

The College Cord

WATERLOO COLLEGE

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The College Cord is published monthly during the College year by the student body of Waterloo College, Waterloo, Ontario. The rates are 75c per year in advance, payable to the Circulation Manager.

The Editor declines to be held responsible for opinions expressed by contributors.

NOVEMBER 1936

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Editorial

THIS seems to be the year of anniversaries! In June the Canada Synod celebrated its seventy-fifth anniversary; in October our Theological Seminary had its twenty-fifth; now the College Cord celebrates its tenth birthday. Ten years of vibrant life and pulsing activity have become history,—years pregnant with difficulty and uncertainty, yet with achievement and success. Ten years have rolled by since the first issue left the press and was handed out to the eagerly waiting students and subscribers.

Many changes have transpired in the meantime. Editors and staffs have come and gone, subscription lists have changed, new ads have replaced former ones,—even the form of the Cord has changed from that of a bi-weekly newspaper to that of a monthly covered magazine. Yet in its essential character our Cord lives on as before. Still does it have as its sole reason for existence that noble aim expressed in the first editorial, "to draw the interest of men and women to our school, draw students within her walls, draw students and faculty into closer sympathy, and draw the hearts of all together in a common love for Waterloo." For this reason it was named the "Cord"—the tie that binds.

Yet though the purpose and name of the Cord remain true to the aim of the founders many changes, befitting development, have taken place during these ten years. To fully appreciate this development we must briefly consider the Cord's early history.

The Cord was not the first attempt at a student publication: the "Squeaker", made up mainly of jokes on the students and professors and read at meetings of the Laury Literary Society; and its successor the "Athenaeum" of somewhat more varied character, were previous efforts at student expression. But the Cord was the first printed publication, initiated and organized under the capable direction of Dr. Botter, at that time Dean of the College, and of Carl Klinck, first Editor-in-Chief, and his staff. The first issue consisted of four pages; the second of six; later the number of pages was increased to eight. In this form it came out every two weeks (at least theoretically) until September '35, when "Doc." Malinsky, the Editor, conceived the idea of a covered magazine to appear monthly, a magazine which should take the place of the old newspaper, to be of a literary

quality. Necessary changes were made, and in this form the Cord has appeared, with alterations, until the present time.

These ten years of the Cord's life have been a constant struggle. Even from the very first financial difficulties beset its path. With a small student body and a limited circulation, to produce a biweekly paper requires the most competent administration. This the Cord has not always, though generally, had. A few years ago a debt of some considerable extent accumulated—a debt which is still existent at the present time. An earnest attempt is being made to liquidate this old debt, through the assistance of the Alumni. When this is accomplished, the Cord once more will be free to carry on and grow, unhampered and unthrottled.

What the future of the Cord will be one can merely conjecture. Yet it is easy to see that as the College grows the Cord too will grow and develop. To increase the size of the Cord at the present time would be hardly advisable from the angle of Cord material,—it being very difficult to get adequate material of high standard from such a small student body, and from the financial viewpoint. To revert to the old newspaper form under the present circumstances would be fatal; yet in our opinion the ideal type of publication for a College of any considerable size is a daily, biweekly, or even weekly newspaper, where the student activities cultural and athletic, are given fitting emphasis and space, yet where the news does not grow stale from being two or three weeks old. So perhaps we can regard the present magazine form as merely temporary, serving till the time when, our College having multiplied its numbers many times, may look to see the Cord take one more step in its development by a reversion to a daily or biweekly newspaper. But till then may there be no thought of change.

*Love is a sour delight, a sugred greefe,
A living death, an ever dying life;
A breach of Reason's lawe, a secret theefe,
A sea of teeres, an everlasting strife;
A bayte for fooles; a scourge of noble witts;
A deadly wound, a shotte which ever hits.*

—THOMAS WATSON

The Study of Latin by WALTER H. JOHNS, PH. D.

THE question asked in the editorial of last month's College Cord is one that is being asked by many serious students throughout the whole English speaking world today. It is a fair question and it should be asked respecting every course on every curriculum. Students enter colleges and universities prepared to spend three or four years of their lives in the pursuit of something which will repay them in after life for the time and money spent. If they are offered courses which are of no use to them those courses should be replaced by others of greater value.

