

The CORD WEEKLY

VOL. NINE NO. 15

WATERLOO LUTHERAN UNIVERSITY

FRIDAY, JANUARY 10, 1969

New B.A. requirements for WLU approved at Senate meeting

At a special meeting of the university Senate Wednesday night the new revised BA programme was approved.

The programme is Neale Taylor's proposal revised by the Faculty Council, and amalgamated with the proposals given to the Academic Advisory Council.

The new programme, which becomes effective July 1 this year, removes most regulations. The only stipulations are that a student take one course from each of the Humanities, Social Sciences, and Mathematics and Science.

There is now no language requirement, and Geography 20 was left in as a lab science.

Fifteen courses are required to graduate, with a minimum of 60% in the major subjects. At least five senior courses must be passed with a minimum of 60%.

If a student applies for graduation

after July 1 he will be able to graduate under the present or the new programme. If he applies before that time he must comply with the present regulations.

Changes were also made in the classification of the adult students who will now be classed as occasional students.

The B.Sc. programme consists of a minimum of 11 science courses and two non-science courses. The minimum for a single major is five courses and nine for a double major.

This new programme schedule gives the student more freedom in selecting courses and allows him to specialize more in his major.

Informants said there was much debate over the terminology of Combined (Double) Major. In the closed meetings the members voted to change the section deal-

ing with majors by adding another paragraph.

The addition became necessary when the paragraph dealing with the Combined Major was deleted.

The new article says a minimum of four and a maximum of six senior courses is required for a major. Added to this by the Senate is, "Where a student passes four senior courses in a second subject, this shall be classified as a second major." This means there will be no such thing as a combined Major. It is possible to have a second major but not in a previously defined sense.

The Grade 12 specials attending summer school will be required to take English 10 and a Language 10 or any first-year course.

The changes in the programme do not make WLU the most liberal college in Ontario, but they do put requirements more in line with those of other universities.



photo by Moore

Dr. Frank Peters, chairman of WLU Senate.

Teacher ed. in universities

If all goes well Waterloo Lutheran will have a teacher education programme in the curricula.

Basil Healey, vice-president and a designer of the new programme said the proposal was taken to Minister of Education William Davis. The minister, said Healey, was receptive to the idea but would not make a commitment.

The programme would have the years spent at Teachers College and OCE incorporated into the BA programme. A three-year BA would become four, and the four-year BA would become five.

The extra year would be made up of courses in education and teaching.

Healey said Davis referred continuing discussion of the topic to assistant minister Dr. McCarthy.

Davis did not reject the idea of incorporating teacher education into the university programme. Healey said the minister would make some decision on the subject "some time in 1969."

Healey said "the basic decisions about teacher education still have

to be made, but it may happen that the department of university affairs will get the job."

Healey said Ontario had the opportunity to experiment and find the best methods. "We can learn from the mistakes made out west and develop a better way of educating teachers."

Other universities have applied at teacher education centres but no one place or proposal has been accepted by the department.

It is rumored that Western, Guelph, Waterloo and McMaster are bidding for the combined course. If one of these universities succeeds the other places may have to wait.

The new system, once implemented, would remove the need for Teachers College and the Ontario College of Education.

Educators have claimed that it is these places which have kept education in Ontario in the dark ages of development.

The recently published Hall-Dennis Report on education blasted the institutions as second class, producing second-class teachers.

2nd try for 25 percent

Constitution referendum Wednesday

On January 15th and 16th, polls will be set up for a referendum on a constitution which will benefit the entire student body. Although previously passed by a three to one margin, less than 25 per cent of the student body participated in the vote. The Chief Electoral Officer thus called the election void.

The present constitution was drafted in 1962 and has now become obsolete as the emphasis of Student Council has shifted. John Varley, First Vice-President of Student Council, said, "Council is no longer just a dance committee; it is now interested in the academic and social conditions of student life."

