date had been adhered to all candidates would have been acclaimed to office since the number of candidates equaled the number of positions open. The present, interim council will remain in office until February 12.

Ryerson board may sue

TORONTO(CUP)—The chairman of the board of governors at Ryerson Polytechnical Institute has threatened to launch a libel action against the student union here, following the publication of a satirical article in the Friday issue of the student newspaper, the Eyeopener.

To drive home its displeasure, the Ryerson administration also threatened to drive away the paper's advertisers and refuse to

collect student fees on behalf of the student union.

The story which drew the storm of indignation was entitled "Chairman Bill on Sodsmanship," and was credited to Bill Kelly, chairman of the Ryerson board.

The possible administration actions over the article are: a suit against the student's union for any libellous articles in the Fri-

day publication, simultaneous charges for any violations of the obscenity act found in the same issue; a campaign to persuade advertisers to withdraw their support; and finally, refusal to collect student union fees.

The campaign to cut off Eyeopener advertising would cut off all the external aid. Refusal to collect fees would mean the financial collapse of the student union.

Meanwhile, what happened?

by Ron Kaden

The great student council fiasco came to a climax December 16, when students voted three to one in favour of the petition to shorten the present council's term.

As a constitutional amendment, this, required 2/3 of 25 per cent of the student body to pass. About one-third of the students voted, making the change valid.

The amendment, which is for 1970 only, allowed this year's elections to be held about one month earlier, permitting council to take office immediately. About 6 per cent of the students spoiled their ballots.

Carl Watkin, leader of the movement for the petition, said "the decision by the students will help the new council overcome the stagnant situation of council before Christmas."

Executive vice-president Laurie

Sleith became interim president after Marshall's resignation.

Concerning the petition, Sleith said, "Council became engrossed in its own internal squabbles and was no longer acting in the best interests of students."

At the January 8 meeting, Sleith said, the council joined an association of student councils for charter travel, and turned down a trial period for an appointed speaker. Council recommended the new council consider the idea.

He said the Education Commission introducing a Speed Reading Course which will start on January 15. They are also reviewing the course evaluations and will conduct a new one in March.

Along the same line another committee called Question Gap, headed by Jim Whitred, have

been exposing high school students to a university type environment to help them in career planning.

Sleith said the new S.U.B. should be ready for occupancy by mid-August. When asked for WLU's official position on the fall of C.U.S. Sleith replied "that the new council will attend a conference at McGill on February 5-8, to look into a New National Student Union to replace C.U.S."

As for the future of Student Council after this year's disaster, Sleith said "the growing use of students on both student and administration committees will over a period of three or four years, allow council as it presently stands to shrink to a small executive. It will appoint committees and make decisions based on their recommendations.



Requiem for a building — memories will not be destroyed this easily. photo by Steinman

The Library will be open for study purposes

until 1 A.M. Sunday - Friday

beginning Monday, January 19, 1970

St. Denis speaks in silence

by Sherri Lange

...she loves me, she loves me not... a pigeon has mended his wing and you feel the joy and excitement at seeing it fly off again free, into the blue... straining, and pompous the weight-lifter at the circus... expectation of a sure win in a tug-of-war; then sudden disappointment... the realization of transgressed freedom as a fisherman throws his precious catch back to its element... an old man recaptures life's gaiety and meaning as he rings the old church bell to resound his being to all...excruciating pain at the hands of a greedy and sadistic dentist who thoroughly enjoys the art of pulling teeth...

the mystery and beauty of birth, life and death of a tree... free at last from a small room of painfully distorted reflections of oneself... the intensity of loving someone...

Verbosity is unnecessary and even cumbersome in creativity. Silence, can be creative. It is possible to communicate beautifully and completely—without saying a single word. Claude St. Dennis feels sure that the ancient art of pantomime, the earliest drama form, is not dying out at all: but his workshop in Montreal is only for the most perseverent and courageous of would-be mimics. The ability to represent one's emotions and actions entirely through body movements and gestures requires more precision than the dance, a prodigious memory, and, most important of all, a knowledge of "soul." In Claude's words, "The soul, the emotion, is the hardest thing to capture. If one has too much technique he will tire an audience in five minutes... To do nothing, one must know everything." The performance on Thursday evening showed a great understanding on the artist's part of the universality of human emotion. Who has not felt pangs of mistrust for a dentist; who has not washed dishes; who has not sung in the shower? Claude St. Dennis and his assistant Lucie Bertrand, call

it, "the universal language." Performing before 850 deaf-mutes, Mr. St. Dennis knew that "for the first time in many of their lives, they were able to live truly normal lives."

Where does character mimicry come from? Says the expert, "from the interior—the soul."

Claude St. Dennis is a soul man. Another soul man, Leonard Cohen, puts it this way:

You tell me that silence is nearer to peace than poems but if for my gift I brought you silence (for I know silence) you would say
This is not silence this is another poem and you would hand it back to me.

Students from WLU are invited to be part of a unique approach to relevance in the twentieth century. A week end seminar, focusing on the basic spirit questions in the post-modern world is being held Jan. 30 to Feb. 1. (Fri. 6pm to Sun. 2pm) on the Ignatius College Campus, Guelph. The seminar will provide a forum where persons can enter into serious and concrete communication concerning those questions that are raised by life in the midst of the scientific, political, urban, secular and theological revolutions of to-day—problems of genuine self-understanding, decision-making, life significance human relations creative participation in present-day civilization.

Conducted by a team from the Ecumenical Institute of Chicago, an international teaching organization it will be a dynamic experience involving seminars, workshops, short lectures, and group experimentation in corporate conversation. A Sat. night movie and pub is included.

Students should register for the seminar by Jan. 23. Cost is just 15 dollars for the weekend including room and meals. Partial expenses have already been covered by private donations. For further information consult the campus pastor bulletin board in the arts building, or phone Tom Merklinger, 742-7552.

Subcommittee appointed

Dr. Peters made the following appointments recently to head the subcommittees in planning the new Athletic Center. They are:

I Major Areas — Coach Howard Lockhart
1. Gymnasium
2. Swimming Pool

II Minor Areas — Coach Richard Newbrough
1. Handball Courts
2. Squash Courts
3. Self Defense Room
4. Weight Exercising Room

III Service Areas — Coach David Knight

1. Training Room
2. Dressing Rooms
3. Equipment Room
4. Sauna
IV Academic and Administration — Professor Hall
1. Classrooms
2. Offices
3. Lounge

Construction is due to begin sometime in December. Earlier plans called for February 1 of 1971 as a possible date for construction following the Students' Council's \$1,000 donation to the administration.

TRAVELLING IN EUROPE THIS YEAR?

The best combination of economy and convenience is a Volkswagen Combi-Camper fitted to your travel requirements. Your "hotel on wheels" can be waiting for you, licensed tax-free and insured, on your arrival in Europe. Volkswagens are backed by the largest service network in Europe, Asia and North Africa. Other VW models also available. For further information call Larry, 744-7231.

Considering A Career

In

High School Teaching?

