

SAC sets executive election dates

by Brian K. Hackett

Last week's SAC meeting was marked by the unconstitutional refusal of chairman, Paul Virgin, to recognise a motion made by representative, Warren Howard. Howard requested the pinball machines be returned to operation. The motion was made, and then seconded, after it was learned the pinball machines had been put back into use at the University of Guelph. There was some discussion about who would be held legally responsible if the police decided to raid the gamesroom and lay a charge, but it appeared Virgin took it upon himself to decide the motion on

council's behalf, although there is some question whether Virgin was paying attention when the motion was made.

The election dates for positions on next year's council were announced as March 5 for the executive and March 13 for the representatives. Reading week has caused a delay in the elections which are usually held at the end of February. Another reason given for the later date was to give the council presently in power a better bargaining in negotiations of the Operating Procedures Agreement.

A new Deputy Electoral Officer was ratified to assist in the upcoming elections. She is Ann Marie

Riddell and brings the number of DEO to four.

A brief financial report was given by VP Finance, Steve Dineley, who said SAC was running somewhat ahead of budget at this time.

A financial request was made by Radio Laurier Station Manager, Phil Turvey. The money is needed to repair the SAM board's speaker system which has worn out. SAM is a portable disc jockey service providing music free of charge in the WLU community and for a nominal fee elsewhere. The repair is an unbudgeted expense necessitating the presentation of the request before council. The

money was granted after a short pause for a pointless discussion over the value of Radio Laurier.

The meeting concluded with a spirited discussion about the recent winter carnival. Director of Student Activities, Blair Hansen was disappointed over the lack of coverage given the carnival by the Cord. He raised the question of whether SAC should continue the

Winter Carnival in the future or look for some other activity for the students' entertainment. The whole question of student apathy was raised and it was generally concluded there are few students who care for non-alcoholic fun anymore preferring to sip a cool Molson Golden. It seems nobody today really cares what they're missing.

Part II

Hope for the disillusioned

by Cathy Riddell

Going to school can really be a hum-drum affair after a while. At times it may seem almost impossible to "get up" for a class.

First year isn't too bad; at least there is a bit of variety in the courses you are taking. Come second year it is time to pick out one or maybe two areas in which you want to study. So you pick out, say, History or English, but after a few of these courses it becomes a drag too.

The administrators at WLU realize that this problem exists, and in order to offer students an alternative to the standard degree-granting courses, they have introduced what is known as inter-departmental majors.

These majors include five separate areas of study which are intended to offer the student a wider variety of academic experience. These relatively new areas of study are: Archaeology, Canadian Studies, Comparative Literature, Fine Arts and Urban Studies.

So far, enrollment in these majors is small (17 at present), but indications from other universities throughout the country show that more and more students are choosing this new means of attaining a B.A.

You might wonder what these courses constitute? Just about everything from first hand experience on an excavation team to Israel (archaeology) to films and theatre (fine arts).

There would not be time or space to go into each of these majors individually, however a look at one will give you an indication of what the others are like.

Urban Studies, one of the more

promising of the inter-departmental majors, would involve the student in such areas as: geography, political science, psychology, sociology, economics, english, history, philosophy, religion and culture and science. You need not take all of these subjects, however, you must take 7 senior courses within these areas, and no more than 2 courses in any particular subject.

Another inter-departmental which not only appears interesting, but which should also be a lot of fun is the Fine Arts major. This course brings together many of the diversified fields of communication; such as classics, films, history, philosophy, music, theatre, religion and culture and writing. For those of you who like to express yourselves artistically I'd suggest you look into the course a little more thoroughly, maybe you could be really into something good.

Don't forget, pre-registration is coming up soon. You have to pick something to major in, so if you're undecided, or you're looking for a bit of a change, why not be different and pick an inter-departmental, it may be what you've been looking for all along.

For further information on any of the inter-departmental majors, contact the following people, they'll be glad to talk to you any time.

Dr. Gough—Canadian Studies—Ext 292

Dr. Toombs—Archaeology—Ext 332

Dr. Cheyne—Comparative Literature—Ext. 260

Dr. Langen—Fine Arts—Ext 301

Dr. Hecht—Urban Studies—Ext 325

the Cord Weekly

Business Department

Staff and students begin negotiations

"Business students in fourth year will leave this university resentful and embittered because of the educational process they have been exposed to this last year. For the good of the whole school (of Business and Economics) this must not be allowed to occur again," stated SAC President David McKinley who attended the initial meeting between the business student's steering Committee and faculty of the School of Business and Economics last Friday.

The only result of the lengthy three hour meeting was the formation of a task force consisting of three students—steering committee members Bob Knetchel and Jane Thomas, and McKinley along with three members of the Department of Business, Dr. Paul

Albright, Prof. Glenn Carroll and Dr. "Tupper" Cawsey who will negotiate the numerous items the steering committee brought to the meeting.

The near unanimous decision to move to a task force occurred when it became apparent that the students main grievances were against the Department of Business and did not directly involve the Department of Economics.

The specifics of the steering committee's brief distributed to members of faculty had proposed; an increase in student representation on faculty Council from six to eleven students, and like increases on respective departmental councils; immediate implementation of the university policy that provides for direct

student representation on departmental hiring, contract renewal, and tenure committees; definition of criteria used to determine contract renewals and tenure decisions; an open meeting of students at which the senior members of the department would attend to answer questions; and a proposed re-organization of the Tamaie society which would incorporate a structure to coordinate representation.

The initial meeting of the newly formed Task Force was held last Monday and at that time agreement was reached over recommendations for hiring procedures and professor evaluations.

Student representative elections have been postponed temporarily pending the outcome of the task-force recommendations.

The Cliff Bilyea 5 and 7 day plans for dieting

What is the function of the Food Service Committee? How does the substitution system really work? Why an increase in the meal card price in 1974-75? If you eat in the Dining Hall or Torque Room, I am sure you have heard one of these questions discussed, and maybe without a satisfactory answer.

I hope the following comments will serve as terms of reference regarding the Food Service operation and the above questions. The role of the Food Service Committee, its membership and voting procedure is outlined as follows:

ROLE:

The Food Services Committee is an advisory body to the University Business Manager. The Food Services Committee is a sub committee of the Advisory Council on Ancillary Enterprises, which is chaired by the Vice-President Controller. Food Services' responsibilities are to discuss areas of mutual concern regarding

food services, providing a forum for student administration consultation where changes in policy and procedures are considered. At the meetings the committee will review the suggestions and items of concern in the food box and respond to them.

MEMBERSHIP:

The membership of the committee shall comprise of the Manager of the Dining Hall, the Dean of Students, the Director of Residence, a lady from the Dining Hall staff, a lady from the Torque Room staff, three students from residence, the University Business Manager (non-voting), one student representative from the Torque Room, and two off-campus students. The committee is chaired by a student with a record of minutes of each meeting being kept. Resource persons may be included by invitation.

VOTING:

Members of the committee will

vote on motions of recommendation which will be considered by the Business Manager.

MEETINGS:

Meetings shall be a minimum of once a month during the academic year. At the discretion of the chairman meetings may be held more regularly. At regular meetings an agenda will be sent to members in advance.

Under the chairmanship of Phil Poole, the committee has met on a monthly basis and has provided helpful ideas in improving the food service and striving for a balance budget. Currently, the committee has developed a two page questionnaire which is being circulated to other universities our size, in order to form a basis of comparison. The questionnaire inquires about their bag lunch system, the cost of each meal plan, if credit is given for missed meals, the role of the food service committee, the percent of the budget

on food, and other areas of mutual concern.

The substitution system was proposed by this year's Food Service Committee and started on a trial basis for the month of November. Its purpose was to allow as much freedom of choice as economically possible in the selection of what you wanted for each meal. Basically, breakfast consisted of 6 items, lunch 7 items, and dinner 8 items. When the item system went into effect in November, milk was listed as an item, but as we all know it was available to everyone and not counted as an item. Realizing the volume of milk each day being consumed or returned down the conveyor belt, the food service committee was advised of the problem and numerous alternatives were discussed. The containers were located in the food line and milk was counted as an item, at that time, starting in January.

As the Substitution of Items on

the Meal Plan indicates, the first two glasses of milk will not count as an item under the meal plan for the month of February. Beyond two glasses, if you wish milk, each glass will count as an item. This will be reviewed and if the consumption of milk in particular, and food in general signals continuing cost-control problems, then milk will have to count as an item. You can help, and it is appreciated. Please help to cut down wastage, as everything you return down the conveyor belt is thrown out. No recycling here! If you wish a smaller portion, just ask the ladies and they will be pleased to oblige.

The second area where you might be able to help is the concern for pilferage. Your personal influence, brought to bear on anyone who is short-changing you by this practice is one way to solve the problem. Rolls and yogurt seem to disappear awfully fast. This costs money and ups the food budget.

The following list is not entirely

Continued on Page 4

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| 5. Anchovies | 11. Double Cheese |
| 6. Hot Peppers | 12. Sliced Tomatoes |

	8 slices	12 slices
Cheese and Sauce	2.05	2.50
Add 1 item	2.50	3.10
Add 2 items	2.85	3.75
Add 3 items	3.15	4.20
Add 4 items	3.40	4.40
Add 5 items	3.65	4.60

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*Double items count as 2 items.
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Spaghetti Snack with mushrooms	1.29
Spaghetti Snack with meat balls	1.29
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Ad men wouldn't lie, or would they?

by Pat Bush

A woman screwing a polar bear? Look again, closely, there in the upper right hand corner. Clear as a bell, as plain as the nose on your face is a beautiful long-haired woman sexually(?) involved with a polar bear. No this is not a first take for a monthly dirty magazine, or underground newspaper. It's a Sprite commercial.

According to Wilson B. Key ordinary everyday people are being bombarded by (?) sexual implications in a vast amount of media material that we see every day. In his new book, *Subliminal Seduction*, Key delves into the sordid world of advertisement where the old cliché "anything goes" becomes a byword.

On Tuesday, February 5th, Key lectured here to a Religion and Culture class on the supposedly not so advertised subject of advertising. The connection between religion and culture and the world of advertising was far from apparent at the beginning of the lecture, but as the discussion continued in a classroom the point of the lecture was very obvious.

What was the point that Key was

trying to put across? There were many but the most important one was the fascinating yet horrifying fact that advertisers are using what is called subliminal persuasion, or as he calls it, seduction, to sell their products. There are many examples of this phenomena and Key has several slides on hand to prove just that. The Sprite advertisement was one of the more lame ones that Key uses to convince the world that the advertising companies of the world are denying human beings the most basic human right: that of choice. But what would an image of a woman and a polar bear indulging in everyone's favourite pastime, have to do with sitting back on a dusty summer day and savouring a frosty sparkling bottle of Sprite?

It's very obvious. Isn't such an image exciting? Just a bit stimulating? In any case your subconscious would pick this image up and store it until you decide to have a nice cool drink and can't decide what flavour to settle on. At this point the polar bear-woman image will spring to your conscious mind and the overwhelming desire to rape a bear will drive you to the counter with your hands full

of that seemingly innocent bottle of Sprite.

Now it is obvious that that was not a rational decision. You had no real choice. Your subconscious mind fooled you into believing that drinking that bottle of Sprite would indeed be an exciting experience. How exciting can a soft drink be?

On a more serious note, this phenomena, the projecting of sex or as Key revealed, death images in magazine and even in television advertisements are being employed to a horrifying extent. These images are either so well hidden that your conscious mind can't pick them up or they are flashed so quickly across the screen that they can't be registered by your visual mechanism. But they are recorded, according to Professor Key.