The study of Latin and Greek seems to have been subjected to more violent attacks than that of any other subjects, and the advocates of changed curricula desire their abolition before that of anything else. There seem to be two main reasons for this - the difficulty and even drudgery which they say these subjects cause and their apparent uselessness.

Since Latin is taught to a far greater extent than Greek at the present time this discussion will be confined to a discussion of the objections offered to it.

It is undoubtedly true that many students find Latin difficult but the fact that it is difficult is an admission that the problems which its study presents are imperfectly understood by those who study it. To be more specific, the student finds it difficult to master an adequate Latin vocabulary and to understand its principles of grammatical construction. Since a very large proportion of Latin words still exist in a modified form in English that student must have an English vocabulary which is weak and needs strengthening especially if he wishes to be able to lay any claim to a liberal education. Further, the principles of Latin grammar are far more clear and precise than those of English and they should be readily mastered by anyone with average intelligence unless that person has been too deeply imbued with carelessness of thought and expression. If that be the case, the student needs Latin or some equally exact course of study to train his mind along better channels. To a serious student the mere difficulty of a subject should act rather as a stimulus than as a deterrent. Nothing of great and lasting value is gained without effort and it is a sad commentary on the youth of today if they try to insist that nothing be taught them which cannot be learned in a few easy lessons.

An adequate estimate of the value of Latin cannot be obtained within the compass of a brief article, but a few hints about its usefulness can be made. Perhaps it is not amiss to point out that the greatest leaders in education in Canada today have been well drilled in the classics and that the most ardent supporters of Latin are those who know it best while those who attack it most strongly are persons who have not passed the preliminary stages of its study. But these statements do not give concrete examples of its usefulness though they do indicate that those whose position in the world of education and culture is high have not specialized in its study in vain.

It has been argued that Latin is the best cultural course obtainable and that no subject serves as a better basis for further study in any cultural field. Although this statement is true it will not be supported here because it seems evident that the question most at issue concerns the value of Latin to the student who is not likely to continue its study beyond the preliminary stages. Before proceeding to a discussion of this phase of the question an attempt should be made to answer another pressing question. What is the purpose of a college education? This is not easily answered because so many different people have different views on the subject. To quote a phrase typically Latin in its terseness *Quot homines, tot sententiae*. But to anyone with an elementary knowledge of Latin the word education almost answers the question itself. It involves an effort to "lead out" the mind, to train it, exercise it and lead it on to an ability to do its best work. Other things are attempted as well. The student is given a factual knowledge of language, history, economics etc.; he is shown the connection between events and forces which have moulded the thought and destinies of mankind in the past; he is shown how history unfolds in a logical sequence of events and is thereby helped to understand the significance of trends today; he is taught an appreciation of beauty in literature as well as in life. But most of all the instructor essays the difficult task of teaching the student to think for himself logically and concisely and to express his thoughts in the same logical and concise way.

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Communism or State-Capitalism?

—by JOSEPH F. PSUTKA

COMMUNISM is now on everybody's lips. Some talk of it with the exaggerated enthusiasm of a new convert, others fear and condemn it as a social menace. But I venture to say that neither most of its admirers nor those who denounce it, have a very clear idea of what Bolshevistic Communism really is.

Speaking generally, communism considers the exploitation of man by man as the source of all slavery and oppression. It holds that economic inequality leads to social injustice and is the enemy of moral and intellectual progress. It teaches that only in a classless, solidaric commonwealth can man enjoy liberty, peace and well being. Does man enjoy liberty in Soviet Russia?

I would like to compare communism with its application in Soviet Russia but I find it an impossible task. As a matter of fact I am convinced that there is no communism in the U.S.S.R. Not a single communistic principal, not a single item of its teaching is being applied by the Communist party there. Some may think that this statement is false; but if the unprejudiced reader would examine the present conditions in Russia, he undoubtedly, will take my statement as being the truth.