The colleges of Education will be on campus and will seek to answer your questions. Check with the Placement Office for dates.

STUDENT - FACULTY - STAFF

ART and CRAFT EXHIBIT

February, 1970

PICK UP ENTRY FORM

At

THE CIRCULATION DESK, LIBRARY

GIRL

to share large room near universities. Full use of home. Call:

Mrs. Wright - 745-1111 or 745-1534 after 6 p.m.

ROOM FOR RENT

one block from W.L.U.
259 Sunview St.
Waterloo
after 5:00 p.m.

Summer Plans Include EXPO '70?

Join IVCF in an Orient Tour
July 29 - August 19, 1970
\$1,299.00 all inclusive from (Vancouver)
Write: Dave B. Dueck
University of Winnipeg
Winnipeg 2, Manitoba

UNIVERSITY CHAPEL SERVICES

Keffer Chapel 10:00 - 10:20 a.m. Monday-Friday

Chapel Speakers for the Week of January 19 - 23

Monday —Mr. Ray Koskela
Tuesday —Mr. James Black
Wednesday —Mr. Willis Ott
Thursday —Dr. U.S. Leupold
Friday —Mr. Horace Braden

Wednesday Evening Eucharist
Renaissance Mass by Mouton
Sung by Collegium Musicum

ATTENTION LAW SCHOOL APPLICANTS

New Admission Requirement

Law schools at The University of Western Ontario, the University of Toronto, Osgoode Hall, York University, the University of Windsor, and Queen's University will require all applicants for the year 1970-71 to take the Law School Admission Test.

The test will be given at most Ontario university campuses and in major Canadian cities on the following dates in 1970: February 14, 1970, April 11, 1970, May 16, 1970 and July 25, 1970. Since many schools commence selecting first year students in the spring, candidates for admission to next year's classes are advised to take the test no later than May 16 if not in February.

The test originates from Educational Testing Services, Princeton, New Jersey, and is administered through-out the United States and Canada. The Ontario schools have adopted the test as a result of the growing number of applicants in recent years. The purpose of the test is to provide the schools with additional information upon which admissions decisions can be made.

Application forms and further information can be obtained from the admissions office of any of the above five law schools or by writing directly to Educational Testing Services, Princeton 08540, New Jersey, U.S.A.

The CORD WEEKLY

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Tonu Aun

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PRAYER, MAYBE

Dear Readers, once again you have a new editor. He has some new ideas and some enthusiasm. These qualities are necessary, but are not sufficient in themselves to publish a newspaper. He needs other people with ideas, suggestions and enthusiasm. He also needs moral support. However, most importantly, he needs the old fashioned "perspiration" type of support. If you can or want to write, The Cord can use you; if you can type, The Cord desperately needs you; if you have any ability, desire, or experience, the editor personally is willing to get on his knees and bow to Allah if you will only come and offer your services. The current staff situation is slightly tense (desperate even) and unless you offer your services, The Cord will cease publication. It's not merely a question of having a Cord whatsoever. There is no way this point can be over-stressed—unless the cavalry arrive, the wagon train will be wiped out. Only, this is real life with no miraculous Hollywood endings. It's between you and your apathy—will it be the lady or the tiger?? Seriously, this time the wolf has arrived.

Procrustes still lives

Here we are, it's a bright new year and the beginning of a great new decade. Human frailty is wonderful; it allows us hope when reason dictates no hope. We sit back insouciantly ignoring the realities of the past to euphorically contemplate the future. Procrustes would enjoy our times if perchance he did not find himself hopelessly provincial. Our society is wondrous at chopping facts to fit theories. Our visionary (credulous, myopic) radicals are the great liberators. Their sententious visions are Olympian; but so were Snowball's. An article in August's "Saturday Night" labelled the radical left fascistic—as a label that fits as well as any. So all you unaligned, unless you are positively assured your ascendancy into the new elite, don't bother going left—it's not worth the hassle. Sadly, the right is equally proficient at chopping and fitting, and thus—wholly justified—obscenely propagates the ultimate atrocity: abridging freedom. Which master to serve, assuming there is more than a superficial difference? God only knows—assuming he is more than an expedient used to justify evil.

Forum

STUDENT PAPER?

To the editor:

Recently I have noticed increasing criticism of The Cord coming, largely, from the administration, faculty, and non-advertising business men. The Cord is a Student newspaper (for the benefit of anyone who has forgotten this) and in my opinion, must continue to serve the interests of the student body. It is they who should express dissatisfaction.

F. CROWLY,
Drop-out Arts III

DISGUSTING

To the editor:

After seeing the "centre fold-out" in the Cord issue of Decem-

ber 12, I wonder why the Cord staff doesn't give up if it has nothing better to print than that. Yes, as of late, the Cord certainly has been hitting rock bottom. Because the material in the Cord does to a certain degree reflect on the student body, I find it insulting that this kind of garbage appears in the newspaper. If the picture was meant to be witty—it wasn't, rather, it was simply disgusting. What's the point?

MARILYN CONNOR
Arts III

Most of the Cord staff have given up! Why not come out and help make the Cord less insulting and more witty—also the editor is damn lonely—ed.

Art talent on campus

As in former years, there will be a student-faculty-staff exhibition of paintings and crafts in February. The entire campus community is invited to participate and to submit entries whether it be oil paintings, pencil sketches, photography, sculpture, mobiles, pottery, weaving or any other handicrafts.

Entry forms are available at the Main Circulation Desk in the Library. Please note that paintings should be framed or in some manner ready to hang. If any of your work is available for sale give

some thought to the price and submit this on the entry form as well. Bring all entries to the main circulation desk, Monday - Friday, 9 a.m. - 5 p.m. **All entries must be received by January 31, 1970.**

This annual exhibit of campus talent is sponsored by the Committee on Displays and Exhibits, a subcommittee of the Cultural Affairs Committee of the University. It is hoped that the number of entries will exceed that of former years. This is your chance to participate and let your creative efforts be exhibited on campus.

The Cord Weekly needs staff



photo by - Andrews

Our roving Cord reporter was lucky to get an interview with this artist at his work.

We mortals work from sun to sun A policeman's work is never done

by Tonu Aun

Contrary to popular belief, police do not chalk tires through malice or to attempt to mark out potential criminals. Our friends in blue only mark tires because they are aesthetically inclined. To quote one source: "Gee, black is such a dull, drab colour. One small white band so visibly brightens the tire."

Another little realized fact is that the policeman that brightens your tires does so only on his own time and at his own expense. "Why with peering in bedrooms, bumper jumping, and sniffing for Cannabis Sativa, our day is far too short to expend official time on public benefaction."

Further questions elicited the information, that, on the average, 1.864 inches of chalk is used

every hour in the performance of this public service. In addition to breakage and normal wastage this explains why only white chalk is used. "Bulk purchases enable us to achieve economies of scale that would be lost if we switched to buying our chalk in the variety of colours we would like."