Writing about some of the examples used will not do justice to the slides or lecture provided by Key but will give you some indication of the fascinating yet, as one student pointed out, terrifying effect this phenomena has on people. Look closely the next time you read a monthly edition of Playboy. Don't skip over those seemingly innocent layouts for

Bicardi, Beefeater, or Captain Morgan. Those filthy little ice cubes have their own tale to tell. Phallic symbols, romantic landscapes, sexy messages (i.e. SEX) are all graphically projected onto those icy billboards by extremely talented and seemingly overly patient artists. But that is not all! What of a child's face and partially mutilated body under the wheels of a brand new Vega, or a package of Winstons (as in Winston tastes good) photographed strategically placed on some adventurous woman's lower (very lower I might add) abdomen. Strange but true as the old saying goes, and Key makes his point. We all believe our eyes don't we? In the numerous discussions that this

lecture generated, Mr. Key was referred to as genius, sexual deviant, "a one damned good con-artist." The book *Subliminal Seduction* gets into several more aspects of this subject that would be impossible to include here.

The lecture was very interesting, educational to say the least and a bit scary. When someone tells you really have no power over the stuff that your brain takes in, it gets a bit frightening. And by the way if you've been seeing people in the dining hall staring at the back of a dollar bill, on the tables or through the windows they're only looking for the word SEX. If you've seen it point it out to them. They may take a life time to find it themselves.

Photo club exhibit

Several members of the WLU Photo Club have put together a fine showing of original photographs in the University Library foyer. The photographs will be on display until February 15. Subject matter includes colour landscapes, portraits, and studies of the internal workings of a clock. Examples of special effect photographs add a new dimension to the exhibit and reflect the talent

and imagination of the many contributors.

Good work to Wells, Chen, Wilson, Christopher, Kaniminge, Brentnell, and Hackett, and Mr. Walker, them thers damn good wheels.

For any other photographers, don't forget the Photo Contest that Keystone is running. Look in last weeks Cord for details.

A month-long conference

February is about Women

by Trish Wells

It was almost exactly one year ago that three WLU professors staged the highly successful "Women's Conference" at Waterloo Lutheran University, featuring four guest speakers and a lot of constructive discussion. It was out of that conference that the newly-established K-W Woman's Place grew, and now, from the Woman's Place (and other community sponsors), a new and bigger conference on women has grown to completion.

February is about Women. The whole month will be filled with programmes and activities throughout Kitchener-Waterloo, all concerned with women, and featuring, hopefully, something for everyone.

The organizers of the conference were anxious to make this a community-oriented series, with big-name speakers kept to a minimum and panel-type discussions the desired format.

The objective will be informational and educational talks with questions from the audience stimulating further discussion after each session.

The topics to be dealt with will cover such areas as socialization (how are we taught the roles we play?), women's work, prisons, health, and women in literature and the arts. As well, discussions on the women's movement itself have been scheduled for later in the month.

An effort has been made to provide events that will appeal to a wide segment of this community. Publicity, which has infiltrated the cities from all sides, is aimed at attracting as many people as possible to as many events as possible, and the number and variety of programmes will be great.

Major events will be held during the month at three main centres, but elsewhere throughout the cities other groups are co-operating in

planning special activities to coincide with the major events and focus community attention on this month-long conference.

The Kitchener YWCA, for instance, is holding a series of ten workshops on various aspects of women and work. The Hamilton Feminist Theatre Group will be performing a play at Trinity United Church on the 18th with discussion following the performance. Kitchener Public Library will have a display of books by and about women and there will be special sales on women's books at the Book Barn and the Provident, Uhuru and WLU bookstores during the month.

The main series of talks for the conference will be held at Trinity United Church on Frederick St., next to the YWCA. The discussions will take place on Wednesday and Thursday evenings through the month and one Saturday afternoon. All are free of charge and free child care will be available. The University of Waterloo will

hold three talks, including presentations by Jo-Ann Gardner from the U.S. National Organization of Women, and Marlene Dixon, an "outspoken Canadian woman" whose writings about women and the women's movement have gained her international recognition.

At the Woman's Place, 25 Dupont St., Waterloo (one block east of King St.), Wednesday night discussion groups will continue as usual and other sessions have been planned, including films, art shows by local women, and conversations with women who work in this community.

As well as making these events available, the Woman's Place will serve as an information centre on community programmes for the duration of the conference.

To find out details of all the activities of February's conference, check the posters and pamphlets (they're all over town) or call the Woman's Place at 744-7011. February is about Women.

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Bitch, bitch, bitch

The student as Pig
 (A dialectical dissertation on the Essence of Stuempis, and Pigs):
 The anomic phenomena that aroused our cognitions in the 60's lies dormant once again among the intellectual elite. The "Stuempis on a Log" thesis contends that benevolent Big Brother will look after our rights while we quietly seek His appeasement grades. To hell with critical thinking and evaluation. After all students must remember their places. (Who pays whose salary?) The proletariat has acquiesced, but unilaterally the bourgeoisie has betrayed our confidences. Long live the "Stuempis"!

Tuesday Night, January 22, 1974: FLASH: look down in those plates—Is it hash? Is it goulash surprise? No, it's veal, it's pork—it's Superpigs!!!! Who disguised as "juvenile" and as "assholes of the world", fight a never ending battle for truth, justice, and the Students Way. The "Stuempis" had met their antithesis—"Pigs". The consequence of inaction was action. The synthesis of our dilemma must come from the Students rising from the Vegetable Bin to create a new utopia—"real food"! Long live the "Pigs"!!!!

PS—"When the lord made man, all parts of the body argued over who would be boss... Then the asshole applied for the job. The other parts of the body laughed so hard that the ass hole became mad and closed up. After a few days the brain went foggy, the legs got wobbly, the stomach got ill, the eyes got crossed and unable to see. They all conceded and made the asshole boss. This proves that you don't have to be a brain to be a boss... just an asshole".
 PPS—And now for dietetic relief this week's porker: What do you call students who are treated like swine, slop around in styes, make bacon, and eat hog feed???

Answer this porker in 25 gulps or less, and send your answer along



with a reasonable facsimile of real food to Chairman Foole. The winner will receive a slop for two at the Animal Farm Dining Hall).

The Pigs

Support your local asshole

I think that a vote of thanks should be given to the Food Service Committee for their efforts to improve our food service. The Committee has bargained in good faith with the exception of the stumbling block of Cliff Bilyea, Business Manager for WLU, who is tongue-tied without prior instructions from Tamara Giesbrecht, Vice-President Controller for the university. Some small improvements have been made but major decisions rest with Miss Giesbrecht who happens to consider her usual answer of "NO" as the final decision. How one person has so much power on a campus I do not know but my heart goes out to the students on the committee who have tried their best.

Bob Ewing

Dear Editor, Athletic Department, Cathy Riddell:

Since this is my last year at WLU I tried to force myself not to write any more letters to the Cord. For two years I tried to bring attention to the idea of a track and field team and the lack of funds supporting such an endeavor. I soon realized that perhaps I was trying only to bring attention to myself and at such times as when money was given to cheerleaders out east I tried to erase from my memory the times I asked for funds to represent Laurier in track meets. I

was told that there was no interest in track and field to warrant a spending budget. Coach Smith helped out as best he could with the limitations set upon him, and together we managed to scrape up some money to send me to a few track meets.

I would like to apologize to the Athletic Department for the manner in which I acted over the past three years. I tried to force an issue which did not exist, and I realize now that I wasted my time here by complaining instead of enjoying.

However, please allow me one small complaint that has taught me a lesson.

During the Winter Carnival there was a talent contest for two days in the SUB Ballroom. Two of us entered, both days, to prove that we were not all "apathetic." However the first day no one from the Carnival Committee showed up to listen to the group playing or judge the contest. Now who is apathetic, the so-called "beer drinking" students or the Carnival Committee itself. The following day, a Committee member eventually showed up, a little late, but an appearance was made. We were told that we were to come to one of the three pubs to receive our prizes. What a choice! The Friday night pub was the only one that sold out, but that night there were no prizes given out. It happened at the Saturday night pub, and we had no tickets to get in. What happened to the prizes? In fact what happened to the Carnival Committee?

Therefore, to Cathy Riddell who wrote last week: "participation by students in the daytime event was pretty pathetic." I would like to say that at times the Committee

was as pathetic as us apathetic students.

So in my last letter (I hope) to the Cord I would like to encourage all you students to be as apathetic as possible, or open your eyes and take a close look at what is really happening to YOU!

Neil Campbell

Winter Carnival flack

With regards to your letter re Winter Carnival, the tone of the letter, cynicism, I found not only in the article itself but reflected in the newspaper on the whole. Maybe I am expecting the wrong things from a university newspaper, but I found the Cord's coverage of a major activity such as Winter Carnival non-existent. There were tickets given to Cord reporters to attend the events, the tickets were used, but the coverage did not materialize. It is difficult to understand your attempted lashing out at student apathy when the paper itself generates apathy.

However one feels about activities of this university, there has been a genuine effort to please all. If a lesson has been taught many times, and yet the message still does not reach the students, it is wrong for the teacher to question anyone but himself. There is a desperate need for an electrification of the entire student body, but until someone is able to translate that need into a material form, it is wrong to look to apathy as an explanation of our set-backs.

One must remain flexible and continually test and seek out new ideas when scheduling events and writing newspapers. To those people who are willing to sacrifice

time and endure the frustrations of the search, I complement you on your strength and never tiring efforts. However, to surrender to cynicism is one of the worst fates for any student organization and is something which we must guard against very closely.

Blair Hansen
 Director of Student Activities

I am writing in response to an article entitled "Winter Carnival: A Success?" by Miss Riddell. In case you were too apathetic, and did not even read it, her article appeared in the January 31st issue of the Cord.

It was an excellent article which really came to the point. In case some of you missed last week's winter carnival, which seemed to be the case on this campus, it could have been a real success, if people had shown the slightest interest. Miss Riddell was certainly not exaggerating when she talked about the very low response to most of the events. Oh, yes, of course the pubs and the licensed Casino night were a "smashing" success. But then again, pubs are ordinary events, which do not demand much more than the ordinary type of participation. The daytime events—well that was another matter. It would seem that people were really not interested if it required a little extra energy.

Those who worked for many months to plan and carry through the WLU Winter Carnival certainly deserve a lot of credit. It must be encouraging to you to see the marvelous success that the carnival brought to this campus. In case you were too apathetic to catch the sarcasm in this last sentence, perhaps you could stop to consider whether you helped to make the carnival a success.

I would like, once again, to commend Miss Riddell on her article. It is certainly encouraging to know that we still have some students on campus who have not been afflicted with the seemingly fatal disease of apathy.

Wendy Langlois

Continued from page one

complete but should give you a fairly good idea of what comprises one item or two items.

EXAMPLES OF SUBSTITUTION OF ITEMS ON THE MEAL PLAN EFFECTIVE FEBRUARY 8, 1974
BREAKFAST—Maximum of 6 Items

ONE ITEM

Juice; one egg; two slices of bacon; cereal; two slices of toast and jam; egg toast; two pancakes; each glass of milk beyond two; two waffles; two sausages; slice of ham; grapefruit.

The first two glasses of milk, tea, coffee, hot chocolate or pop do not count as items. Please take only one tea, coffee, pop, or hot chocolate.

LUNCH—Maximum of 7 Items

ONE ITEM

2 rolls or bread and 2 pats of butter; pie; a fresh orange; banana; apple; soup; salad; one scoop of ice cream; one egg roll; one scoop of rice; juice; hot dog; one cheese and one cracker; two cookies; one tart; fruit dish.

ONLY ONE-ITEM ITEMS MAY BE SUBSTITUTED.