It is sometimes and very often too, asserted that Christianity was in the beginning communistic, as Russia is today. This is a gross exaggeration. It is true however, that the early Christians of Jerusalem sold their houses and laid the price at the feet of the apostles, who distributed "to everyone according as he had need." They made no distinction between citizens and slaves. Their communism was, moreover, entirely voluntary and spontaneous. The words of St. Peter to Ananias prove that individual Christians were quite free to retain their private property. This arrangement did not long continue, nor was it adopted by any of the Christian bodies outside of Jerusalem.

The complete equality sought by Communism is a well-meant but mistaken interpretation of the great moral truths, that, as persons and in the sight of God, all human beings are equal; and that all have essentially the same needs and the same ultimate destiny. In so far as they are embodied in the principle of common ownership, these truths have found varied expressions in various countries and civilizations. Nevertheless, the verdict of experience,

the nature of man, all assure us that complete communism will never be adopted by any considerable section of any people.

Many of those who describe themselves as Communists are muddle-headed people, who regard the present capitalistic system as wholly rotten. But a man has no right to describe himself as a Communist unless he subscribes to the doctrines of the Communist International of Moscow. The creed of the Bolshevistic is as follows: the abolishment of popular government, private property, religion, family and liberty.

Stalin defines the dogmas of communism in Russia. The true communist accepts the basic doctrine of communism, a doctrine which sweeps aside all moral law as non-applicable and which exalts violence.

In the liberty-loving, violence hating countries, this kind of communism has no future. And consequently the communist has received instructions from Moscow to soft pedal, to represent himself as an ally of democracy and to work for the establishment of a popular front with Christians. A Christian cannot be a communist because a Christian cannot be an atheist and communism is committed by its constitution to atheism. It is a pity to see people being misled. We sympathize with those poor misguided men who have been driven into communism by misfortune.

Communists have unceasingly and unsparingly reviled and misrepresented every citizen and every party that differed from them as to the means of economic salvation. Imitating their Moscow masters, as usual, they have overlooked the interesting fact that a dictatorial and absolutist position, which may have been necessary to preserve the Bolshevik revolution from its enemies at home and abroad, has no justification whatsoever in our country. It would be downright stupid if we would allow Bolshevistic thought to dominate us. Their ostensible purpose of propaganda is to gain blind converts.

Today the central authority in Russia is based exclusively on governmental coercion and on violence. It is not the communism of voluntary association. It is compulsory STATE COMMUNISM. Communists brag that the socialized land and machinery belong to the people. In

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From the Side Lines

ARE you one of those stilted individuals who look upon freshman classes as necessary evils with which to contend and feel that their plight is a hopeless one? It has been truly said by someone sometime someplace that freshmen never succeed. That's true of course because freshmen never remain fresh long. Initiation and continued bullying by sophomores takes care of that. Cruel people those sophomores say the freshies.

Looking down the halls of Waterloo College one does not have to ask who the freshmen are. They beam all over with excess energy, soon to be wasted poring over loathsome books. The new arrivals at the school are on display everywhere. Lobbying seems to be their chief hobby. For two months each year the corridors remind one of Beverley Nicoll's description of the great halls of the peace palace at Geneva when the league of Nations Council is about to begin a session.

Head down and hurtling himself rapidly forward with miraculous accuracy comes a late arrival to class. He feels he has committed the unforgivable sin and must hurry to make reparations. In a corner at the end where little light manages to peep through is a young swain who has corralled a fair damsel and is trying to lure her into the campus where they might reflect upon their chequered careers. Tossing discretion to the winds he forgets his first love back home and presents himself for the approval of the comely lass whom he deems worthy of his affections. It is plenty of something that these boys have the way they sell themselves to the young coeds without even thinking of the disastrous results that might befall thereof. By sparing each mother's son who came to college will have increased his fund of knowledge in a more aesthetic way than he contemplated. When he came to college the freshettes are gradually settling down to the task of enlisting for service some not too thrifty recruit for service during the winter months.

A few of the less timid of the first termers have turned their fancy to the art of composing verse. Poets of note seem plentiful. One of the college bards was overheard informing the Cord editor that if he found her poems too brief for publication she could scribble out a few longer ones at noon hour. Apparently this inspiration which gives rise to the feeling for

writing poetry is provoked by association with other writers. One of the more celebrated of the college poets who is daily bringing prestige to our institution through his works, gives all the credit to a lass whom he met within the walls of the college and who says is his creative prompter. The girl in question is credited with the remark that she had intended to rattle off a few lines over the week end but that she went to a show instead.