Our informant was visibly embarrassed when asked why tickets are occasionally given. "It is unfortunate that we have had bad publicity in this regard. We realize that tickets are generally considered a penalty, however, this just is not the case. On the

force we view parking citations as a form of lottery. Remember, chalk is expensive, and someone must pay for it. We attempt to limit tickets to the absolute minimum necessary to just cover our costs. In fact, during the last fiscal year, we lost \$18,352.16 on our chalk purchases alone. This worked out to roughly \$509.50½ each man on the force had to cough up from his own pocket."

Our informant went on to fervently hope these little-publicized facts would clarify the situation for WLU students. The Cord concurs with his sentiments.

The leather master

by Bill Pattie

We are slaves. Slaves to Time. Slaves to smokes. We are all in chains, brothers.

This doesn't apply to me, say you. There you make your mistake. Even you are enchained. When was the last time you left your place of abode without your wallet?

That innocuous little leather pouch controls your every move. When one is without their wallet, they can not prove they exist.

The story of the Freshman and the Bookstore illustrates the case in point. Picture this innocent staggering to the check-out desk under the oppressive weight of all the books for his courses. The cashier has worn her tired fingers to the bone pounding on her adding

machine to find how much this lad owes.

The Freshman in true middle-class style writes a cheque with great philosophical flourish. Then the cashier levels him with that giant-killer, "Do You Have Your I.D.?"

The Freshman reaches for his wallet. Oh, woe is he! His hip pocket is empty. He can not prove who he is. He could be the President of the United States, but without that wallet, no one will accept his cheque!

Now, the plea goes out to all rebels who are looking for a cause. Rid mankind of the Curse of the Wallet. Proclaim one day that Man will be allowed to walk nude in this world by leaving his wallet at home! Hear the plea, take up the cause.

New music prof.

Barrie Cabena of London Ontario, an internationally acclaimed organist and composer, today was appointed assistant professor of organ and church music at Waterloo Lutheran University, effective July 1.

He joins the growing music faculty which recently announced the offering of a Bachelor of Music degree in addition to its music major in the regular B.A. programme.

Professor Cabena is presently director of music at First - St. Andrews United Church, London, a post he will retain concurrently with his duties at Waterloo Lutheran.

A native of Melbourne, Australia, Prof. Cabena studied at the Royal College of Music with Sir

John Dykes Bower, Dr. Herbert Howells and Eric Harrison. He holds the diplomas of Fellow of the Royal College of Organists, Fellow of the Royal Canadian College of Organists, Fellow of Trinity College, London and Associate of the Royal College of Music.

From 1964 to 1967 he was chairman of the examination committee of the Royal Canadian College of organists and from 1967-69 he was national president of the organization.

Well-known as a recitalist, Prof. Cabena gave a week of programs at the Canadian Pavilion at Expo '67 and represented Canada at the "Canadian Year" series at Dartmouth College, New Hampshire.

Introduction by Chaplain

Morrison

Article by John Fisher

Like many educational institutions, WLU is approaching a critical time in its history. In one respect, however, its situation is unique. It is the last private university in Ontario. Most of us in the university community believe that a small private university like ours has something special to contribute to society, which justifies public support for the school. But we must recognize that at a time when governments are carefully examining the use of public funds for education, there will be a special burden on us as a private university to justify public support. Is it not, then, incumbent upon us to undertake a continuous reexamination of our educational contribution in an effort to try to discover new and better ways to make our university serve the needs of our society.

In the following article, John Fisher maintains that there is a desperate need in our society which is not being met by existing educational institutions. According to Fisher, there is a great deal of scientific evidence which suggests that the human race is approaching a crisis—a crisis of survival. He goes on to argue that the only hope for the human race is to create educational institutions which address themselves directly to this problem. It seems to me important to ask ourselves the question of what implications, if any, does Fisher's problem have for our university?

Survival U

"It gets pretty depressing to watch what is going on in the world and realize that your education is not equipping you to do anything about it." —from a letter by a University of California senior.

She is not a radical, and has never taken part in any demonstrations. She will graduate with honours, and profound disillusionment. From listening to her—and a good many like-minded students at California and East Coast campuses—I think I am beginning to understand what they mean when they say that a liberal-arts education isn't relevant.

They mean it is incoherent. It doesn't cohere. It consists of bits and pieces which don't stick together, and have no common purpose. One of our leading Negro educators, Arthur Lewis of Princeton, recently summed it up better than I can. "America is the only country," he said, "where youngsters are required to fritter away their precious

years in meaningless peregrination from subject to subject....spending twelve weeks seeking entertainment from the economics professor, twelve weeks getting some tidbits of religion, twelve weeks learning French, twelve weeks seeing whether the history professor is stimulating, twelve weeks confirming that one is not going to be able to master calculus."

These fragments are meaningless because they are not organized around any central purpose, or vision of the world. The typical liberal-arts college has no clearly defined goals. It merely offers a smorgasbord of courses, in hopes that if a student nibbles at a few dishes from the humanities table, plus a snack of science, and a garnish of art or anthropology, he may emerge as "a cultivated man"—whatever that means. Except for a few surviving church schools, no university even pretends to have a unifying philosophy. Individual teachers may have personal ideologies—but since they are likely to range, on any given campus, from Marxism, to worship of the scientific method, to exaltation of the irrational (a la Norman O. Brown), they don't cohere either. They often leave a student convinced at the end of four years that any given idea is probably about as valid as any other—and that none of them has much relationship to the others, or to the decisions he is going to have to make the day after graduation.

Education was not always like that. The earliest European universities had a precise purpose: to train an elite for the service of the Church. Everything they taught was focused to that end. Thomas Aquinas had spelled it all out: what subjects had to be mastered, how each connected with every other, and what meaning they had for man and God.

Later, for a span of several centuries, Oxford and Cambridge had an equally clear function: to train administrators to run an empire. So too did Harvard and Yale at the time they were founded; their job was to produce the clergymen, lawyers, and doctors that a new country needed. In each case, the curriculum was rigidly prescribed. A student learned what he needed, to prepare himself to be a competent priest, district officer, or a surgeon. He had no doubts about the rele-

vance of his courses—and not time to fret about expanding his consciousness of currying his sensual awareness.

This is still true of our professional schools. I have yet to hear an engineering or medical student complain that his education is meaningless. Only in the liberal-arts colleges—which boast that "we are not trade schools"—do the youngsters get that feeling that they are drowning in a cloud of feathers.

New direction

For a long while some of our less complacent academics have been trying to restore coherence to American education. When Robert Hutchins was at Chicago, he tried to use the Great Books to build a comprehensible framework for the main ideas of civilized man. His experiment is still being carried on, with some modifications, at St. John's—but it has not proved irresistibly contagious. Sure, the thoughts of Plato and Machiavelli are still pertinent, so far as they go—but somehow they don't seem quite enough armour for a world beset with splitting atoms, urban guerrillas, nineteen varieties of psychotherapists, amplified guitars, napalm, computers, astronauts, and an atmosphere polluted simultaneously with auto exhaust and TV commercials.