TWO ITEMS

Lunch plate which could be comprised as follows:
 meat burger; bacon burger;

cheese burger; sloppy joe; hamburger. Small portion of chips or rice added if desired with the burger—not considered as item. Chili with toast; beans and bacon (2 slices); (beans sub. for 4 slices of bacon) (beans sub for 1 extra wiener); beefaroni and chips; beans and 2 wieners; macaroni and cheese; lasagna; two egg rolls with or without rice; sandwich; Rice and fries are interchangeable as offered.

If you wish a second burger, two burgers plus beverage will constitute a full meal.

DINNER—Maximum of 8 Items

ONE ITEM

Salad; vegetable; Potato; two sausages; extra french fries; juice

TWO ITEMS

Steak; ham and scalloped potatoes; 3 sausages and scalloped potatoes; fish and french fries; submarine; beef stew with tea biscuit; 2 grilled cheese sandwiches and chips (no chips, extra half); 2 halves of toasted western and chips (no chips, extra half); ham slice and chips; spaghetti and meat sauce.

Bag Lunch

Two bag lunches are allowed per day (lunch and supper) and a bag

lunch can not be taken for the next day.

Two sandwiches plus two items constitutes a lunch. One sandwich plus five items constitutes a lunch.

Items count the same in the dining hall as in the torque room except Yogurt counts 2 items in torque room and a club sandwich is 5 items.

The last main question is "Why an increase in the meal card in 1974-75?" First some background information on the principle of the food service as an ancillary enterprise. Each ancillary is budgeted to break even financially, and in the case of the food services, this includes covering the cost of food, wages, new equipment, and replacements, repairs and renewals, supplies, and the mortgage on the Dining Hall. The dining hall was built to feed the students in residence and provide limited service to the university community. The price of the meal card is priced out on the basis covering the above mentioned costs. Food accounts for over 55 percent of the budget, and therefore you can appreciate the impact the rise in food has on our operation. As of January 15, 1974, the Food Service deficit amounted to \$19,721.

The price of food continues to climb, although the rise has slowed somewhat, and during 1974-75 food is expected to increase between 10-12 percent.

We are very fortunate to have a number of dedicated people in food services. They are experienced in food preparation and strive to present pleasing and nutritious meals. Wage increases are indeed in order for the food service personnel. Hydro costs more, and "missing" or broken china needs to be replaced, adding to increasing costs in other areas as well.

In September 1974, the 7 day meal card will cost \$650 and the 5 day meal card will cost \$525. This works out to be an average of \$0.99 per meal under the 7 day plan and \$1.12 per meal under the 5 day meal plan.

On Friday, February 1, the University of Waterloo announced their 1974-75 rates with the statement that they were the third lowest in the province. As U. of W. is much larger than WLU an exact comparison is not possible but the overall rates compare as follows. The single room rate for a full academic term at U of W will be \$1,340 compared to WLU at \$1,275 (including phone on 7 day card).

The double room rate at U. of W. will be \$1,240 compared to WLU at \$1,240 (including phone on a 7 day card). Note: U of W. only offers a 7 day meal plan; there is no 5 day option available. The most popular meal plan combination last year was the 5 day with double room which will cost \$1,115 (including phone).

In re-reading this letter, I realize it is rather long, however, I hope it has answered the questions at hand, and allows a better understanding of the food service operation. In closing, I wish to add a personal comment, also endorsed by the Dean of Students, which I am sure my wife who, by the way, is a good cook, will not challenge, and that is: "the variety, selection, and quality of the meals in the dining hall are better than I get at home." I eat at least three meals a week in the dining hall and if you have any questions regarding food service, please join me for a meal together or write a note to the food service committee.

Thanks for taking the time to read this letter, and I hope that together we can balance the budget and supply the best food service possible.

Cliff Bilyea

Opinion and Comment

Right Thinking

An empire for Canada



by Robert K. Rooney

You may have noticed recently that a group of Caribbean islands have expressed interest in affiliating with Canada. Waterloo MP Max Saltzman has tabled a bill in the House of Commons proposing that the Government look into acquiring the Turks and Caicos Islands.

The Government's reaction has been underwhelming to say the least. Mr. Saltzman has met with

reactions ranging from suggestions that the cold has affected him to 'what the hell do we want an empire for'. Mr. Saltzman usually points out that the union is the idea of the Islanders, which hardly resembles imperialism.

There are many good reasons for arranging some sort of deal with the Turks and Caicos group. The tourist revenues which pour into Florida and the other Caribbean nations at this time of year constitute somewhat of a drain on our balance of trade. If tourists could vacation in a relatively undiscovered resort such as the Caicos Islands at cheaper air fares, it would be beneficial for the economy. Cheaper air fares would be possible because flights from Canada North to Canada South would be domestic flights and not subject to international price fixing. A low cost vacation in the sun without leaving the Dominion—go outside, shiver and think about it.

Another, related, advantage

would fall to the elderly. Many Canadians retire to Florida to escape the cold of the Northern winter. These people receive their old age pensions in the USA and this money too goes into the US coffers. If these people could retire to a more congenial part of Canada, they could escape the misery of the cold without leaving their homeland. The necessity of developing tourist services might occupy some of them, augmenting the miserly pension which they receive. Older citizens would probably appreciate some useful employment instead of feeling useless after compulsory retirement at 65. There are many occupations in the 'hospitality industry' which do not require physical strength and which could be done by older people. For Canada's senior citizens the Turks and Caicos Islands could be a very good thing.

What about the inhabitants of the islands? The people of the Turks and Caicos group (part of the

Bahamas) have twice passed up chances for independence from the British Empire. Offered independence first with Jamaica and then with Bahamas, the islanders have passed it up. The reasons which they give are various but seem to boil down to loyalty to the Crown and doubt about their fate within a larger federation of islands. Since the bottom fell out of the salt mining business, the islands have been in a slump. They see affiliation with Canada as a possible solution, rejuvenating the salt mines and building a tourist industry. Since Canada is British (in institutions) and retains the Monarchy the islanders see us as the logical successors to the liquidating British Empire. Our prosperous North American economy makes us look pretty good as well.

It would certainly cost something to build some sort of resort economy in these islands, but Canada spends millions in overseas aid every year. In fact it

is a mystery why Canada is so generous in Africa and Asia when our Commonwealth cousins in the Western Hemisphere live in poverty and squalor. Why don't we spend some money in Jamaica, Barbados, Trinidad or Bahamas? Canadians have more contact with these nations than they do with Tanzania or India. As Mr. Pope reminds us, charity begins at home. Next in line for charity should be our neighbours.

Perhaps the best route to take would be that of association on the lines of the relationship between Puerto Rico and the USA. This would permit total self government within the islands with the Canadian government acting for them in foreign affairs defense and some aspects of the economy. If the islanders wished to be rid of us, a simple vote would sever the ties. We do not want an Empire in the Caribbean, but if some sort of reasonable arrangement can be worked out to the benefit of both parties, why not?

Detente with the "Land of the Free"

by William Bell

The article 'Detente with the "workers' paradise"' in the Cord of January 24th, like every other article that has oozed forth from the poisonous pen of Mr. Robert K. Rooney, not only betrays the truly monumental ignorance of the writer, but is a typical example of the facinorous, bloody-minded Manichaeism we have come to expect from him. Only a dogmatic rightist, spewing out his vacuous nonsense like some infallible little pope, could hold the perverse view that the United States are the forces of good and light and the Soviet Union is the force of evil and darkness. While some of the charges he brings against the Soviet Union are not without a modicum of basis in fact, Mr. Rooney, in the familiar role of arrant reactionary, grossly exaggerates the negative aspects of Soviet affairs. It would be most beneficial for him to bear in mind that neither side in the U.S.S.R.-U.S. detente, especially the latter, is totally without sin. And, to paraphrase the scintillating prose of everyone's crypto-fascist, it would be well for the Soviets to remember a few things about the United States before they befriend the United States the way they did in WWII.

Rooney states that "there is a certain major power which is repressive, racist - and un-

scrupulously provocative in foreign affairs." Then with unforgivable naivete and fatuous parvanimity he says, "It is not the United States." Not the United States? It is the United States; it is very precisely the United States; it is only the United States. Shall we catalogue sins and crimes of the United States?

It would require several issues of the Cord, devoted solely to the subject, to make a representative listing of the excesses of the United States. Let us therefore consider some highlights—if deeds as dastardly as the following can be considered "high-lights".

Repression: the persecution of black, Mexican-American, Indian, and Puerto-Rican militants, or more generally, the persecution of black, Mexican-American, Indian, and Puerto-Rican peoples; the internment and dispossession of Japanese-Americans; the Chicago Democratic Convention; the "trial" of the Chicago 8; the persecution of war resisters; Kent State; the Soledad Affair; the imprisonment and black-listing of Hollywood leftists; Watergate; etcetera, etcetera. The list is virtually endless. And this is only domestic repression: for foreign repression multiply the foregoing sample by 100 for frequency and 200 for severity.

Racism: need we add anything

to the volumes that have been written about racism in the United States? Hundreds of thousands of Americans, have suffered grievously at the hands of white American racists, frequently with the explicit or implicit support of government agencies. The decision to spend on space research monies which could have ridded the ghettos of the infestation of rats was essentially racist. For every dollar allocated to the much-vaunted "War on Poverty", between \$7,000 and \$8,000 were spent to murder yellow men, women and children in S.E. Asia; double racism. For overseas racism - multiply domestic racism by at least 100.

Unscrupulously provocative foreign affairs: in this is found the undisguised and exceedingly ugly face of American Imperialism. Mr. Rooney mentions Kissinger's, and by implication the U.S. government's, "stated opposition to totalitarianism of any stripe." He naturally fails to mention, however, of America's active support at one time or another of such "liberal democracies" as Spain, Portugal, Greece, Turkey, Brazil, Paraguay, Argentina, the Dominican Republic, South Korea, South Vietnam, Taiwan, and so on.

Name a right-wing government, preferably a military dictatorship, and you have named a friend of the United States, a member of the "Free World". One could also add intervention (with the Allies) in Revolutionary Russia—intervention such that made possible the particularly brutal civil war launched by the Whites; intervention in various East European states at the close of both world wars; active support of British, French, Portuguese, and Belgian colonial adventures in Africa and Asia, and America's own nasty colonial record, etcetera.

(Mr. Rooney makes a singularly telling remark when he says that the detente will be "well and good if it yields concrete results in trade figures and fewer of the eyeball-to-eyeball crises that give the chaps at NORAD ulcers." One cannot quarrel with the latter part of his statement (who would want to give "the chaps" ulcers?). But "concrete results in trade figures"? Mr. Rooney seems to be willing to ignore his scruples at being the friend of such evil people as the Communists, provided his side can make money. Mr. Rooney, in other words, is a mercenary bastard.)

One could go on and on multiplying the examples of the

excesses of the United States. But we are confident that the foregoing is enough to persuade even the most dedicated disciple of the "American Way"—barring, of course, the leprous court camarilla of right-wing ideologues that occupies the Cord editorial office—that the United States can no longer, if indeed it ever could, be considered the defender of freedom. The United States acts for its own economic interests, and if these interests are inimical to the freedom of foreign peoples, then too bad for freedom.

Mr. Rooney's writings, in the words Prince Yussopov used to describe Rasputin's revels, are like "the drunken debauch of a galley slave who has come into unexpected fortune." Mr. Rooney knows no discipline and never, never feels constrained by the truth. Pushkin said: "the falsehood that exalts us is dearer to us than a thousand truths." It is regrettable that Mr. Rooney feels exalted by the dirty lie of America, the lie that makes countless thousands mourn. We suggest, in closing, that the name of Mr. Rooney's column be changed from "Right Thinking" to "Trite Thinking".

Quem Jupiter vult perdere dementat prius.

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Teaching evaluation in context, or why are things so fouled up?