"To account for these changes in emphasis," Varley said, "Council drafted a new constitution dur-

ing the months of August to November of this year. The constitution which the students will vote on is basically the same as the one which was passed but declared void due to lack of a 25 per cent voter turn out. Only one sentence has been changed."

"The new constitution is a drastic change from the constitution which was drafted in 1962," said Varley. "The 1962 constitution is short, sketchy and not much of a guideline. Also, new matters which have to be dealt with have arisen that were not mentioned in the old constitution. For example, there was no mention of Council meetings during the summer. Last year we held three meetings in the summer which were technically illegal."

Varley listed the major changes in the new constitution: (a) the Council will now include the Seminary and the International Business Students, (b) a new system of representation, (c) various Council positions redefined, (d) provision for recall of members and (e) procedures for carrying out a referendum.

Varley said, "the Seminary and the International Business Students voted almost unanimously to join the Council. The graduate students did not see fit to form an association which could join at this moment. However, there is provision for them to join once they form such an association. The Graduate School of Social Work felt there was too much change in their schedule to join."

"Since, for example, a third year business student would feel more in common with a fourth year business student than with a third year english student," Varley said, "faculty representation for students would make more cohesive groups than under the present system of representation by years."

"The faculty reps," Varley said, "would be from arts, science, business and economics, seminary and the International Business Students. This would fit into the

new scene better."

He said, "the advantages for the student under the new system would be great. For one thing, Council members would be freed for more duties than representing a class. They would thus be able to give more and better representation to the student."

"The duties of the two vice-presidents," Varley said, "are better defined under the new constitution. There is vice-president internal who is in charge of constitution changes, judicial and electoral matters. The vice-president external is in charge of relations outside the university. There will be another vice-president created by the new constitution. He will be an assistant to the president since the president's duties have been greatly expanded."

In the new constitution are articles which deal with referendums and recall. Students can now bring issues to a vote by presenting a petition which contains the names of ten per cent of the student body at a Council meeting. After the petition has been presented, Council will call for a referendum. Council can also initiate referendums.

A member can be recalled by vote of his constituents. This vote would be initiated by presenting a petition to Council with the names of ten per cent of the student body on it.

"Strict limitations will be placed on in camera meetings," Varley said. "The chairman must explain why one is necessary, then the motion must be passed by 75 per cent of Council. After the meeting, all motions and how the members present voted must be published."

"The new constitution establishes Council as autonomous from the Board of Governors," Varley said. "This would pertain to matters of policy, finances and personnel. Council could thus amend its own by-laws and constitution without the approval of the Board of Governors."

(Continued on page 3)

Councils organizing against OUS

It looks like the Ontario Union of Students may be the next to feel the bite of the conservative backlash in universities.

Delegates at the recent National Student Unionism conference held here indicated regional solidarity was of greatest importance. They proposed stronger regional unions and a decentralization of the Canadian Union of Students.

Indications are that Ontario universities will push for a radically different OUS. At present OUS is a leftist organization much like CUS.

The delegates did not say how they would approach OUS or how they wanted to change it. They did say a change would be coming soon.

Bill Ballard, Waterloo Lutheran Student council president said OUS would be forced to hold a conference before the regular one. "The big Ontario campuses

and most of the smaller ones are going to force the issue I think." He would not elaborate.

To present, the provincial unions have played a minor role on

the campuses. With the proposals drafted at the unionism conference, provincial unions will become more important as decentralization takes effect.

Dr. gives Anacin for 104° fever

A student went home to her own doctor on Wednesday because the campus doctor couldn't take the time to visit her after three days of extreme illness.

"The doctor refuses to come to see me. He's too busy," she said. After repeated telephone calls to the doctor with the only answer being to 'bundle up and walk over to the doctor's office', the girl decided to go home.

With a temperature of 104 degrees on Monday night, she "had to walk over to see him (the doctor) and he said I had a cold or the flu. He told me to take 'anacin.'" After three days of taking these pills, she still had the same temperature.