Another strategy for linking together the bits and pieces has been attempted by Harvard and at a number of other universities. They require their students to take at least two years of survey courses, known variously as core studies, general education, or world civilization. These too have been something less than triumphantly successful. Most faculty members don't like to teach them, regarding them as superficial and synthetic. (And right they are, since no survey course that I know of has a strong unifying concept to give it focus). Moreover, the senior professors shun such courses in favour of their own narrow specialties. Consequently, the core studies which are meant to place all human experience—well, at least the brightest nuggets—into one Big Picture usually end up in the perfunctory hands of resentful junior teachers. Naturally the undergraduates don't take them seriously either.

Any successful reform of American education, I am now convinced will have to be far more revolutionary than anything yet attempted. At a minimum, it should be:

1. Founded on a single guiding concept—an idea capable of knotting together all strands of study, thus giving them both coherence and visible purpose.
2. Capable of quipping young people to do something about "what is going on in the world"—notably the things which bother them most, including war, injustice, racial conflict, and the quality of life.

Maybe it isn't possible. Perhaps knowledge is proliferating so fast, and in so many directions, that it can never be ordered into a coherent whole, so that molecular biology, Robert Lowell's poetry, and highway engineering will seem relevant to each other and to the lives of ordinary people. Quite possibly the knowledge explosion, as Peter F. Drucker has called it, dooms us to scholarship which grows steadily more specialized, fragmented, and incomprehensible.

The Soviet experience is hardly encouraging. Russian education is built on what is meant to be a unifying ideology; Marxism-Leninism. In theory, it provides an organizing principle for all scholarly activity—whether history, literature, genetics, or military science. Its purpose is explicit: to train a Communist elite for the greater power and glory of the Soviet state, just as the medieval university trained a priesthood to serve the Church.

Yet according to all accounts that I have seen, it doesn't work very well. Soviet intellectuals apparently are almost as restless and unhappy as our own. Marxism-Leninism too simplistic, too narrowly doctrinaire, too oppressive; the bravest are risking prison in order to pursue their own heretical visions of reality.

Is it conceivable, then, that we might hit upon another idea which could serve as the organizing principle for many fields of scholarly inquiry; which is relevant to the urgent needs of our time; and which would not, on the other hand, impose an ideological strait jacket, as both ecclesiastical and Marxist education attempted to do?

Just possibly it could be done. For the last two or three years I have been probing around among professors, college administrators and students—and so far I have come up with only one idea which might fit the specifications. It is simply the idea of survival.

Apocalypse?

For the first time in history, the future of the human race is now in serious question. This fact is hard to believe, or even think about—yet it is the message which a growing number of scientists are trying, almost frantically, to get across to us. Listen, for example, to Professor Richard A. Falk of Princeton and of the Centre for Advanced Study in the Behavioral Sciences:

"The planet and mankind are in grave danger of irreversible catastrophe...Man may be skeptical about following the flight of the dodo into extinction, but the evidence points increasingly to just such a pursuit... There are four interconnected threats to the planet—wars of mass destruction, overpopulation, pollution, and the depletion of resources. They have a cumulative effect. A problem in one area renders it more difficult to solve the problems in any other area...The basis of all four problems is the inadequacy of the sovereign states to manage the affairs of mankind in the twentieth century."

Similar warnings could be quoted from a long list of other social scientists, biologists, and physicists, among them such distinguished thinkers as Rene Dubos, Buckminster Fuller, Loren Eiseley, George

Wald, and Barry Commoner. They are not hopeless. Most of them believe that we still have a chance to bring our weapons, our population growth, and the destruction of our environment under control before it is too late. But the time is short, and so far there is no evidence that enough people are taking them seriously.

That would be the prime aim of the experimental university I'm suggesting here: To look seriously at the interlinking threats to human existence, and to learn what we can do to fight them off.

Let's call it Survival U. It will not be a multiversity, offering courses in every conceivable field. Its motto—emblazoned on a life jacket rampant—will be: "What must we do to be saved?" If a course does not help to answer that question it will not be taught here. Students interested in musicology, junk sculpture, the Theatre of the Absurd, and the literary dicta of Leslie Fiedler can go somewhere else.

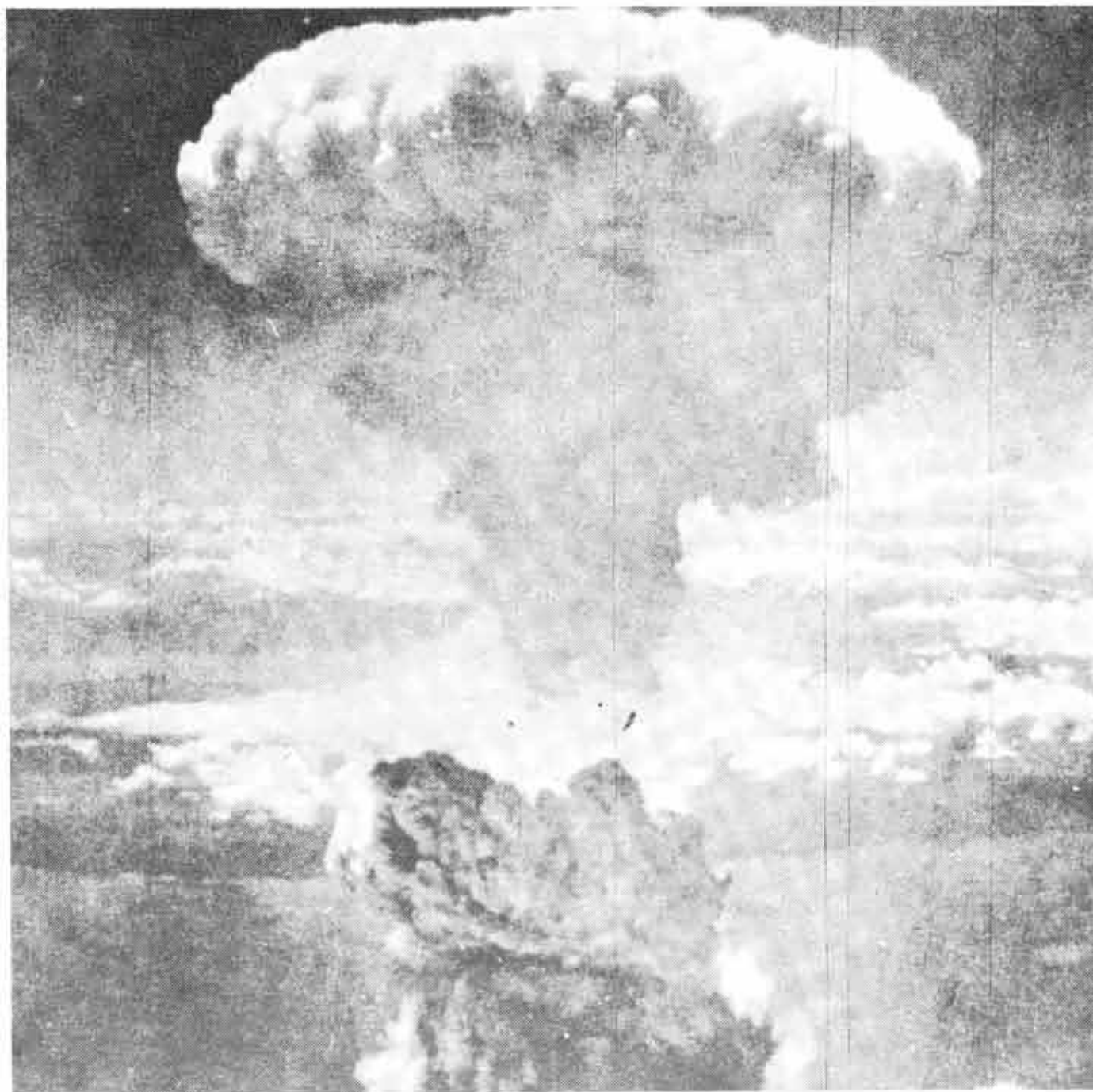
Neither will our professors be detached, dispassionate scholars. To get hired, each will have to demonstrate an emotional commitment to our cause. Moreover, he will be expected to be a moralist; for this generation of students, like no other in my lifetime, is hungering and thirsting after righteousness. What it wants is a moral system it can believe in—and that is what our university will try to provide. In every class it will preach the primordial ethic of survival.