"Yes sir" pipes up the peppy frosh who waken from his balmy dreams to offer an answer to a question about which his grandfather might have informed his father but about which he cares little. Knowing nothing of his subject he leans on the "yes sir" to get 'em. Funny how these college pepper pots gradually drop back into the slovenly habits of the veterans and who don't even offer a solution to the greater problems under observation. They lose that collegiate chivalry which caused them to doff their hats at the lady on the street and soon it is they whom we see jostling in the center of a crowd of the fair sex until they succeed in elbowing their way on their desired course. They are able under ordinary temperature conditions to escape from the classroom at the termination of a lecture even before the last echoes of the professor die away.

Perhaps the prize boner of the term was pulled by a freshman who made it known that he had an engagement with an assuming maiden and when he began boasting of his superiority complex was ushered into the bathroom for the night. He was treated to an evening with the plumbing, only an old almanac to read and no light to see by. He fared even better however than the director of initiations whose kind friends put him into solitary confinement while a lady was informed that the gentleman whom she expected would not be able to keep his date and that another of the boys would substitute. The game lass needed little enticing. The one to whom the gross injustice had been dealt was released on the promise that he retire unavenged.

With a look of uncertainty these freshies rush into the reading room to seek out their mail. One returns in disgust. Another holds up a letter pulls out a green slip and bolts out the door to the bank. The freshmen too have

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Variations of the Student Genus

by F. H. RAND

IT is not without interest, and perhaps value, to compare the habits of student university life in Canada with those of England, and Europe generally, to which the mother country is linked by ties of a traditional society. There the ideology of education, which is merely one aspect of that society, differs very little in conception among the more advanced countries.

At the outset it must be made clear that in England the university is not merely Oxford-cambridge, that great institution of so many whose earlier schooling belongs to Etonanarrow, as a cheerful cockney misconception has it. London, and the provincial universities, are more representative and more democratic, if less in the public eye and less favoured for the prizes of civil service careers. That Oxford and Cambridge, though in the "provinces", must not be dubbed provincial universities, is symptomatic of the basis of privilege that thrusts upwards from those ancient seats of learning and encourages the casual structure of higher education in the British Isles.

This casualness is noted in the attitude of the average student towards his work. The class taboos of the Public School not only persist, but dominate; it is not considered "good form" to be addicted to study, or at least to state the fact. There is a secret satisfaction of doing well with the appearance of complete indolence. The undergraduate never confesses to regular, or even frequent attendance at lectures, and authority makes no effort to force him to attend. He "reads for honours"-(or pass). In short, convention demands that he give as few as possible outward and visible signs of inward industry. Eminence of scholarship by this route is admired, but a good-humoured contempt for the "dud" is not absent. Perhaps this is why the social group is often an informal academic group; to the quadrangle and the clubroom are transferred many hours of text-book and lecture-room, and strictly informal but severely critical argument abounds. The tutorial system of "smoking your way through college"

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LEST WE FORGET

*It is the "Eleventh Hour" — The
Nation pauses—
It's head is bared—A deep sigh is heard—
The Nation weeps—Mourns for it's dead.
Two minutes have elapsed—The hat
is donned anew—
Once again the wheels of industry turn—
Again it buzzes in the whirl of
everyday activity.
It's heroes are not forgotten even
though dead—
The memory of their sacrifice shall endure.
All this for the dead.*

*But what about the living dead?
The fodder shoveled into the cavernous
mouth of that monster,
War—Men who were swallowed by
that greed—
Who were churned about in the slime
of its bowels—
Who were ejected therefrom as maimed,
moronic or diseased—
Who today are the living dead—The
forgotten men.
Irony is the word for it all.*

To the Alien in Spirit

On, on we go
We stumble on, for what? We do not know
The way is rough, the weather stormy, and
our hearts so weary grow;
Success seems far away as ever. Whither,
whither do we go?
Common folk do not see through us, they
can't understand our task,
For our hopes are built up skyward, towards
the clouds, then to, then past.
Men can only see the clouds, what is be-
yond them—there's our being,
To a world material, that's not living, that's
not seeing!
Still we build our hopes up high,
Though men see us not, nor try,
For posterity might tomorrow,
Recognition then may come.
Though it be, to our great sorrow,
Deprived to-day, all praise being dumb.
Tomorrow then our lives may be
Bound in Immortality.