Dr. Arnold Frenzel, a professor of economics here at WLU presented this paper to the Waterloo Lutheran University Faculty Association committee on teacher evaluation. He claims that certain aspects of university organization can be explained in what he calls a 'Friedmanesque' manner (after free market economist Milton Friedman) and that such an explanation lends credence to the concept of "merit pay" for teachers based on the results of course evaluations.

From an economic point of view, our universities are very sick indeed, and this does not necessarily mean sick in the sense of lacking funds, though this is part of it. The analysis that follows explains more than any alternative non-economic analysis just what is wrong with the contemporary university, and that it is into this context that problems like teaching evaluation, popularity polls, demands for student representation, student strikes, faculty indifference, university financing, tenure, civil disobedience on campus, and so forth, can usefully be put. To put it another way, while economic values and structures are all implicitly base, and we might like to ignore them in the heady ether of university affairs, failing to give them their due can create a system in which the confusion and sometime chaos we see around us is highly predictable. In effect, while men determine structures, these very structures induce very predictable behavior on the part of all of the actors in the system.

Three 'economic' aspects of education

To start from a time honored point of departure for economic analysis, we can try to define the "industry" in which we live by examining the conditions of demand, the supply side, and finally financial practices.

1. **Demand.** Education can be viewed as an activity that possesses elements of investment and elements of consumption contained in it as viewed by its consumer the student. Economists have for some time been working in the area of human capital—and education is in that way seen as a quality improving element added to the innate qualities of man as a producer of goods and services. If because of education, a student has the prospect of a larger total stream of future earnings than he would otherwise have, then we can value that education as either the sum of that differential stream or as a capitalized sum, namely its present value, or in other words what amount of money at some rate of interest would yield a future stream of earnings as large as that gained through education. This present value is the "benefit" of education, against which the "cost" of acquiring it can be compared. The investment aspect of education gives the student the prospect of earning higher income in the future, and it can be predicted that insofar as a student sees his education as investment, he will take a healthy and judicious interest in its acquisition.

Education is also a consumption good like a suit of clothes or a theatre performance, and insofar as this alone is the main function of education, then education as seen by the student is the process itself. The more pleasant it is the more satisfying it is. This consumption demand for education has at least two very different sorts of buyers. The one is the student who sees his educational input as a pleasant complement to the "good life"—in effect the traditional notion of a "liberal education." The second sort of student who sees education as a consumption good also is likely to draw little direct connection between his schooling and his future employment, and for him education is a one way psychic-trip, and the medium is certainly the message. The more exciting, the more crisis filled, the more latitude for personal victory that such a process has, the better it is. For those students the university isn't a means to an end in the investment sense, but a highly dramatic experience

valued for its own sake.

Clearly these three sorts of demanders will be distributed differentially between universities and between departments and schools within universities. It is an easy prediction that the investment oriented student will gravitate toward the professional school, the vocation oriented degrees, and graduate study, whereas the benign consumer will stick generally to the program giving the smoothest and most esthetically interesting courses of study, e.g., languages, history, music, English, etc. The second sort of consumption oriented student who values the process above all else will tend to go "where the action is". That place will change with changing fashions but in general one would think of philosophy, political science, and possibly social work and sociology. These action oriented consumption aspects of education will also tend to be disciplines in which it is most difficult to measure the product, and hence where the greatest stress and value is put on inputs for their own sakes. By contrast the investment oriented student will tend to find himself in programmes with a measurable product at the end of the tunnel. It is worth stressing that at the limit any educational experience has both consumption and investment components associated with it, and any program will find the less likely sort of students in it. Some useful simplification is essential.

In the modern university these different demanders have one thing in common; and that is that they do not directly purchase the commodity that is produced for them (teacher services), and what they do pay for is a nominal proportion of the total cost of their education, and they pay this to the university and not to the service provider (the faculty member). The implications of this point will become clear in the following.

2. **Supply.** For our purposes the supply side has two elements to it: the producer (the teacher), and the owner of the

producing facilities other than the teacher (the taxpayer and the board of governors).

A considerable source of economic mischief comes in by the producer not being paid for his services in any direct way, that is, there is no direct connection between the teaching service and the remuneration teachers receive. This means that the producer has an incentive to teach what and as he pleases.

The owners, who at least are nominally the board and the tax paying public, are also structured to ordain economic dysfunctionality. The board is vested with what seems to be great economic and social responsibility, yet they have little and timorously exercised actual authority. They seem to behave as if the administration and faculty can solve all university problems—whereas it would be a surprise indeed if they did, given the difficult structure in which they are cast, and the incentives these structures produce.

The representative North American university is owned by the state and the taxpayers of the political unit. These owners have only the vaguest interest in controlling the institutions they own. If owners had a vested interest in their universities, they would take an immediate interest in the supply of the product and in the efficient and stable control of their institutions. Ultimate owners lack this vested interest for at least three reasons. First, any given taxpayer has a very small personal interest in the university, precisely because his personal contribution in it is so small. He has a negligible personal incentive to influence its behaviour. Second, it is difficult if not impossible for a taxpayer to identify a personal benefit from his contribution to the university. For the students who get education as an investment, the benefit is substantial and accrues almost exclusively to the student in the form of higher future income. What is left are the intangible benefits of education, and they are by definition virtually impossible to measure.

While hard to measure, it is very probably that it is these benefits that the taxpayer values, and is subject to over estimate, but in any event he can see little direct connection between them and himself and is hence without much incentive to control what he owns. Third, it is entirely possible that the taxpayer has viewed his taxes going to education as a form of "charity", just as the private donor does. The economically interesting aspect of an act of charity is that what is valued is the act of giving and not the uses to which the funds are put. Several economists have recently noted this phenomenon in the context of non-profit institutions, and if it operates it puts both donor and taxpayer in a roll in which they have no particular interest in the efficient use of these funds. Even if taxpayer and donor are interested in the use of funds, their interest is not apt to extend further than to view these funds as educational inputs, and to ignore the outputs from their use.

3. **Finance.** If we start with the proposition that in the modern university, methods of financing lead to predictable forms of behavior in a university, just as do the sort of demanders for education that exist, and the method of ownership-supply, then let us examine the three most obvious ways in which education can be financed and the consequences of financing.

The current practice is to start out with the notion that students should only pay a small (nominal) proportion of their education expenses and let the major fraction be provided as a subsidy from taxpayers and donors, past and present. This is the conventional model, and several important consequences follow. The student sees and feels only a small part of his educational cost, and hence under-values the services he receives in his own mind. This has a dual effect of giving him contempt for what he gets and leading him to demand more than is available. At the same time universities are induced to compete in various wasteful ways among themselves for funds from the government. The universities thus are put in the position of being accountable not to the consumer of their product, but to the politicians who determine the allocation of tax payer funds, and these politicians are well insulated from the students upon whom the funds are spent and who might not like the product they receive.

A second financing method would consist of something like a non-repayable and non-transferable voucher being given to the student by the government, and the student would spend it directly on the university or universities of his choosing and upon the courses within these universities. Under such a system the university would take an immediate and direct interest in the satisfaction of its consumers, and this would operate as a powerful mechanism to efficiently allocate resources within and among universities. Most importantly it would substitute the norm of consumer satisfaction for producer satisfaction. This would be an obvious first step in reducing many of the chaotic problems in modern universities. If economics has one important lesson to teach it is that if consumer preferences are important, read student preferences here, then producers should have an incentive to serve these preferences rather than their own. In any economic system producers will always prefer to serve their own preferences, and universities are no exception. The point is that a system can be created to stop and alter that, and that the only reason that universities behave as they do is because the system in which they operate generates those sort of signals and incentives. A major source of trouble in the contemporary scene originates right with this point.

If universities actually had to serve student preferences to survive, this would not be a costless change. Most notably both faculty and administration would have the valuable benefit of insulation from consumer preferences removed from them, and

continued on page 8

FIRST, THERE WAS EXAMINATION APPEALS, THEN COURSE EVALUATION... AFTER THAT, STUDENTS WERE SITTING ON TENURE COMMITTEES NOW, THEY WANT TO RUN THEIR OWN STUDENT UNION... I THINK I'M GOING TO VOMIT!



—the short

continued from page 7

such a benefit wouldn't be given up easily. It is highly predictable that such a competitive environment would create substantial pressures to reduce competition, just as big business has both the incentive and ability to slow and alter competitive pressures to a degree. Universities would almost certainly move further than they now have in the direction of cartelization with the result of the introduction of many non-competitive elements like completely similar admission standards, degree programs, teaching years, extra-curricular benefits, etc. The most obvious way to avoid competition is to be alike. All of this notwithstanding it is certainly not obvious to any economist who has applied his most basic and simple tools to the subject, why a university is permitted to behave unlike a drug store, a barber, or an automobile manufacturer, by not having its incentives co-ordinated with consumer preferences. Surely that failing explains much of the sicknesses we see on university campuses. Some academics will be quick to point out that that would mean "standards" would fall. If that means only that the product would change and no longer be as pleasant from the producer's point of view, then that is obviously correct. If that also means that the product would in some real sense become "low quality", that is obvious economic nonsense. The quickest and most simple argument to dismiss that charge is to observe the **quality** (and quantity) of goods and services both publically and privately produced in countries which are totalitarian (and hence ignore consumer preferences), compared with quality and quantity in market oriented capitalist countries. You may not like the number of automobiles on Canadian roads, but have you ever had to pay for one or try to drive in the Soviet Union?

A third financing method is economically the most commendable from any point of view, and that is to have students pay out-of-pocket, the full cost of their own educations. That would give the student an immediate vested interest in the efficient, continued and responsive conduct of his university. Obviously the full cost of university education would be out of the reach of most students, but so is buying a house for most consumers or building a factory for most corporations. That is what capital markets are able to provide, and a very quick market would develop to lend to students for an investment in education. Part of the increased future earnings stream would of course pay the loan in the future. It is easy to predict that under this model universities would over night become no nonsense institutions, and if you combined this method of financing with structures that would encourage universities to compete for the student dollar, as in the second method above, then universities would also become efficient institutions over night.

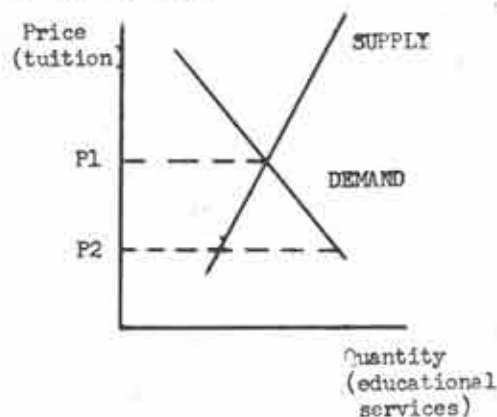
Payment for what is received by capital financing also has the important benefit of minimizing the distributional inequities that subsidy represents, whether subsidy takes the form of nominal tuition only (the present system), or the voucher system. In either of those cases, where the taxpayer foots the bill, income is redistributed from the general tax base to the student who gets into the university, and this student tends to come from higher socio-economic groups in our society. In effect the "poor" subsidize the "rich".

Giving even minimal weight and credibility to the above analysis, it should be clear that an exercise in first day economics strongly suggests that universities are indirectly "designed" for academic and administrative failure. It is amazing to me how they have survived as long as they have in their present North American form. If we take their economic design weaknesses as outlined above, and add to that contemporary permissiveness inside and outside universities, wide-spread confusion as to the cause of the disease, and the structural stresses of modern technological societies, it is not hard to see why we have the problems we do.