The biology department, for example, will point out that it is sinful for anybody to have more than two children. It has long since become glaringly evident that unless the earth's cancerous growth of population can be halted, all other problems—poverty, war, racial strife, uninhabitable cities, and the rest—are beyond solution. So the department naturally will teach all known methods of birth control, and much of the research will be aimed at perfecting cheaper and better ones.

Its second lesson in biological morality will be: "Nobody has a right to poison the environment we live in." This maxim will be illustrated by a list of public enemies. At the top will stand the politicians, scientists, and military men—of whatever country—who make and deploy atomic weapons; for if these are ever used, even in so-called defensive systems like the ABM, the atmosphere will be so contaminated with strontium 90 and other radioactive isotopes that human survival seems most unlikely. Also on the list will be anybody who makes or tests chemical and biological weapons—or who even attempts to get rid of obsolete nerve gas, as our Army recently proposed, by dumping the stuff in the sea.

Only slightly less wicked, our biology profs will indicate, is the farmer who drenches his land with DDT. Such insecticides remain virulent indefinitely, and as they wash into the streams and oceans, they poison fish, water fowl, and eventually the people who eat them. Worse yet—as John Hay noted in his recently published "In Defense of Nature"—"The original small, diluted concentrations of these chemicals tend to build up in a food chain so as to end in a concentrated form that may be thousands of times as strong." It is rapidly spreading throughout the globe. DDT already has been found in the tissues of Eskimos and of Antarctic penguins, so it seems probable that similar deposits are gradually building up in your body and mine. The minimum fatal dosage is still unknown.

Before he finishes this course, a student may begin to feel twinges of conscience himself. Is his motor-cycle exhaust adding carbon monoxide to the smog we breathe? If so, he will be reminded of two proverbs. From Jesus: "Let him who is without sin among you cast the first



University

stone." From Pogo: "We have met the enemy and he is us."

In like fashion, our engineering students will learn not only how to build dams, and highways, but where not to build them. Unless they understand that it is immoral to flood the Grand Canyon or destroy the Everglades with a jetport, they will never pass the final exam. Indeed, our engineering graduates will be trained to ask a key question about every contract offered them: "What will be its effect on human life?" That obviously will lead to other questions which every engineer ought to comprehend as thoroughly as his slide rule. Is this new Highway really necessary? Would it be wiser to use the money for mass transit—or to decongest traffic by building a new city somewhere else? Is an offshore oil well really a good idea, in view of what happened Santa Barbara?

Our engineering faculty also will specialize in training men for a new growth industry: Garbage disposal. Americans already are spending \$4.5 billion a year to collect and get rid of the garbage which we produce more profusely than any other people (more than five pounds a day for each of us). But unless we are resigned to stifling in our own trash, we are going to have to come up with at least an additional \$835 million a year. Any industry with a growth rate of 18 percent offers obvious attractions to a bright young man—and if he can get rid of our offal, his fortune will be unlimited.

Because the old ways no longer work. Every big city in the United States is running out of dumping grounds. Burning won't do either, since the air is dangerously polluted already—and in any case, 75 percent of the incinerators in use are inadequate. For some 150 years Californians happily piled their garbage into San Francisco Bay, but they can't much longer. Dump and fill operations already have reduced it to half its original size, and in a few more decades it would be possible to walk dry-shod from Oakland to the Embarcadero. Consequently, San Francisco is now planning to ship garbage 375 miles to the yet-uncluttered deserts of Lassen County by special train—known locally as the "Twentieth Stenchery Limited" and the "Excess Express." The city may actually get away with this scheme since hardly anybody lives in Lassen County except the Indians, and who cares about them? But what is the answer for the metropolis that doesn't have an unspoiled desert handy?

A few ingenious notions are cropping up here and there. The Japanese are experimenting with a machine which compacts garbage, under great heat and pressure, into building blocks. A New York businessman is thinking of building a garbage mountain somewhere upstate, and equipping it with ski runs to amortize the cost. (*Kitchener is also doing this.* ed.) An aluminum company plans to collect and reprocess used aluminum cans—which, unlike the old-fashioned tin can, will not rust away. Our engineering department will try to Think Big along these lines. That way lies not only new careers, but salvation.

Survival U's Department of Earth Sciences will be headed—if we are lucky—by Charles F. Park, Jr., now professor of geology and mineral engineering at Stanford. He knows as well as anybody how fast mankind is using up the world's supply of raw materials. In a paper written for the American Geographical Society he punctured one of America's most engaging (and pernicious) myths: our belief that an ever-expanding economy can keep living standards rising indefinitely.

It won't happen: because, as Dr. Park demonstrates, the tonnage of metal in the earth's crust won't last indefinitely. Already we are running short of silver, mercury,

tin, and cobalt—all in growing demand by the high-technology industries. Even the commoner metals may soon be in short supply. The United States alone is consuming one ton of iron and eighteen pounds of copper every year, for each of its inhabitants. Poorer countries, struggling to industrialize, hope to raise their consumption of these two key materials to something like that level. If they should succeed—and if the globe's population doubles in the next forty years, as it will at present growth—then the world will have to produce, somehow, twelve times as much iron and copper every year as it does now. Dr. Parks sees little hope that such productions can ever be reached, much less sustained indefinitely. The same thing, of course—doubled in spades—goes for other raw materials: Timber, oil, natural gas, and water, to note only a few.

Survival U, therefore, will prepare its students to consume less. This does not necessarily mean an immediate drop in living standards—perhaps only a change in the yardstick by which we measure them. Conceivably Americans might be happier with fewer automobiles, neon signs, beer cans, supersonic jets, barbecue grills, and similar metallic fluff. But happy or not, our students had better learn how to live the Simpler Life, because that is what most of them are likely to have before they reach middle age.