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1926

Anniversary



CARL F. KLINCK, *Editor 1926*

Dear Mr. Editor:

We who founded the Cord in a spirit of reckless optimism a decade ago have seen the years bring a good measure of achievement. It is quite possible that the wish to have a paper was at first father of the need that we professed to see, but the College has vindicated us by making the Cord part of its life.

You who are now responsible for the care of the lusty infant have often found his antics embarrassing and you have worried about the means to pay for the child's youthful ailments and diseases. But you have worried to good effect, and you are facing your heritage of trouble in a most courageous manner. We congratulate you and wish you luck.

Carl F. Klinck
Editor 1926

130 Drinkwater Street,
Sudbury, Ontario

Dear Editor:

With its new, stream-lined body and deluxe upholstery, the present College Cord is, to many of us, a stranger in appearance. But even to the jealous eye of an ex-editor and the pedantic scrutiny of a teacher, it remains an

old and trusted friend in its spirit. My hope on this our anniversary is that the past ten years are for The Cord only the beginning of a long period of service to Waterloo College.

Sincerely,
Edward Neigh
Editor 1931

New Dundee, Ontario.

Dear Editor:

Congratulations on the tenth anniversary of the "Cord". Although the paper has taken on a different shape, form and object since it was first published ten years ago, it still remains dear to us who have watched its growth from its infancy. I recall the anticipation that prevailed as we awaited the very first issue off the press; my staff and I experienced this again as we awaited our first issue. We rejoice today, that we have had the privilege and opportunity of doing our part in the development of this paper. May it continue in the future to serve the student body and their friends.

Sincerely yours,
William C. Nolting,
Editor 1932

Wycliffe College,
Toronto, Ontario

Dear Mr. Editor:

Greetings and congratulations to the "College Cord" on this the occasion of its tenth anniversary! Ever since graduation from the halls of Waterloo I have carried fond memories with me of a happy three years under its hospitable roofs. Still a student, but in other halls of learning, my mind not unkindly takes me back to an order of things I once knew so well—beloved Waterloo, young and full of vision, courageously transcending the disillusionment of a disappointing decade, eagerly striving toward most worthy goals in a brilliant future. Past, present and future, Waterloo remains my beloved Alma Mater. May the "Cord" continue to keep us all, both graduates and undergraduates, unified in the ideal that graces the crest of the college on the hill—"Veritas omnia vincit."

Richard A. E. Ruch,
Editor 1933

Waterloo Seminary,
Waterloo, Ontario.

C.K.C.R., Kitchener.

Dear Mr. Editor:

Concords! Discords! Records! We who have had the task of synthesizing these elements into printed Cordite—how carefully we had to handle it!—with common accord now send our tenth anniversary greetings. May the College Cord ever continue to be a "Cord" that will draw closer and not blast away!—those bonds of mutual interest which bind us to "the school on the hillside."

Cordially yours
Norman Berner
Editor 1934

Dear Editor:

As I glanced through the latest issue of the College Cord, I was filled with a delightful feeling of reminiscence. When I read the editorial, I remembered how I used to youthfully fulminate in my editorials. I realize now how young I was and how tolerant my professors were, but, nevertheless, it was all a lot of fun while it lasted. I wish the Cord and its Staff all the success in the world.

Yours sincerely,
"Doc" Malinsky.
Editor 1935

"Waterloo, We'll Praise Thee Ever."

WATERLOO COLLEGE SONG

MUSIC BY MAX MAGEE.

WORDS BY W. H. JOHNS, PH. D.

*Waterloo, we'll praise thee ever, as in days of old;
We will always keep on high the Purple and the Gold.
Always will thy sons and daughters faithful be, and true;
They will always hold thy name in rev'rence.*

WATERLOO!