Education, an undervalued commodity

Let us carry the analysis a little further. Assume that a root cause of university difficulty is that students are offered a service (a university education) at considerably less than its cost, and this undervaluing induces an excess demand for university facilities with certain predictable results. Imagine a diagram showing the price to the student on the

vertical axis, and the quantity of educational services on the base axis. The student will have a demand schedule for those services as below, which shows an inverse relationship to price and quantity demanded. There will also be a supply schedule showing that less will be available at a low price than a high price. There would be some price at which what the student wanted (demand) would be just equal to what he can get (supply), and the market for university services would be cleared. That would be a position from which there were no net tendencies to depart. In fact the economic way i.e., other than raising prices; equilibrium point and a very predictable set of consequences ensue. In other words the student pays P2 and not P1. If P2 is the prevailing price then certain pressures will necessarily be operating, for an economic market abhors disequilibrium like nature abhors a vacuum.



Such a "shortage" as depicted above is likely, in a university setting, to lead to at least five pressures: upward pressure on prices; congestion of facilities; rationed admissions and facilities in some non-economic way i.e., other than raising prices; an increase of supply by deteriorating quality; or an increase in levels of services available at past levels of quality.

1. Increase prices. An economist would call that "price rationing" and it is the normal response of a market to an underpriced item. Whatever the economic merits of such a solution to our problems—and such a solution would have a very marked effect to university affairs, there is strong, if ill founded, support for the notion that a university education should be subsidized. There are some goods and services for which a strong economic argument can be made that they should be subsidized, though a university education is not necessarily such a commodity, at least not for those things which have an investment pay-off for the students. The economic argument for subsidy is that a socially desirable amount of consumption will not take place because the market (i.e., individuals) collectively undervalues the product. Such an economic good would be such a thing as an injection against communicable disease in which both the recipient and all the rest of us benefit its consumption, though he clearly isn't willing to pay an amount equal to our benefit. As argued above, much education fails to meet this test, but let us assume that subsidization will be maintained and lets inquire into the consequences of subsidization. Clearly if education is provided to the student at a cost considerably below its present value, then he will under value the services he uses, and so will many of those who provide those services. Quite predictably the student will tend to treat physical facilities, the administration, and the services of faculty with the contempt that the low scarcity value that he perceives calls for. Surely if university educational cost were paid fully by the student and if the university acted like a conventional producer in catering to the preferences of students for the educational product, then there would be no apathetic majority that would idly stand by and see a minority of confused, frustrated, and "game playing" students disrupt the investment production process of their university. Even that minority would be smaller than it now is.

2. Congestion. Congestion is both a solution and the source of further problems, and shares this dual characteristic with the three other alternatives that follow. Every university is congested to a degree. Every university faculty member and administrator will quickly tell you that he is "overworked" and that the place is "crowded". This response is not surprising, because not only is congestion a partial means to solve the problem of excess demand at prevailing tuition prices, but is also the single best argument for more funds from donors and taxpayers.

Congestion is a frequently used mechanism to "solve" problems created by the absence of a market mechanism, and highways and city streets are the best example. Congestion does have its limits, and works best when excess demand is for physical facilities rather than personal services such as teaching. Because of this limitation our universities are no more crowded than they are.

3. Non-economic rationing This is the standard solution to the problem of excess demand for university resources, and is in its initial simplicity, perfect. Its consequences however are disastrous. It works as we all know by selecting students by some profile that is usually heavily weighted to past marks and entrance examinations. By definition some non-economic discrimination among applicants must take place, and some applicants for the underpriced university services will necessarily be left unhappy—i.e. Out. If the virtual absence of a price system for university education means that the student won't have the information necessary to ensure behavior that leads to a rational use of university facilities, then we must make his decisions for him. The university thus acquires a monopoly of coercion, and that understandably also conveys the impression that decisions will always be carried out vis-a-vis the student judgement, but there is nothing built into the system to ensure that this is so. Students not surprisingly talk about being a "cog" or a "number". The substitution of a price system for non-economic coercion would have the salutary effect of removing the latitude currently built into our systems for bad decisions, at least as the student perceives them.

In that the present system leaves it to the producers to decide just which consumers it will serve, it is highly predictable that the choice will be made in terms of the preferences (tastes) of the university, and not the preferences of the consumer of its services. Once the producer decides who is to be admitted it must then decide how much to produce and of what quality that production will be. It is a virtual certainty that the producer will pick a "comfortable" level of output. Clearly this will be a less than maximum output, and it will be characterized by the tendency toward small classes, daytime operation, low teaching hours, long vacations, periods of summer underutilization, and so forth. Quality will be what is conventional and consistent with the quiet and anticipatable life. Quality will be influenced by such factors on the administration side as early registration, classes planned long in advance, early exam submission, early submission of orders to the bookstore, a resistance to new courses and programs, etc. The faculty notion of quality that is comfortable will also include low teaching hours, the use of markers and research assistants, a marked preference for small classes, a preference to give the exact same courses year in and year out, a willingness to spend "extra" time only with bright but conventional students, etc. It should be stressed that these are all clearly producer tastes and not consumer (student) tastes, with few exceptions.

It would be quite erroneous to suggest that the foregoing means that the administration and faculty are lazy, poor or conservative. It simply means that behavior in our universities is strongly influenced by the incentives created and allowed, and that this behavior can be a source of system breakdown. An excellent example is tenure. Tenure has its historical justification in operating to protect responsible and outspoken scholars from sanction by those whose interests are abused. Tenure is a highly desirable asset for all faculty good and bad, and its consequences are both good and bad. Tenure has the obvious feature of making life potentially easy for the faculty member if he so chooses. It fundamentally operates to increase the options of one of the producers (faculty) in that he alone can choose to go or stay. Any producer would find that ideal, and indeed all try to find it in some form. Farmers found it when they discovered that the rest of the community was willing to subsidize them rather than to force farmer incomes fall low enough to have farmers into alternatives on and off the farm. The result in Canada and elsewhere has been not too much agricultural produce, but rather a surplus of farmers, and all of our real incomes are lower because of it.

The economic effect of tenure, its very

laudatory political implications in a free society notwithstanding, is that it insulates one producer from his consumers and his administration. It thus removes an incentive for the teacher to serve consumer preferences, and imposes a constraint on any administration that would like to alter the use of faculty resources. When tenure is shared by the administration, it has the additional effect of reducing their incentive to resist internal disruption and the tendency of some faculty members to "politicize" the campus. This timorous and passive resignation to "reality" is unquestionably a root cause of North American university unrest.

Firm lines are drawn only when something valued is threatened. Like their students, faculty and administrations with few exceptions lack incentives in the ongoing and efficient operations of their universities. What else can explain the usual faculty disinterest, and even amusement over an actual or impending student strike and its consequent potential for physical destruction. If faculty were paid inversely to physical facilities they use, proportionately to the students they actually teach something, were charged for their own use of library resources, and were rented their offices, their views toward teaching efficiency and the full and uninterrupted conduct of a university would be both startling and immediate.

4. Quality deterioration. It is one, hardly unknown way of solving the problem of excess demand, and we all know of its manifestations. It has the impact of increasing the supply of facilities but at a cost of course. It is associated with such things as the philosophy of "getting the student through," hiring more but marginally qualified faculty, showing a greater regard for form than content, failing to encourage the re-tooling of the human capital of faculty members, and so forth. The "crunch" comes when at the same time the student who knows that he pays no part of the incremental improvements in quality that a university might make, sets up insatiable demands for quality. Better buildings, better faculty, "fun and games" areas, better food, etc.



5. Increase the supply of facilities without deterioration in quality. This would seem like the solution to a good part of the problem, but it is not. An increase in the supply of educational services, as long as the price of those facilities is not set to "clear the market," i.e., P1 above, only increases the clamor to get in universities. It almost seems as if supply creates its own demand. In any event this solution at best could only enlarge the scope of the problem unless we are willing to spend a very much higher proportion of our community resources than we now are spending on universities. As long as the student is given a set of signals that prices his education at far below its cost, the problem of excess demand will not quickly go away, and even if supply increase could correct our problems in the foreseeable future, the instincts and incentives of taxpayer and politician alike are not apt to permit resources to indefinitely flow into universities.

Education is not freely given by those who actually pay for it. Every taxpayer has other alternatives for his resources than to pay taxes and even the flusthest government has many competitors for every tax dollar.

The consequence is that in the face of growing demands for expanded facilities and increased operating grants, governments have an incentive to squeeze from the opposite direction. The cost squeeze buck passing eventually stops, and most notably with the faculty member

The costs of good teaching

The current level of university salaries compared to reasonable alternatives outside the university and in other occupations, is not attractive. Given the incentives that politicians have to minimize costs, particularly during an inflationary period such as we have been in, the attractiveness of buildings to administrators, the difficulty of measuring university output in many areas, and the general undervaluation of faculty time as evidenced by numerous committee assignments and lack of student perception of the full value of their product, then the current state of faculty and their salaries is highly predictable. When we add to this the fact that good teachers and bad teachers are virtually indistinguishable by the salaries they are paid, the problem approaches a real crisis. If good teaching has little relative economic reward, then faculty will tend to concentrate on things that are rewarding and or increase their mobility, such as funded and contract research. Those faculty who remain in universities tend to be those who have fewest alternatives off the campus, and they tend to allocate themselves in and between universities in such a way that they maximize their incomes—money and non-money. This leads to the prediction that universities that stress teaching and undervalue it, tend to get the least qualified, lowest paid, and most immobile faculty.

If the foregoing analysis is correct in its identification of some of the serious "design" problems that make universities prone to systemic breakdown, then by correcting some of these inadvertent design failings, we can move in the direction of less unsatisfactory institutions. The one step that I want to consider here is one directed at making the faculty less insulated from consumer preferences, and it is teaching evaluation.

Perhaps a quotation from Adam Smith, that most astute observer of human nature and human institutions would be in order. "...the teacher is prohibited from receiving any honorary or fee from his pupils, and his salary constitutes the whole of the revenue which he derives from his office. His interests, in this case, set as directly in opposition to his duty as it is possible to set it. It is the interest of every man to live as much at his ease as he can; and if his emoluments are to be precisely the same, whether he does, or does not perform some very laborious duty, it is certainly his interest, at least as interest is vulgarly understood, either to neglect it altogether, or, if he is subject to some authority which will not suffer him to do this, to perform it in as careless and slovenly a manner as that authority will permit. If he is naturally active and a lover of labour, it is his interest to employ that activity in any way, from which he can derive some advantage, rather than in the performance of his duty, from which he can derive none."

It is obvious to suggest that these alternative incentives might be such things as outside employment, research, campus politics, and so forth. These sort of things have no necessary relationship to consumer (student) preferences.

If the university actually paid people significant income differentials directly related to teaching output, and this differential would have to be not only in the right direction but also of a magnitude sufficient to induce the faculty member to incur the costs of good teaching, then for the first time those students who view education as investment would be in a system in which the faculty member has a direct incentive to actually teach productively. As will become clear below this assumes the student wants what he gets and that its product is measurable.

While paying faculty for measured output isn't the most radical economic surgery that this diagnosis, if correct, suggests, it should not be taken as a minor measure. It is in fact virtually unheard of in universities, and would in itself have some very dramatic and disruptive consequences on the functioning of a university. I feel that all parties should very carefully consider not only the benefits, but also the costs of measuring and

paying according to teaching output. The systemic implication of rewarding teachers can have far reaching consequences within a university. It would almost certainly increase demands on the part of students for direct participation covering the hiring, firing, and rewarding of faculty. Another quotation from Adam Smith is instructive. "If in each college the tutor or teacher, who was to instruct each student in all arts and sciences, should not be voluntarily chosen by the student, but appointed by the head of the college; and if, in case of neglect, inability, or bad usage, the student should not be allowed to change him for another, without leave first asked and obtained; such a regulation would not only tend very much to extinguish all emulation among the different tutors of the same college, but to diminish very much in all of them the necessity of diligence and of attention to their respective pupils. Such teachers, though very well paid by their students, might be as much disposed to neglect them as those who are not paid by them at all, or who have no other recompence but their salary."