Tuesday morning she was moved to a 'sick room' because "it would be more convenient for the doctor to come to see me here. We had to call him day and night — Mrs. Moore called — because I couldn't get out of bed to phone."

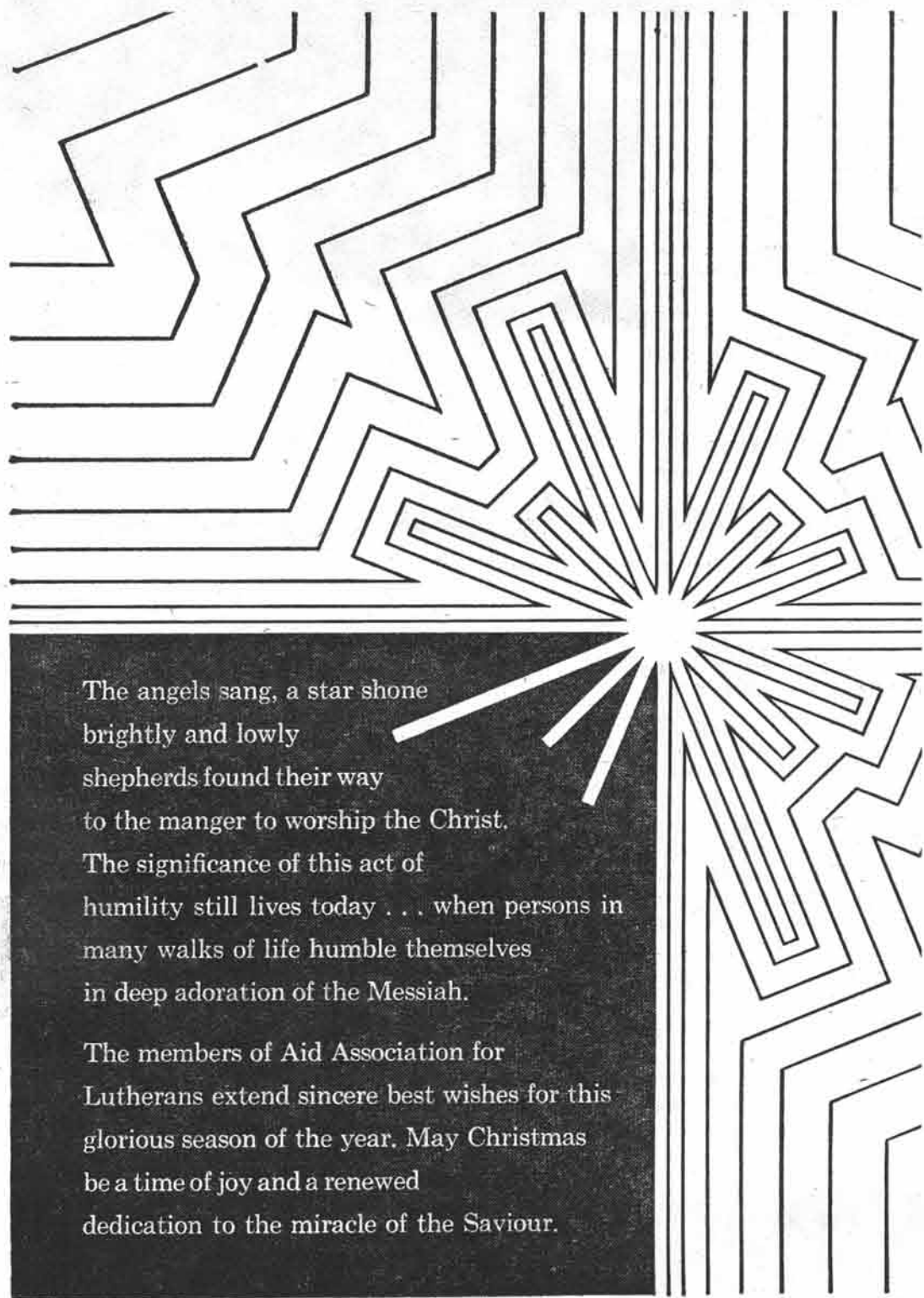
She was the only one in Women's Residence who urgently required a doctor's services. She had the specified health insurance in which the campus doctor's care was supposed to be included. She had a right to expect medical attention.