To help them understand and how very precious resources really are, our mathematics department will teach a new kind of bookkeeping: social accounting. It will train people to analyze budgets—both government and corporate—with an eye not merely to immediate dollar costs, but to the long-range costs to society.

Case studies

By conventional bookkeeping methods, for example, the coal companies strip-mining away the hillsides of Kentucky and West Virginia show a handsome profit. Their ledgers show, however, only a small fraction of the true cost of their operations. They take no account of destroyed land which can never bear another crop; of rivers poisoned by mud and seeping acid from the spoil banks; of floods which sweep over farms and towns downstream, because the ravaged slopes can no longer hold the rainfall. Although these costs are not borne by the mining firms, they are nevertheless real... They fall mostly on the taxpayers, who have to pay for disaster relief, flood-control levies, and the resettlement of Appalachian farm families forced off the land. As soon as our students (the taxpayers of tomorrow) learn to read a social balance sheet, they obviously will throw the strip miners into bankruptcy.

Another case study will analyze the proposal of the Inhuman Real Estate Corporation to build a fifty-storey sky-scraper in the most congested area of midtown Manhattan. If 90 percent of the office space can be rented at \$12 per square foot, it looks like a sound investment, according to antique accounting methods. To uncover the true facts, however, our students will investigate the cost of moving 12,000 additional workers in and out of midtown during rush hours. The first (and least) item is \$8 million worth of new city buses. When they are crammed into the already clogged avenues, the daily loss of man-hours in traffic jams may run into a couple of million more. The fumes from their diesel engines will cause an estimated 9 percent increase in New York's incidence of emphysema and lung cancer; this requires the construction of three new hospitals. To supply them, plus the new building with water—already perilously short in the city—a new reservoir has to be built on the headwaters of the Delaware River, 140



miles away. Some of the dairy farmers pushed out of the drowned valley will move promptly into the Bronx and go on relief. The subtraction of their milk output from the city's supply leads to a price increase of two cents a quart. For a Harlem mother with seven hungry children, that is the last straw. She summons her neighbours to join her in riot, seven blocks go up in flames, and the Mayor demands higher taxes to hire more police...

Instead of a sound investment, Inhuman now looks like criminal folly, which would be forbidden by any sensible government. Our students will keep that in mind when they walk across campus to their government class.

Its main goal will be to discover why our institutions have done so badly in their efforts (as Dr. Falk put it) "to manage the affairs of mankind in the twentieth century." This will be a compulsory course for all freshmen, taught by professors who are capable of looking critically at every political artifact, from the Constitution to the local county council. They will start by pointing out that we are living in a state of near-anarchy, because we have no government capable of dealing effectively with public problems.

Instead we have a hodgepodge of 80,000 local governments—villages, townships, counties, cities, port authorities, sewer districts, and special purpose agencies. Their authority is so limited, and their jurisdictions so confused and overlapping, that most of them are virtually impotent. The states, which in theory could put this mess into some sort of order, usually have shown little interest and less competence. When Washington is called to help out—as it increasingly has been for the last thirty-five years—it often has proved ham-handed and entangled in its own archaic bureaucracy. The end result is that nobody in authority has been able to take care of the country's mounting needs. Our welfare rolls keep growing, our air and water get dirtier, housing gets scarcer, airports jam up, road traffic clots, railways fall apart, prices rise,

ghettos burn, schools turn out more illiterates every year, and a war nobody wants drags on and on. Small wonder that so many young people are losing confidence in American institutions. In their present state, they don't deserve much confidence.

The advanced students of government at Survival U will try to find out whether these institutions can be renewed and rebuilt. They will take a hard look at the few places—Jacksonville, Minnesota, Nashville, Appalachia—which are creating new forms of government. Will these work any better, and if so, how can they be duplicated elsewhere? Can the states be brought to life, or should we start thinking about an entirely different kind of arrangement? Ten regional prefectures, perhaps, to replace the fifty states? Or should we take seriously Norman Mailer's suggestion for a new kind of city-state to govern our great metropolises? (He merely called for New York City to secede from its state; but that isn't radical enough. To be truly governable, the new Republic of New York City ought to include chunks of New Jersey and Connecticut as well.) Alternatively, can we find some way to break up Megalopolis, and spread our population into smaller and more livable communities throughout the continent? Why should we keep 70 percent of our people crowded into less than 2 percent of our land area, anyway?

Looking beyond our borders, our students will be encouraged to ask even harder questions. Are nation-states actually feasible, now that they have power to destroy each other in a single confrontation? Can we agree on something else to take their place, before the balance of terror becomes unstable? What price would most people be willing to pay for a more durable kind of human organization—more taxes, giving up national flags, perhaps the sacrifice of some of our hard-won liberties?

Hope for survival

All these courses (and every-

thing else taught at Survival U) are really branches of a single science. Human ecology is one of the youngest disciplines, and probably the most important. It is the study of the relationship between man and his environment, both natural and technological. It teaches us to understand the consequences of our actions—how sulphur-laden fuel oil burned in England produces an acid rain that damages the forests of Scandinavia, why a well-meant farm subsidy can force millions of Negro tenants off the land and lead to Watts and Hough. A graduate who comprehends ecology will know how to look at "what is going on in the world" and he will be equipped to do something about it. Whether he ends up as a city planner, a politician, an enlightened engineer, a teacher, or a reporter, he will have had a relevant education. All of its parts will hang together in a coherent whole.

And if we can get enough such graduates, man and his environment may survive a while longer, against all the odds.

This article is a stepping stone to a meaningful discussion on where mankind is headed. The questions posed are serious, and require solutions in the immediate future. We will welcome all letters or articles on this topic. We hope this article is only the first in a series. The only indication we can have of the importance you place on your own and your children's survival will be the correspondence this article elicits. Faculty and students of WLU, this is your chance to express your opinions concerning the present state of our closed world community and the hope we might have for the future. Your contributions will be published. Hopefully, with your support we might see the relevance our present education has for survival and what might be done to improve our slim chances. Questions that need asking are what political implications, if any, this article has. The article avoids the political issue entirely, yet it is in the political sphere that the solution must be found.

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The following companies will be present on campus during the next few weeks. Prospective graduates who wish to have an appointment with one or more of the company representatives are requested to arrange an appointment through the Placement Office, and leave a copy of their resume sheet at the Placement Office at least one day prior to the interview date. Placement literature is available for students in 3C16.