The measurement and rewards of teacher evaluation

On the assumption that we want to go ahead, let me try to discuss the measurement and reward of teaching output under five headings.

1. For what and whom is the measurement of teaching output relevant? I have come to the conclusion that teaching output is quite irrelevant for students for whom education is primarily a consumption good, either in the sense of a pleasant experience or in the sense of the militant minority for whom education is strictly process and an opportunity for endless participatory excitement. On the other hand it is both relevant and very desirable for those for whom education is primarily an investment to improve their income earning potential. Such students have a proper and crucial interest in having faculty be given an economic incentive to actually teach them something which is identifiable as an output rather than an input.

A prediction would be the output orientation that measuring teaching output would lead to, would only serve the perceived interests of some students. We don't have very precise information on what proportion of our students are here primarily for education as an investment. It is probably the major fraction of the student body. Along with measuring output and rewarding it, it is also essential that the programs and defined goals of the courses "education as investment" students take actually be oriented towards what ultimate consumers of these students services value most

highly. The stress must be on derived values placed on content if a teaching output-reward system is to deliver its promise for the student consumer. 2. What of the students who seek education as a consumption experience? I have come to the belated conclusion that for such students a popularity measurement of the input they get might be quite appropriate. The more satisfied they are with the "experience" the better buy it is for them. What is of fundamental importance is that a popularity measurement of inputs be used for students and courses where consumption is the primary product, and that a teaching output measure be used in the investment case. The worst of all possible worlds would be created by transposing the measurement devices. 3. What relationship is there between measurement of teaching output, merit pay, and general University incentives? It is obvious that measuring teaching output cannot have the desired effect on the product produced in the sense of making it more responsive to consumer preferences unless it generates a reward of sufficient relative magnitude. On the assumption that the reward takes the form solely of money,

course highly predictable that for those faculty and courses where appropriate, such measurement if coupled with a sufficient reward system, would have an immediate and salutary effect on a faculty member's attention to his output. While he might also produce more, it can be expected that his greatest attention would be given to quality, because it is quality that seems most obviously involved in any measuring device of actual teacher productivity. The faculty member would have more incentive to expose students to the substantive aspects of courses, to up-to-date references and materials, and to an appreciation of the applicability of their courses.

The system we currently have, while there are safeguards, is not unambiguously structured to generate quality in teaching. Our very lack of necessity felt towards measuring outputs, and grading our products accordingly is evidenced by our bias towards counting education as the number of courses survived, and paying little if any attention to the functional complementarity of degree programs. Rather than to consider comprehensives measuring total output at a moment in time, we rely on and even consider uniquely important course grades for their own sakes.

5. How and when could a teaching output measurement system be implemented? When a student comes into a course he obviously knows something about it, the difference between that and what he knows at the end we must assume is the output of the course. Traditionally when we have thought of that difference, we have counted inputs like lecture hours, reading assignments and the like. We have also had every incentive to assume that the student knows next to nothing at the start of a course, and hence what he seems to know at his final exam we usually attribute to ourselves. To do so is simply to kid ourselves. We must measure the student (not the teacher) at the outset (i.e., day one) to see what level he is at, and at the end of the course. Part of the difference is our teaching output. The part that is attributable to the teacher is that not attributable to other factors like readings, discussion with other students in the course and so forth. Even such a hard headed view ignores the complementary learning acquired in allied courses. Two complementary courses should produce a product greater than their separate products, but that we will probably have to ignore.

Remembering that measuring teaching output is really only applicable and necessary in courses that are education investment oriented, capable of defining their goals and product, and accompanied by a sufficient reward structure, how do we go about it? We either get or create standardized or standardizable measuring devices of disciplinary competence and administer to the student on a "before" and "after" basis. A good deal of attention will have to be given to identifying the courses for which such measurement is appropriate. Faculty in courses where such measurement is inappropriate or impractical will obviously have to have their behavior influenced, if we wish to influence it at all, by other incentive systems.

In conclusion let me say that if systems make some actions highly predictable, changing systems can have the same result. A desired result can only be attained if we know how the system is articulated. If you want good teaching output, the above suggestions will produce incentives that will lead to it, however responsible parties—both administration and faculty—should have thought enough about the consequences of actually rewarding teaching output, to know that it is really desired. With all due respect, while good teaching is a "motherhood" statement, systems actually structured to predictably produce it are rare if not non-existent. What many faculty and some students would be much happier with is a highly publicized popularity poll. In terms of the goals of a insulated life and actual alternatives foregone, such a system would cost most faculty nothing, and for many students the educational process would unquestionably be made more pleasant. For some people "the process" alone of education is both alpha and omega and the "noblest" of human experiences, but for others, the writer included, there is at least a suspicion that this is just "doing it with mirrors," and that the real benefits of education for man have stemmed from its investment aspects, and to encourage more of that, the not uncostly road of biasing incentives to output has its merits.

4. What effects would teaching output measurement have on quality? It is of

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Hot Rocks

McLauchlan entertains

by Fred Youngs

When I first heard of the McLauchlan concert I was first quite sceptical for two reasons. Firstly, McLauchlan had already played here twice in the last three months, and secondly, because I'm not that fond of folk music. As far as my second fear went it was quickly allayed by the fine, well paced sets that McLauchlan produced and the pleasant strains of his polished music.

McLauchlan seemed well attuned to the audience, never pausing too long between each song, and never really getting into any innane banter with the audience. When he did talk, he was somewhat sheepish and humble, as if he was really never sure that the audience wanted to hear what he was saying, when in fact, his intros and anecdotes were more refreshing and honest than the usual sort that one hears.

The evening was divided into two sets, one forty-five minutes long,

the other slightly over an hour, and both seemed to run in the same pattern. He opened on guitar and harmonica both times. Later he moved to piano and then back to the guitar to complete his sets. Throughout the evening he was introducing new songs to the audience, the best of which was "Honey, Let's Get Up and Dance" and one influenced by Jerry Lee Lewis, the title of which I cannot remember, but both are equal to his other compositions. Along with the new compositions, were a liberal sprinkling of his older material, including such crowd pleasers as "Honky Red" and "The Farmers Song".

McLauchlan is hard to dislike, he has a personable, open style, a strong, melodic voice, and accessible songs, which are none too complicated, yet on the other hand are not as simple as to be boring. He tends towards pretentiousness at times, such as in "Where the Northwinds Blow", a commentary

on the plight of the Eskimo. It would be better if he stayed away from social commentary, and stayed with the sensitive songs which are his trademark. All in all though, McLauchlan put on a well crafted and enjoyable concert that was a change from the contrived and timed sort that we have come to expect from many "Major" but less talented bands. A lot of credit must go to Blair Hansen, who got the concert underway on time and saw to the staging, and sound. The lighting was simple and direct, even though it left Dennis Pendrith, the fine bass player of McLauchlan's out in the cold most of the time. The sound was clear and the PA was set at a nice low level, so there was no aural assault. It was a good concert, which unfortunately, too few people attended—its loss. But for those of us who were there, we have Murray McLauchlan, and Blair Hansen to thank for a very enjoyable evening.



photo by Hanson

"McLauchlan is hard to dislike, he has a personable, open style, and a strong melodic voice."

Music WLU

Collegium to present "A Musical Valentine"

Pauline Durichen

(This is the third in a series of articles dealing with the three choirs of W.L.U. and is devoted to the Laurier Collegium Musicum and its upcoming activities of the 1974 choral season.)

A "collegium musicum" can be generally defined as "...a group of musicians (in this case, singers, rather than instrumentalists) devoted to the revival and performance of early music." The W.L.U. Collegium Musicum is a unique example of this type of ensemble, and is directed by Professor of Voice, Victor Martens. Consisting of voice students of both Victor Martens and Alvin Reimer, this group is somewhat smaller than the University Choir and has been oriented towards performance of a more specialized repertoire which stresses religious music of the Renaissance and Baroque periods, including the works of composers such as Heinrich Schutz, Claudio Monteverdi, and J.S. Bach.

Since its establishment several years ago under Prof. Martens, the "Collegium" has worked in close association with the university Music Department, and has done a great deal to attract favourable attention to the high calibre of musical performance for which W.L.U. has earned an enviable reputation. As representatives of both University and the K-W community, this choir has seen several very active and successful seasons. They have sung at Goshen College, Indiana, and at the 1973 Guelph Spring Festival, among their many out-of-town engagements. Locally, they have performed in many community musical functions, such as Bach's "Christmas Oratorio", in which they participated with the University Choir. They have also been involved in two major opera productions, Verdi's "La Traviata" and Bizet's "Carmen", in association with the K-W Symphony Orchestra under conductor Raffi Armenian.

While continuing a tradition of choral excellence in the performance of Renaissance and Baroque repertoire, the upcoming

performance on Sunday, Feb. 10 will mark an exciting departure in style for the Collegium Musicum. For the first time in their four years of existence, they will sing an entirely secular programme. It will take place in the W.L.U. Theatre-Auditorium at 7:30 p.m., and no admission will be charged. The programme title: "A Musical Valentine—A Gift of Madrigals from the Laurier Collegium Musicum". The hour-long performance will feature a variety of popular, delightful, and different madrigals from Italy, France, Germany, and England. The selections chosen for Sunday's concert require the use of many combinations of voices within the ensemble; while some pieces will be performed by a double choir for an echo effect, others will be sung by smaller groups of individual voices.

In keeping with the main idea of creating an informal and relaxed atmosphere, the Collegium will not be wearing the familiar dark green gowns normally used in performances of a religious nature, and they will not be singing from the raised stage in formal concert manner. Instead, they will be situated on the main floor level with the audience gathered around them.

For those readers who may not be familiar with the term "madrigal", a brief explanation will perhaps help you out, and hopefully arouse your curiosity so that you'll go to hear what promises to be a delightful musical experience. "Madrigal" is the name given to a type of vocal part-song originating in Italy during the fourteenth century. However, the madrigals to be presented on Sunday belong to a later development of the genre, when it became a much more complex example of vocal part-singing. By the sixteenth century, Italian madrigal texts were most often based on secular love-lyrics, as opposed to their counterpart in Church music, the Motet. These songs employed as many as five different parts, or "voices" (sometimes even more), which

often sang in imitative style; that is, one melody would begin and others would enter at various intervals, and all seemed to chase each other to the end of the piece. Although Italy was for a long time the most productive country of this type of song, it was not always Italian composers who wrote the madrigals. Many of the earliest well-known masters of this type of composition were Flemish musicians from northern Europe who lived and worked in Italy during the Renaissance. The madrigals to be presented by the Collegium cover the time period which witnessed the greatest development of the madrigal; roughly 1540 - 1620. However, some selections chosen were written as late as the eighteenth century. Names such as that of Orlando di Lasso, an Italian composer who wrote the delightful "Echo-Song", are associated with the earlier part of the "age of the madrigal." Other Italians whose works will be included, are Gesualdo and Marenzio who belong to the latter years of this period, as well as English madrigalists who adopted the tradition later in their own country and who developed a unique national style. Naturally, the most obvious distinction between madrigals originating in several different countries will be that of language. However, in a presentation in which madrigals from Italy, Germany, France, and England are interspersed with each other, even a casual listener can detect some of the individual characteristics contributed to this type of vocal music by the unique temperament of each nation. Above all, madrigals are meant for entertainment, and they cover a variety of styles and themes which will please everyone. So don't miss out on a unique "Musical Valentine"—it's the Collegium Musicum's gift to you. Sunday, Feb. 10 at the T-A, 7:30 p.m., admission free of charge.