FOOLS

Who had their GRAD PHOTOS taken by a studio OTHER THAN FORDE

MUST

Submit glossy picture to the KEYSTONE office before JANUARY 15



The angels sang, a star shone brightly and lowly shepherds found their way to the manger to worship the Christ. The significance of this act of humility still lives today . . . when persons in many walks of life humble themselves in deep adoration of the Messiah.

The members of Aid Association for Lutherans extend sincere best wishes for this glorious season of the year. May Christmas be a time of joy and a renewed dedication to the miracle of the Saviour.



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Calendar of Events

- SUNDAY, JAN. 12** — 8 p.m. Movie put on by Prof. Nabert — 2C8
MONDAY, JAN. 13 — 7-9:30 Estonian Club Meeting — 2C4
TUESDAY, JAN. 14 — 8 p.m. Basketball at Osgoode
 8 p.m. Karate W1
WEDNESDAY, JAN. 15 — All day Council Constitution Referendum Polls in Residences and outside 1E1
THURSDAY, JAN. 16 — 2:30 p.m. Cultural Affairs Contemporary Music — 1E1
 8:30-10 p.m. IUCF Public Lecture — 2C4
 All day Council Constitution Referendum Polls in Residences and outside 1E1
 7-11 p.m. (probably start at 8) Peter and the Dog — 1E1
 8 p.m. Karate — W1
FRIDAY, JAN. 18 — 7-11 p.m. (probably start at 8) Peter and the Dog — 1E1
SATURDAY, JAN. 19 — 8 p.m. Basketball WLU vs. Laurentian — TA
 7-11 p.m. (probably start at 8) Peter and the Dog — 1E1

PLACEMENT

The following companies will be present on campus during the next few weeks. Prospective graduates who wish to have an appointment with one or more of the company representatives are requested to arrange an appointment through the Placement Office, and leave one copy of their resume sheet at the Placement Office at least one day prior to the interview date. Company brochures are available at the Placement Office on a first come first served basis.

- JAN. 13th** — NORTHERN LIFE INSURANCE — Mr. Anderson
JAN. 15th — CARNATION CO. LTD. — Mr. Shaw
JAN. 15th — UNIROYAL — Mr. Johnson
JAN. 15th — ASSOCIATE FINANCE & INVESTMENTS
 Mr. Grisbrook

JAN. 15th — ALTHOUSE COLLEGE OF EDUCATION
 Lecture Room 1E1 — 12:30 p.m.
 Associate Registrar Mr. Nediger

- JAN. 16th** — CANADIAN IMPERIAL BANK OF COMMERCE
JAN. 16th — ZURICH INSURANCE CO.
 Mr. Leidy & Mr. Donnelly
JAN. 17th — ZELLERS — Mr. Nobes
JAN. 21st — TRAVELLERS INSURANCE — Mr. Fitzpatrick
JAN. 22nd — COLLEGE OF EDUCATION — University of Toronto—Mr. Barrett, lecture room 1E1, 1:30 p.m.
JAN. 27th — I.B.M. — Mr. Winslow
JAN. 28th — ONT. DEPT. OF ENERGY & RESOURCES
JAN. 28th — CLARKSON, GORDON & CO. — Mr. Armstrong
JAN. 29th — FACELLE — Mr. Crosbie
JAN. 29th — ALLSTATE INSURANCE — Mr. Kelly

JAN. 29th — McARTHUR COLLEGE OF EDUCATION
 Lecture Room 1E1, 12:30 p.m.
 Registrar Mr. Dando