*On the track, on the field,
Waterloo ne'er will yield!
We will battle on to vict'ry as the years roll by,
Carrying thy standard bravely, holding it on high!
Always will we sing thy praises, old yet ever new;
No one e'er shall bring thy name dishonour,*

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In the Field of Sport

During the past few months we have had many requests for a sport page where the various athletic activities should be treated. In a monthly magazine such as this, however, it seems rather a waste of time and space to review games which may have been played two or three weeks before; moreover, if the students are interested in the games they will be bodily present, while if this interest is lacking they will hardly read a write-up on these activities. Yet since this is our anniversary issue of the Cord it seems quite in place to check up on how we stand in sport.

As last year, so this year all effort is being concentrated on basketball as the major sport. Under the capable coaching of R. Tailby our team has been making a very fine showing in the Industrial League, holding at the present time second place among the teams. Already they have played games with St. Jeromes, Goodrich, Mutual, Collegiate, and "Y" teams, winning from the first, second and fourth, and losing to the third and fifth teams. The schedule calls for another game with each of the Collegiate and "Y" teams. Then for the semi-finals and the finals. Who knows but that they may even take the championship!

After the completion of this schedule, other leagues will probably be entered; further information is at present unavailable.

The regular line-up is as follows; Centre, A. Hartman; Forwards, J. Harper, O. Reble; Guards, M. Neeb; Captain, R. Tailby; Subs, N. Berner, N. Alles, W. Ernst, A. Baetz, F. Neudoerffer.

The girls basketball team, who won the Intercollegiate championship last year, (and then they challenged our boys team. Score 72-5), are also getting warmed up. Miss Laymon is again acting as coach. No games have yet been played, but we expect them to uphold the old standards.

Badminton is also arousing unusual interest and receiving more emphasis this year. More and better badminton is being played than for many years. The only hindrance is the closing of the Gym. against badminton on evenings except on express permission. How this permission will help cut down on the hydro

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College Notes

Miss Marjorie Cooper and Dr. Nikander were the guest artists at the well-attended meeting of the Athenaeum Society on November 12. Dramatic sketches, including a vivid portrayal of Browning's "Fra Lippo Lippi" were ably presented by Miss Cooper. The Finnish poem "Kalevala" was the subject of an entertaining and instructive address given by Dr. Nikander.

A most successful meeting of the Circle Francais was held on November 20. A new executive was elected, consisting of the following officers: Hon. Pres., Prof. Rand; Pres., Julius Zeller; Vice-Pres., Grace Schmidt; Sec. Treas., Max Magee; Pianist, Fred Oliver.

The program consisted of French songs and games, followed by the presentation of a French comedy, "La Clef," by Margaret Pletch, Lillian Johnson and Julius Zeller, directed by Prof. Rand. A lunch was served at the conclusion of the meeting, Miss Twietmeyer presiding at the tea-table.

On Thursday, Nov. 5, the meeting of the Germania took the form of a "Schubert Abend." An account of Schubert's life was given by Mr. Zeller and various musical selections of the composer were presented, including "Sylvia" by Ellen Kellerman, "Heiden Roslein" by Peggy Conrad and a piano solo "Serenade" by Fred Oliver. An impromptu vocal solo by Mrs. Nikander was most thoroughly enjoyed.

Please note the following correction in your telephone directory: Christiansen, E., 107 Bridgeport Rd., phone Waterloo 544.

Mr. Hornstein, M.A., of Western University, is acting as Instructor of Science and Mathematics during the illness of Prof. Hirtle.

*Friendship is the holiest of gifts;
God can bestow nothing more sacred
 'upon us!
It enhances every joy, mitigates every pain,
Everyone can have a friend,
Who himself knows how to be a friend.*

—TIEDGE

Hell is paved with good intentions.

—BOSWELL.

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FROM THE SIDE LINES

(continued from page 5)

learned all the tricks. They even write home for money using the time honoured gags about the books and the church fees. Another opens up a scented missive and carefully unfolds a few sheets of vellum with that satisfied smile that Wimpy gets when he has just gorged himself at someone's expense.