DATE	COMPANY	REPRESENTATIVE
Jan. 19th	Ont. Public Service Comm.	Mrs. A. Kerr (By appointment only)
Jan. 20th	Royal Bank of Canada Procter & Gamble	Mr. R.A. Moore
Jan. 21st	Procter & Gamble	Mr. R. Fleming (Sales Management Only)
Jan. 22nd	I.B.M. Ontario Dept. of Civil Service Energy & Resources (Film 7:30 p.m. 2E5 Feb. 21st) Summer Employment Althouse College - IEI 1:30 - 2:20	Mr. R.O.W. Haeberlin
Jan. 23rd	Manufacturers Life Hospital Administration	Mr. Wayne Campbell Prof. Palin
Feb. 2nd	Sun Life Assurance	
Feb. 3rd	Carnation Company Ltd. North American Life	Mr. R. Shaw Mr. Jack Wright
Feb. 4th	F.W. Woolworth Co. Canadian Cannery Ltd.	Mr. W.R. Gray Mr. D.H. Wedgerfield
Feb. 5th	Electrohome Ltd. Dominion Life Ass.	Mr. P.R. Leslie
Feb. 10th	C.I.A.G. Insurance	
Feb. 11th	Travellers Insurance Co. Upjohn Company McArthur College 2C8 1:30 - 2:20	
Feb. 12th	Grolier Ltd. D.CE.	Mr. Gordon (Summer Employment) IEI 1:30 - 2:20
Feb. 13th	Grolier Ltd.	Mr. Gordon (Summer Employment)

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Off the Cuff

by Ludwig von Ichabod

Ever hear the old saying, clothes make the man? Oddly, this is not true, because clothes make a person appear to be whatever he wants to be, or whatever he is not. In this shoddy society, people hide themselves in appearances, and try to look cool with the picky clothes they wear. Upon much observation, and less contemplation on the subject of clothing, we—we? oh, that's another story—came to these conclusions after a spirited deliberation.

We find that the majority of the campus crowd wear brown penny loafers. The impoverished students cannot afford anything better, in order to save money for the pub and other related

activities, as the loafers prove to be the most walked on soles. Next on the popularity list is the hush puppy with plastic piping on top, which is worn out by the constant rubbing of the shoes against chair legs when people contort their legs and feet around the chairs. A general correlation with faded hush puppy shoes is that people who wear them carry brief cases. Obviously the hush-puppy-brief case people are grabby for other things besides the brief case, because of their habit of grabbing their brief case filled with goodies to classes from Torque 20. Third in the prevailing trend of the sole beat is, of course, the boots. In this age of plastic pharmaceuticals, boots are worn

because a goodly percentage of the people are grease, ex-heads, nars posing as heads, heads, and would-be heads, and people who want to pose as heads. An interesting correlation with brown-booters are that they are notorious free-booters, and wear either parkas, or more popular, leather coats, usually brown to match the colour of their beloved boots. Then naturally, we have the normal black leather shoe wearers who are either the business student type, or the great silept majority. But let's say this about that, it's perfectly disgusting to have average, normal, straight, capitalistic, middle-class students on campus. However, don't start to worry until you

find the person who wears shoes but doesn't wear socks. In winter, yet!

Next on the popular apparels list is the jeans. (What would people do without them!). People nowadays want this belly-button down clothing to seem lived in, rather than appear brand new. And it is sadistic to do what they do with new jeans. Nobody but nobody wears just-bought jeans, the person immediately put them through the wringer thrice over first. Then these people bleach the jeans indecorously and without semblance of pattern. Proudly, both sexes wear these ghastly things, so tightly that the jeans seem to be painted on. Not only that, those whiten bleach stains resemble a massive attack of shot-spots...from a javex pistol, of course!

From the throat down, there is an amazing number of people who wear sweaters, the pull-over type. Obviously they want to have the wool pulled over their eyes. Most people think that a sweater is a sweater, but different types of people have definite preference. Now the business students usually wear the cardigan, with a reasonable V line so that they can show off their nice sport shirt (unwrinkled) as well. The ordinary bulky pull-over type definitely wears this particular brand of sweater to hide soiled garments underneath, or else all his/her other clothing are in the washing, and the bulky pull-over is the last stand between skin and exhibitionism. The turtle-neck sweater wearer never washes his neck, and use the turtle-neck to cover up this defect. Generally the heads are in this category; most students who struggle into a turtle-neck usually lack a scarf to keep their necks warm.

You can tell a lot—or nothing—about someone's overcoat. A beige top coat usually hides a well-dressed suit wearer. A university jacket wearer, with all the accoutrements: the year and the faculty, is trying to tell everyone when he wants to leave this campus—'77. You see him shivering from the cold because the jackets don't provide that much warmth. The ski-jacket wearer, with the ski-tag dangling from the zipper, is trying to tell people he/she is game for anything: up-slope and down-slope, after all they are already tagged. Among the heads and the malcontents are the separatists who indulge in government issue clothing. Secretly, they want to be on the government's side, but for appearance's sake they wear G.I. clothes especially army jackets as a defiance of military violence. Among the most violent people are these radical government issue clothing wearers. They'll debate you to death.

People who wear hats or toques for appearance rather than warmth are non-conformists. However, people who wear them for warmth should be shunned, because they are dangerously practical. What we don't need are more practical people in this ungodly world of ideals. In today's world, we can understand the nuts, the cranks, the crackpots, the heads, the non-conformists, the individualists, the idealists, the insane, the fetishists, etc, thanks to Jung and Freud, but we cannot understand the practical minded person...

A preview of next week's column by the fabulous master columnist: Ho-Hum (yawn).

Statistics change: 36.24.35... 36.54.35. Beware of Carnival! Weekend.

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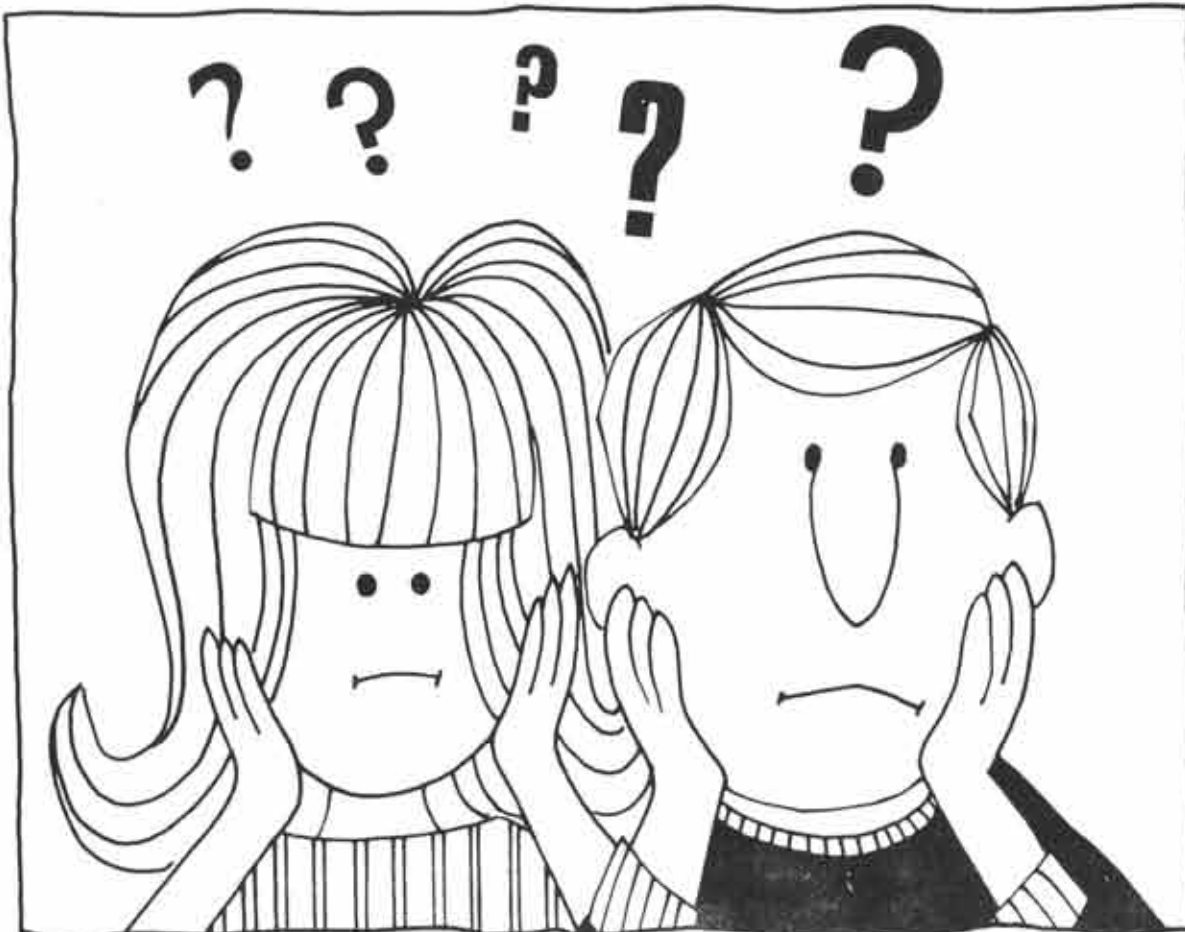
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Golden Hawks need unity to make playoffs