(Upcoming performances by the Laurier Collegium Musicum include Monteverdi's "Vespers" Mar. 31st, and the St Matthew Passion by J.S. Bach. Further details to be announced later.)

mate

by Frank Sexton



By winning the eighth game of his match with Lev Polugayevski, Anatoly Karpov advanced to the semi-finals of the Candidates Matches. He will face Boris Spassky sometime after the first of June. Spassky earlier defeated Robert Byrne to earn his right to advance.

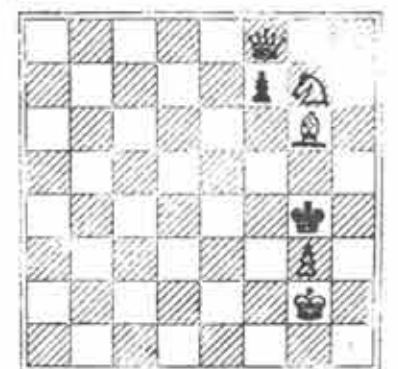
The Karpov-Spassky match will no doubt be the most fascinating of the entire series. Spassky is already known by the public around the world because of his match with Fischer, but many experts expect great things from Karpov who, at the age of 21, has played with the true brilliance of a future world champion.

In a recent interview in Moscow, Spassky agreed that a potential match between himself and Karpov would prove to be very interesting but he went on to say that he did not doubt the outcome of such a match. All chess masters must have such a strong belief in their ability yet Spassky has some basis on which to be confident. Within the last year his play has rapidly improved and he seems to be cured of the depression which

tell over his play since the Fischer match. Just last fall he won the Soviet championship in which all of the great Russian grandmasters played.

Nevertheless, most players feel that the outcome of the Karpov-Spassky match will decide the next challenger to Fischer. The question thus remains, will Spassky make a come back or will Karpov fulfill his youthful potential?

The solution to last week's problem is 1. N-Q7!, PxP; 2. B-B8 mate or 1. N-Q7!, PxP; 2. RxP mate.



White to move, mate in two.

TO BE

Thursday Feb 7

Pub SUB ballroom, Major Hoopes Boarding House
IVCF Supper meeting
Seminary Lounge, 5:30 pm.
Speaker at 6:30, Don Freeman.

Hockey WLU vs. Western 8 pm Kit. Mem. Aud.

Water In Our Community 8 pm, Kit. Pub. Lib. Presented by the Canadian Society of Chemical Engineering.

Friday Feb 8

Basketball Mens, WLU at U of W, Womens, WLU vs. Guelph, in the TA.

Joni Mitchell In the WLU athletic complex, 8 pm

Sunday Feb 10

Hockey Jr. A Rangers vs. Ottawa 2 pm Kit. Mem. Aud.

Hockey WLU at U of W
Monday Feb 11

Canadian / Soviet Relations, V.G. Turner of the Department of External Affairs, 8 pm, SUB ballroom
Canadian Indian Policy, a discussion by four native students 2:30 pm, Rm 5-307

Tuesday Feb 12

Meeting of the Grad Class, 10 am, 1E1.

Coffee House, Willison Lounge, SUB, 9 pm

Wednesday Feb 13

Canadian Indian Migration to the Cities, Dr. T. Denton 2:30 pm, 5-307

SAC Movie, "Fearless Vampire Killers" with Sharon Tate, \$1, Rm 2-207

Submissions to To Be must be handed in no later than 10 am Tuesday of the week of insertion. They may be placed in the To Be slot in the Board of Publications office.

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Canadian cinema *does* work

Paperback Hero

When a Canadian made film plays in theatres other than "art" houses, it is generally conceded with a pervasive sense of patronizing compromise that the movie must be a good one, for a Canadian film, that is. Because it's competing for box-office draw, the Canadian film indicates that its merits go beyond the partisan and parochial. But all too often, Canadians still consider their films good, with an asterisk beyond them.

The various reasons for making qualifying statements about home-grown cinema are of course, as diverse as they are numerous. These particular reasons are not especially at issue here. One point that ought to be considered, however, is that Bergman in Sweden, Fellini and Antonioni in Italy and Truffaut in France all had the same growing pains before achieving international status. Their films were also too contained and specific to be relevant internationally. But eventually their persistence and dedication paid dividends and (not incidentally) royalties. Canada is plodding there too.

But one thing that is especially revealing about *Paperback Hero* is its display of both the strengths and weaknesses of not only Canadian cinema but cinema in general.

Director Peter Pearson seems to think that "in Canada there's a gloomy kind of inferiority complex protected by a veneer of arrogance, which is really a self-destructive thing." Whatever the merits of that statement, Pearson's own movie seems to substantiate that very remark, perhaps inadvertently.

Trying to avoid the probabilities of that statement, Pearson has

evolved a response that would render his comment prophetic, even if he wasn't feeling particularly clairvoyant that day. On October 16 of 1973 *The Globe and Mail* cited *Paperback Hero* as a "Canadian obsession with losers". Considering the content of the movie, that may very well be true.

Set in the fictional Saskatchewan town of Delisle (should read Souris Bend) the film deals with the eventual but sure obsolescence of a small-town hero, Rick Dillon. Patterning himself after the TV hero, simply because he has the same name, Dillon (Keir Dullea) resists the forces of anonymity by scoring goals for the local hockey team, scoring with the girls and eventually getting scored himself.

Set in a contemporary time period, Dillon, known as the Marshall, exemplifies that glorification of sweat-soaked jockstraps that too frequently characterizes small towns and small colleges. It is an empty gesture, devoid of any rationale.

Sitting in a bar with his friend the "Deputy" (John Beck) Dillon reflects that if today were ten years ago, they would be playing professional hockey in the expansion league. This wishful, wistful thought comes right after learning that the local team is folding. Not only the local team, but a boisterous superficial way of life is ending for Dillon. He will no longer be the "big fish in a little pond". The world has closed in on Dillon.

Joanne (Dayle Hadden) herself tells Dillon that in five years no one will remember him. But Dillon tells her they will.

Reacting on a level that has characterized his entire life, Dillon proceeds to the downtown of Delisle and gets gunned down. A gut reaction. A final statement. As

the camera draws back and the entire town has watched in amused horror, a sign with 'Pioneer' on it comes into focus. Supposedly it is Dillon's epitaph.

But still the movie's effect has not come into proper perspective. It is a garish end to a garish movie.

The main weakness of the film appears to be the central character itself. Dillon is a dying, shallow character. He breathes, he fights, he fornicates and he delegates, but the poignancy of a vanishing breed fighting for a fading dream is not really evident. The depth of the movie is directly proportional to the depth of the character portrayed. Unfortunately it remains a deep-dish statement—a tempest in a teacup.

This Canadian movie has dealt with a superficial (but prevalent) character in a superficial way. Yet technically the movie can be called brilliant. The hockey scenes were filmed by putting skates on the photographer and letting him skate with the action. In fact, the cameraman literally took body checks.

The prairie shots were incredible in their depiction of the stark beauty and barren despair of the small, prairie town.

What impresses one is the fact that Delisle, Kitchener or whatever, is a community where the world is catching up. The world is getting smaller and it really isn't possible to stand up and resist anymore. This town, this college has its share of yesterday's heroes who would fill up a 'where-are-they-now' full page edition of any newspaper.

Half of the audience in the movie house looked as though they would have played the roles of extras in the movie itself. They really seemed to identify with Dillon. God, what a comment. To employ

elements of the *Wild Bunch* and the *Last Picture Show* and still come out as "a good movie as far as Canadian movies go" is just too disappointing.

Stan Micha

Kamouraska

It would be very satisfying if one could just ignore the fact that this is a Canadian movie, and just write about a very good movie. However, such is the queer attitude of most Canadians to anything Canadian, that one is required to talk about this film as a Canadian product. However all that need be said is that Claude Jutra has not chosen Hollywood standards as the ideals for movie making and thank God! Rather he has chosen the darkness and mystery of Bergman and the sensitivity and romance of Zeffirelli. What we have in *Kamouraska* is a film that is free of box office priorities of Hollywood, not through defiant reaction, but by towering over such tactics.

The story is set in Northern Quebec around the turn of the century. Jutra sets out to show us how oppressive it was to live in a world dominated by the Catholic church on one hand and the heavy handed moralism of the Victorian British rule. On one hand superstition and suspicion of everything non-Catholic. On the other hand, the superiority of the British Governor. Jutra succeeds in really helping one feel just how horrible a woman's life was in Northern Quebec. A young girl marries, by arrangement, the squire of Kamouraska, only to find that he is a boor, a drunkard and frequenter of whore-houses. Quickly she loses hope and after the birth of her first child stays in a permanent state of ill health. When a young American doctor comes to

examine her they fall in love. A simple enough story, and told many a time. However the intricate weavings of the plot as they attempt to meet and then attempt to find a way to kill the husband turn the age old story into a triumph of despair. All through the movie is the feeling that one is continually drowning. Once in a while Jutra lets one up for air but then quickly shoves you back under as you gulp for air that isn't there. The subtlety of all this is superb with flash backs and fore-warnings that would leave Hitchcock gasping.

So finally, one must come to the acting in this movie. I have been a follower of Genevieve Bujold ever since *Act of the Heart*, a movie she did with Donald Sutherland as a monk who throws over his order. Superlatives always sound so inadequate. In this case all I can say is that Genevieve is able to put across the total helplessness of a woman who is totally at odds with her society, a woman who is finally broken down and destroyed by that society. The supporting cast of Richard Jordan and Philippe Leotard are really just as fine, and I hope we see more of them in the future.

One last comment. I fear greatly that this movie will not, as many before, receive the recognition that it is due simply because it is Canadian. Too many of us are too conditioned by the shallowness of Hollywood. Please go and see this film, but don't go to be entertained only. This movie demands that one experience, that one feel with all that one has to feel with. You will not easily forget or pass off this film as second rate unless you are afraid of the dark past that we all inherit and that we all must live with every day.

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The Sports Shop

by Les Francey

A funny thing happened to me during half-time of the basketball game last Saturday. I met a person with whom I had worked during the summer. Since I knew this person was in high school, I was somewhat surprised to see him drinking a can of Sprite in the WLU athletic complex. I looked three times before I asked him why he was here.

Upon questioning him, I learned that he was invited here by the football coach. I asked him what he thought of Tuffy Knight.

"Who?" He asked

I thought perhaps he had the wrong school.

"Tuffy Knight. The football coach."

"Oh, I didn't know his name was Tuffy."

Boy, this kid is going to get a surprise come training camp.

"He's great. He gave us transportation down here. He gave us a room. He gave us fantastic meals and you should see all the candy we can have."

Also, on Saturday, I read an article in the Canadian Magazine. The article was about the athletic department at Simon Fraser University and that university's attempt to enter the Canadian Intercollegiate Athletic Union. Presently, SFU is a member of the American National Association of Intercollegiate Athletics.

The article points out that the reason why SFU has failed to gain admission to the CIAU is because it gives athletic scholarships. SFU pays the tuition fee of some of its athletes. This is contrary to CIAU policy.

According to Bob Pugh, executive director of the CIAU "athletic scholarships result in unpleasant and unethical recruiting practices."

Well, in all fairness, my friend certainly did not experience unpleasant recruiting practices here at WLU which is a member of the CIAU and therefore does not offer athletic scholarships. Candy is probably a very pleasant experience. As to the phrase—unethical—everyone has his point of view.

Pugh goes on to say in the article, "University-paid athletes start going to school just to play sport, not to get degrees and the university starts carrying them for their athletic ability, not their grades."

I fail to see much difference between what Pugh says of the results of athletic scholarships and what happens here at WLU and other universities in the CIAU. Frankly, not every single athlete here at WLU is here strictly for his sport. Perhaps the majority are here primarily to receive a degree and graduate into the working world, as are most students at WLU.