No freshman class seems complete without its share of high school cut ups, cute little tykes these fellows. They find college a drab sort of place where even if you did pull a fast one it is not recognized. Nobody pays any attention to the one who used to be so skilled in the art of assailing mates with paper darts always managing to escape the notice of the teachers. To them too it is almost intolerant that even the noble art of skipping classes receives little reward in the way of disturbing professors. In fact the custom seems quite in puncficient college.

The look of discomforture which creeps over the countenances of many new comers is nothing less than veiled homesickness. It is the first year away from home. They miss the sweet aroma of the small town atmosphere and the homely pleasures of rural life. The youth are out paddling their own canoes; with the paddles coming from home at regular intervals in the form of pecuniary substance.

Looking them all over like one who might have seen freshman classes come and develop through the years, this group seems a perfectly normal assemblage. They are all dyed in the wool high school stalwarts who are soon to become bearers of a standard which only freshmen can enhance.

QUEEN-MOON

*Immature goddess of light and that divine
Shedding virgin pallor on gaunt trees, and
a soul beneath,
Who bares his loneliness in passionate wor-
ship
Of thy queenly mastery:
Oh! Thou who drenchest me in heavenly
bliss
E'en in darkest shadow,
Standing on brittle leaves
Methinks that these too, feel thy beam,
Or is this but a momentary dream?
A mist of floating plumes
Coolest thine eternal brow,
And laudest thee with quill
As I do now.*

COMMUNISM OR STATE CAPITALISM?

(continued from page 4)

Russia land and machinery are not socialized but nationalized. The government has control of it and may dispose of it according to its wishes and views. If a thing would be socialized, then every individual would have free access to it and use it without interference from anyone.

All sources of existence are owned by the central government; foreign trade is its absolute monopoly. The printing presses belong to the State; every book and paper issued is a government publication. Everything is the property of the State as in the ancient days it used to be the property of the Crown. Such a condition of affairs well deserves the name STATE-CAPITALISM and in no sense can we consider it as being Communistic.

Suggestions of free voluntary communism is taboo in Russia and it is regarded as counter-revolutionary and high treason against the infallible Stalin and the holy Communist party.

Bolshevism has not abolished the classes in Russia. It has merely reversed their former relationship. Russia departs from even the pretense of inter-nationalism and proletarian class interest. Soviet Russia is now obviously an absolute despotism politically and the crassest form of State Capitalism economically.

These Too

These too I love

*The dainty green of lichen's lace,
And maples sun-glazed leaves,
Low arching ferns - - - the gentle touch
The coolness of an evening breeze.*

*Cascades of shaken pear blossoms,
Freak shadows of the moon's first light,
The soft-eyed pansy - - evensong,
And rain through shadows of the night.*

*The magic smells of earth - - log fires,
Soft shaded lights and tapers tall,
The amber of a woodland pool
And sunlight on an ivy wall.*

*The laughing brook where birches lean,
Wild roses - - - smoke on distant hills.
The slow unwindy steps of rain,
Gold-hearted lilies - - - daffodils.*

ARNOLD

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VARIATIONS OF THE STUDENT GENUS

(continued from page 6)

in a tutor's chambers, as Leacock has described it, also favours this manner of colloquium.

If the university atmosphere fosters an assumed negligence towards study, the far-off hills of final examinations condition it. Comprehensive and exacting, they do not however impose the intermittent pressure of our yearly tests. At London University indeed, it is possible, though not within the bounds of reason, to write the intermediate and final B.A. papers externally (tramurally) without having done more than pay the fees.

In France the aspirant appears to have habits of study more our own, habits induced by the arduous program of the lycees, or high-schools. With him, nevertheless, there is definitely a time for work and a time for play. In Paris he is much more a citizen of the metropolis, a connoisseur of the cafe and theatre and less respectable institutions, a shouter of "A bas les Soviets" or contrariwise, "Les Soviets partout." The Cite Universitaire, just completed on the outskirts of the city, is in this respect a negligible influence, comparatively few among the huge student body are housed there, and those largely provincials.