by Garry Southworth

Since the Christmas break, the basketball team has played four games. Unfortunately, they have lost all of them.

On January 6, the Hawks hosted the Brock Generals. The score was tight all the way, with the Hawks battling from an 8 pt. deficit to tie the game at the ten minute mark of the first half. However, they fell behind again by four points at the half. As the second half started, the Generals quickly mounted a strong offense and gained a fast 14 point lead.

The Hawks were not to be put down yet as they battled back to within four points. However, their ineffective press and the lack of rebounding led to a Hawk loss by a score of 74-70.

The Golden Hawks then traveled to Nova Scotia to participate in the Bluenose Classic along with Acadia, St. Mary's and Massachusetts Institute of Technology. The Hawks lost 89-61 in the first game to Acadia (possibly the best team in the nation). Chris Couthard scored 19 points, Larry Danby 12 points, and Barry Moncrieff 8 points. MIT beat St.

Mary's in the consolation. The Hawks lost to St. Mary's 79-71, even with the fine effort by Couthard who scored 30 points. Acadia then beat MIT 86-67, to win the tournament.

The Hawks next encountered the Guelph Gryphons on Monday. Guelph is one of the finest teams in the country. Lutheran lead the game 35-33 at the half. The Gryphons overcame the Hawks lead, in the second half by breaking the Hawks press. It was the same story on the boards, the Hawks could not seem to get any rebounds. Top scorers for the Hawks were Couthard, with 23 points and Smeek with 13.

The Hawks have fine individual players, however, they cannot jell as a team. Their press is poor, along with the fact that they are weak on rebounds. The most consistent player is Chris Couthard, however, he cannot carry the team alone.

There is still a chance for the playoffs if the players with all work together as a unit.



photo by Andrews

Despite four losses the Golden Hawks keep fighting. The score was a close 74-70.



photo by Patzalek

Women's Varsity basketball played the first game of this term against the UniWat Athenas. A good start did not bring victory.

Hockey Hawks beat UniWat

The hockey Hawks defeated the Uniwat team on a superb effort in their game against that university just before the Christmas break. Full praise must be given to coach Pfaff, who has all of a sudden brought the team into contention.

This definitely was the Hawks best effort of the season.

The defense played their best game of the year. The combination of Grainver, Arnott, Ormerod, and Byspalko played well in the first period and the Hawks

came out with a 2-1 lead on goals by Ewer and Irwin. However, Brian Grainger also came out with an injury and was unable to continue. Pat Montani came off the bench and filled in well.

The second period was scoreless with a tightchecking defensive game. The third period changed things however, as Waterloo scored at 8:32. The Hawks fought back tenaciously and finally a break came their way. Phil LePan checked the defenseman and went in on a 2-1

break with Doug Tate. LePan slipped the puck under the defenseman and Tate drove it home. From then on the Hawks viewed some superb defensive plays by Mike Arnott, and great saves by Palmtree.

Gobel gave the Hawks a 3-2 victory towards the end of the period. This was a good team effort and honorable mention should go to Stan Galt, Dave Johnson, and Tom Ewer. All we have to say to the Uniwat team is "eat your heart out."

Women's Athletics

by Judy Birss

Girls! Now is your chance to show those football players how to play the game. The W.A.A. is sponsoring a "powder puff" football game during Winter Carnival. Members of our Golden Hawks team have offered to serve as coaches, trainers, and referees. The game is going to be played at 11:00 A.M. on Saturday, January 31st, and hopefully it will be a tackle game! The on-campus gals are pretty well organized and are "in training". Off-campus will have started this week also. So, all you football fans, come on out and watch the best game of the entire year on our own football field.

The Women's Varsity basket-

ball and volleyball teams played their first games of this term on Tuesday. The volleyball team visited the University of Waterloo and played three games. After giving them a good fight, they were, however, unable to come up with a victory. The basketball team played the Uniwat Athenas in the T.A. Outplaying the Athenas in the first half, the girls were not able to keep up the pace and lost the game 45-26. Joanne Tully was top scorer with 12 points. Both teams play in the T.A. on Thursday, January 22 against York University and they play again on Tuesday, January 27 against Ryerson in the T.A. Come on out and join the crowd in cheering on the gals!



photo by olan

Hawks down Warriors. They have shown a glowing improvement with no defeats since Christmas.

Carleton SAC asks for axe

Ottawa (CUP)—Student councillors at Carleton agreed January 6 to ask their constituents to vote them out of existence.

By a 12-3 vote, the council agreed to hold a referendum, January 19 and 20.

Council ex-president, Lorenz Schmidt said "The power balance between the University representative structure—known as NUG (New University Government)—and the student council was eroding the credibility of both and made it hard for students to realize there is a concentrated drive of any sort going on."

The council executive hopes

students will approve a plan creating a five-man "board of directors", elected to control social activities of the student's union, plus a "grand council" composed of students elected under the recently-instituted NUG to the departmental levels of university government.

The "board of directors" would be directly responsible to Carleton students as a whole; their impeachment could be initiated by 300 students.

If Carleton students reject the proposal, the remainder of the student council will appoint an interim executive to sit until

regular elections are held February 16. If the proposal is accepted, members of the "board of directors" would be elected at that time.

Stop filth

A pollution organization exists at this university. A group called STUPOR (Student Anti-Pollution Organization) was recently formed by a number of interested Political Geography students. The group is trying to gather and co-ordinate information on other pollution agencies.

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