However, there have been and are some athletes who are here at WLU strictly for their sport. Here, as in other universities, there is probably under-the-table dealings. Certainly some players are allowed back into this university after having failed a year. This is a luxury for which the average student isn't even given consideration. Is the CIAU which does not condone athletic scholarships, itself free from all this "vice and corruption" that athletic scholarships supposedly cause?


Just think. If the CIAU were to condone athletic scholarships this puny university could not offer very much money since our revenues are much below others. Then how could coach Knight's candy ever compete?

FOUND: Post lecture thirst.

LOST: As soon as '50' appears.

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Basketball

Hawks lanced, outclassed by Lancers

Before last Saturday's 91-68 loss of the Hawks to the Lancers here at WLU, centre Dave Lockhart was noted as saying "You're gonna see five dead bodies from exhaustion after the game." Unfortunately, he was right.

The entire team put every thing they had into the game last Saturday and it would be hard to pick a single outstanding performer. Lynn Cond sparked the Hawks during the first half with his second and third efforts, while Bert van Cook came out and played his most aggressive game of the season as the game began. Thompson, Lockhart and Dean also added to the team effort playing their best defensive games to date. However, all this wasn't enough as the fourth ranked Lancers were just too much to handle for the Hawks whose strength and shooting were not up to par. Said captain Rod Dean "Our shooting was way off, especially in the first half when we shot only 16 percent. We shoot good in practise but can't seem to do it in the game. I think we're gonna win some more games though."

From the opening jump, the pace of the game was set. Lancers won the jump but Van Cook intercepted a pass, giving the Hawks the first scoring opportunity. Lancers forced the play, though, and a foul gave them the ball and they quickly jumped into the lead which they held for the entire game. With five minutes gone, the Lancers held a 10-5 score and it

was in the next few minutes that the Hawk's shooting average went down. Time after time, the Hawks forced turnovers, played great defense forcing the Lancers to shoot outside and took the rebounds off the boards. Unfortunately, when the Hawks shot they missed time after time. They had the opportunity to close the gap and possibly go ahead at this time but failed to capitalize on it. Hawks at one time whittled the Lancer lead to two points, but when the Lancer's first five came back onto the court, they built up a nine point 29-20 lead with five minutes left and left the court at half-time with a 35-26 spread on the Hawks.

By the time the second half was underway, Lockhart's prediction was already coming true. The Lancers had substituted entire lines freely throughout the game throwing out fresh wave after fresh wave of players against the wornout Hawks. They gave up a little bit on defense, made their shots count and by the middle of the second half, were in a commanding 54-42 lead. Lockhart, Thompson, Van Cook, and Dean looked ready to fall over by this time. Dean had three fouls, Lockhart four and Thompson who eventually fouled out also had four. The guys were just too tired.

Lattanzio and Macrito who were relatively fresh in the second half, forced a lot of Lancer turnovers on second and third efforts, sometimes surprised that they had

actually taken the ball from the Lancers. However, fouls both offensively and defensively, hampered scoring power and gave extra points to the Lancers who were scoring at will by now and opening up to their lead from twelve to fourteen to sixteen to eighteen to twenty points. Lancers came out on top 91-68.

The Lancers had two lines which were substituted regularly throughout the game. The Warriors down the street also use the same strategy while other teams in the league although not substituting full line regularly, do substitute freely. However, the Hawks start Dean, Lockhart, Thompson, South and Van Cook, substitute very irregularly and only (it seems) when a player is in foul trouble. When regular substitutions come they come near the end and a player who has sat on the bench for 90 percent of the game has to go in cold. Yet when Cond, Macrito, Lattanzio, Dimmoff and Pearce get into the game, they seem to add a little bit of a spark to the Hawk attack as well as to give the regulars a well deserved rest. These are five players who have proven their capabilities near the end of the game or at spots throughout. Five players make up a whole line. They don't have to play the entire game, but regular rests for the regulars could avoid a situation in last Saturday's game where the regulars were just overwhelmed by players a little better and a lot fresher.

Just a note: A few weeks ago St. Mary's University played a basketball game against University of Prince Edward Island. St. Mary's is in first place in their division and UPEI is in last place. The game was suspended after 12 minutes of play. The score at that time was 63-19 in favour of St. Mary's.



Lancers never lost a jump to the Hawks during last Saturday's game. It was only one department which the Hawks lost in and it helped lead to the Lancer defeat. photo by Estey

Hockey hawks: a step closer

by Rick Campbell

Apparently, a restricted diet does not agree with our hockey team's appetite, judging by last week's encounters with Brock and Ottawa when they splurged for 19 goals in respective 10-1 and 9-5 victories. A goal deficiency in the Guelph and Laurentian games due to manpower shortages and resulting makeshift lines seemed to provide fuel for fire when the regular troops were re-united in St. Catharines last Thursday.

The Stratford "veterans" and an "aging" local paved the way for the victory against Brock. Ken Hishon and Terry Uniac paced the team with seven point performances. Hish scoring four times and Uni twice. Kim Bauer,

the third member of the line, added a goal and three helpers to give that trio 18 points for the evening. Brent Heard also counted twice, with Dennis Schooley rounding out the scoring in a game where the outcome was never really in doubt. The game was highlighted by the initial regular season appearance of back-up netminder Rick Suddaby, who finished the game, taking over from Phil McColeman after the first period. Suddaby corralled all but one of the Brock marksmen, and turned in a very creditable performance.

Coach Gowing regarded Saturday's game with Ottawa as a key contest if Hawks were to make the playoffs. Aside from a home and home series against the

hapless Windsor Lancers, Hawks were faced with games against Ottawa, Western, and next Sunday against Waterloo. He felt that if his team could pick up at least 2 points in those three tough contests, then chances would be good that Hawks would see some post-season action. Well, they've picked up those points already, as led by Kim Bauer's hat-trick, they defeated the Gee-Gees 9-5 last Saturday. Brent Heard added two more goals as did Alex Elson, who played the last two periods definitely favouring one leg. Joe Stumpf and Paul Stratton completed the scoring for the Hawks while Hishon and Uniac each collected 3 assists to give them 10 points for the two games. The Ottawa game was close for 40 minutes, but Hawks sewed it up in the third with 4 goals. Laurier's constant desire to succeed is statistically shown by the fact that in the last two games they experienced no third period let-down after getting comfortable leads. All the players are working very hard to put it all together as displayed by Elson on Saturday, who could just as easily have been sitting in the stands spectating instead of scoring the two goals.

With a hot goaltender, a few fortunate bounces and a defensive tightening, WLU could shinny pretty far down the river this year before having to stash the blades. It appears that Coach Gowing has instilled a winning attitude into this year's edition of the hockey Hawks. They play the plumb line in the bathtub, or the Waterloo Arena as some prefer to call it, on Sunday. Don't cheat yourself or the team. Be there, because win or lose, any team with an attitude like that is worthy of its school's support.



Once in a while, McColeman does get beat. This time his defense wasn't around and he was left helpless. photo by Aubrey

Womens athletics Curlers in finals

by Lois Aicken

The WLU curling team advances to the consolation finals in Guelph Feb. 15 and 16. The girls: Marilynne Senese, Barb Biggs, Nancy Reburn, and Joyce Madill, defeated the strong Western and Guelph teams. Losses to the weaker teams, and the fact that total points are the basis of the finals, puts the WLU team in the consolations. Good luck team!

The women's volleyball team travelled to Toronto last weekend for the Challenge Cup Tournament. They played very well taking games against Carleton and

York. They have two more league tournaments this week at Guelph and Windsor. They're hoping to end the season with a good showing.

Saturday at Windsor the varsity basketball team showed great improvement. Previous problems with offensive play were corrected when the WLU team chalked up 36 points. It wasn't quite enough to overcome the strong Windsor team though, who took the game 74-36. Three more tough home games remain for the girls to complete the 1974 season.

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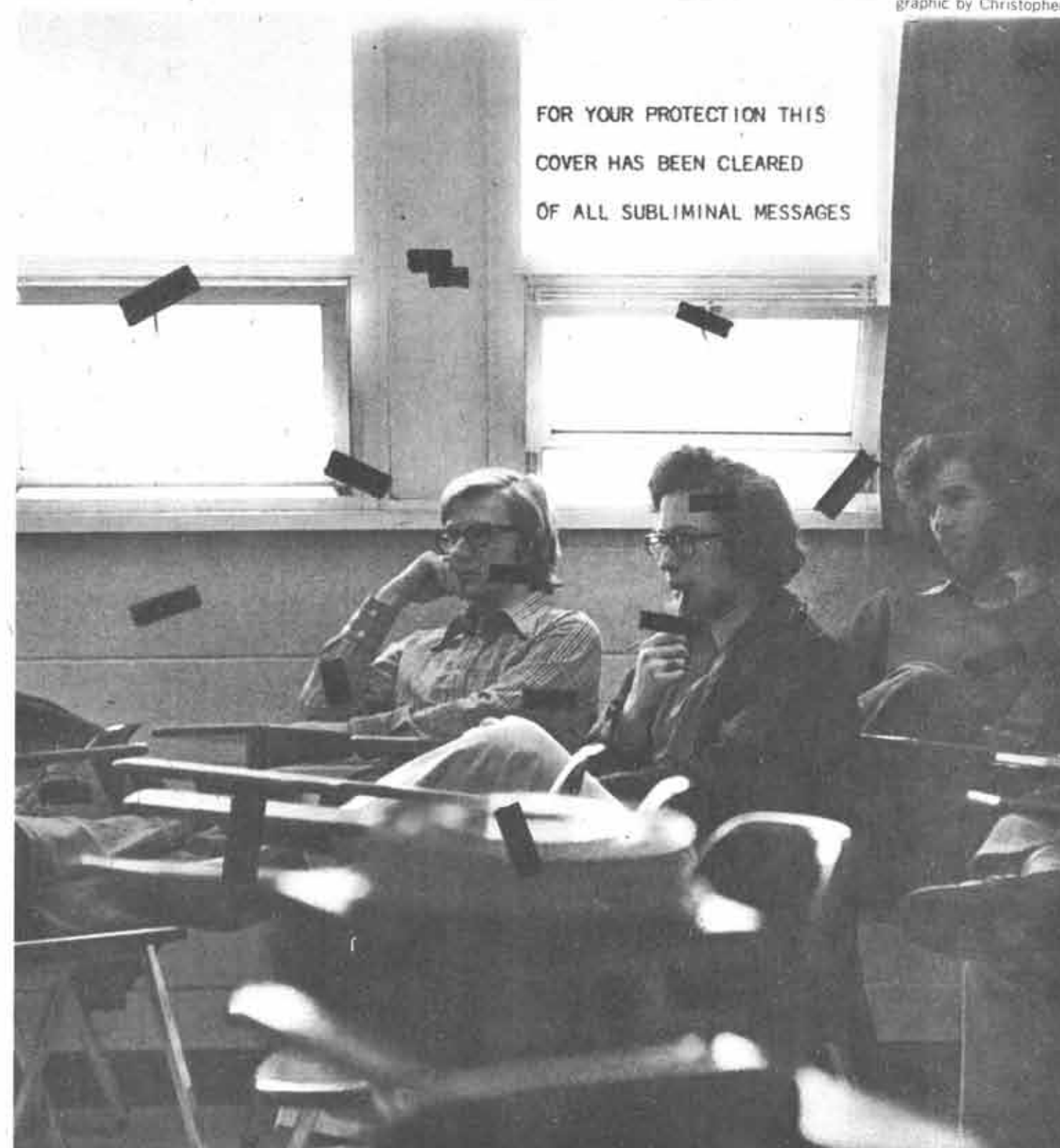
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