Like his Canadian counterpart, the French university youth is prepared to "put himself through college," whereas the ambitious English candidate, though yielding to none in his academic self-reliance, is debarred by the vestiges of social snobbery and the infrequency of temporary employment, from an avenue to economic independence at need, and must seek a highly competitive scholarship (most often held out as a bait by municipal education to would-be teachers.) And thus France, within the framework of the more respectable political entities, approaches a shade closer to the ideal of the survival of the mentally fittest.

IN THE FIELD OF SPORT

(continued from page 10)

bill is difficult to see, at least to the impractical minds of the students.

Among our outstanding badminton players we might mention the name of Jack Harper, generally considered one of the best players in the Twin Cities, and who has already played against Purcell, world's champion badminton player.

BELIEVE IT OR NOT --

At the outset let me say that this is not an attempt to outdo the illustrious Mr. Ripley. Sir Arthur Conan Doyle would have woven the material into a fascinating mystery which only Sherlock Holmes could unravel, but to me is left the task of merely presenting word by word as it was told me the most peculiar incident of which I have ever heard. The event did really occur in a prominent store in a large American border-city.

One night three girls attended a theatre and during the performance one of them became seriously ill. The two friends unable to aid the sick girl who was rapidly becoming worse took her to the nearest doctor. The doctor unable to find the cause of the malady took her to the hospital. A consultation was held and after a thorough examination a blood test revealed the presence of poison. The girl's clothes were examined and a similar poison was found to be present in the dress.

Detectives were immediately employed and it was discovered that the dress had been sent out on approval by the store, previous to the time the girl had purchased it. The detectives could gain no information from the home to which the dress had been sent. By chance however a neighbor stated that a few days ago a young girl had died in that home. The undertaker was questioned and immediately recognized the dress as the one in which he had buried the girl. However he also stated that before actual burial he had been asked by the family to remove the dress, which was immediately returned to the store. The solution was quite easily arrived at by the doctors.

The embalming fluid had penetrated into the dress while on the body of the dead girl. This same fluid had penetrated into the body of the final purchaser due to perspiring when in the theatre. Today the girl lies in a critical condition in an American hospital.

*Little drops of humour,
Little rays of light
Knock our daily troubles
Higher than a kite.*

*How oft the sight of means to do ill deeds
Makes ill deeds done.* —SHAKESPEARE

*Gather ye rosebuds while ye may,
Old time is still a-flying:
And this same flower that smiles today
To-morrow will be dying.* —HERRICK

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THE STUDY OF LATIN

(continued from page 3)

No subject combines the aims of the educator to the extent that the classics do. But again the field must be limited. A student who can see the beauty of thought in Latin and Greek authors must read them with some ease. The elementary student may catch glimpses of this beauty and see some examples of the greatness of the thought of the writers of classical times, but the good he derives from the study of Latin lies in another field.

Latin makes one look beneath and beyond the obvious, for it provides many traps for the unwary and careless student. The English language is a careless and slipshod language in many respects, and, since language expresses thought and carelessness in thought is revealed in carelessness in language so carelessness in language leads to carelessness in thought. Therein lies the danger of knowing only English or some other modern tongue. Latin provides a refreshing exactness which we do not meet with in any other language. This may be illustrated by a reference to tense. In English we say, "When he comes, I shall see him." and our use of the present tense in the adverbial clause destroys the proper feeling of the tense or time involved. In Latin it is more correctly expressed by the future-perfect. "When he will have come, I shall see him." Today we have no realization of the tense nor proper feeling for the idea involved unless we have learned the Latin equivalent. English, unfortunately, no longer provides it for us. The defender of English may say that the speaker has a subconscious idea of the correct tense, but continued failure of students to use the proper tense in translation, even after repeated explanation, shows their absolute lack of knowledge of the tense involved.

We may turn to case and voice for further examples of the carelessness of English. "I was given a book" is accepted as good English when the meaning is "A book was given to me." So students in elementary Latin seldom fail to translate it in some such way as this: *Datus sum liber*. A similar trap for the unwary lies in the difference between "say" and "tell." So "I was told" becomes in freshman Latin *Dictus sum* or "I was said" instead of the correct *Dictum est mihi*. Further examples might be quoted by hundreds, but these show the trend.

(to be continued in next issue)