- JAN. 30th** — GULF OIL — Mr. Watson & Mr. Kordiuk
JAN. 31st — CANADIAN CANNERS — Mr. Cronkwright
FEB. 6th — CENTRAL MUTUAL INSURANCE
FEB. 11th — ONT. CIVIL SERVICE — Mr. McLellan
FEB. 11th — CANADA PACKERS — Mr. Reneuf
FEB. 13th — GROLIER LTD. — Mr. Ferguson
FEB. 14th — GROLIER LTD. — Mr. Ferguson
FEB. 14th — FIRESTONE RUBBER CO. — Mr. Sardo

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Waterloo

Nat'l union conference accomplishes little

WATERLOO (CUP) — Results of a Christmas conference of some 60 students unhappy with the present direction of the Canadian Union of Students indicate there will be a move to change the national union from within at next fall's CUS congress.

The delegates met at Waterloo Lutheran University from Dec. 28 to 30 to discuss national student unionism. They decided a decentralized national student union based on a regional or provincial structure would best accommodate all universities.

After concluding a decentralized union would be best, the meeting toyed with the idea of establishing a second national union. Although no official stand was taken, a consensus showed most delegates found the idea of a new national union impractical and would prefer to change the direction of CUS.

Delegates came from 25 universities across Canada. Most had student council backing or were council members.

Reactionary Sandbox Garbage

Reaction to the conference was widely varied.

Fraser Hodge from the University of British Columbia said he had hoped the conference would come up with something "to re-direct CUS into a more responsible direction."

"But it was really bad; just reactionary, sandbox garbage," he said.

Bill Ballard, student president at Waterloo Lutheran, was pleased: "Emotionalism did not reign at this conference; logic did. We had constructive views and not confusion like CUS had at the Guelph conference."

CUS observer Jim Russell commented: "The conference hasn't done anything different. They haven't dealt with issues such as organization and structure and they have no more concern than any one else about representivity."

In a written critique of the

meeting, Russell rapped the delegates for being "too sandbox" in their outlook.

Few Concrete Proposals Reached

The 60 representatives discussed questions such as areas of student interest, education, services a national union could provide, how federal-provincial government structures affect a student union, and the role of local student governments.

Few concrete conclusions were reached. Delegates accepted reports recommending a decentralized structure to aid dealing with French universities and provincial governments. They also accepted a report which stated university affairs was the initial priority of a national union in order "to bring about awareness on issues in the larger community".

Reports on services (such as life insurance and travel) and on education were discussed by the group but no conclusion was reached.

The students also grappled with the question of whether the national union should be political or apolitical — bringing charges from some that they were politically naive "to think a national union could be apolitical."

The delegates also decided persons sent to the CUS congress should be chosen in a "representative election" but did not outline a method of election or selection to ensure this.

Delegates discussed plans for another gathering in February but were pessimistic about its chance of accomplishing anything.

Allan Dudeck of the University of Winnipeg summed it up: "There are elections coming up on many of the campuses. I would think a very different group will meet at the next conference. They could easily hash out the same things; so it wouldn't necessarily be an extension of this conference."



photo by Moore

Conference on Student Unionism had a foggy atmosphere as delegates tried to decide what they were there for.

An open letter to the American Left

Some three decades ago, Sinclair Lewis, in "IT CAN'T HAPPEN HERE!", warned that not only CAN facism happen, but when it does come it will come wrapped in the American flag and the trappings of patriotism. Incipient facism uses this approach everywhere with varying measures of success.

In the United States the new thrust of facism is of course in part a response to the rising tide of struggle and resistance by growing numbers of Americans — in the first instance the rebellion of Black America and the growing militancy of the student and anti-war movements. But it is also attributable in no small part to mistakes and shortcomings of the American Left over a period of four or five decades.

For nearly half a century (since the passing of Eugene Victor Debs) American radicals have permitted the fascists and the reactionaries to pre-empt the mantle of patriotism, the trappings and terminology of nationalism; to hide and distort revolutionary American history and tradition; to paint false pictures of American heroes. Meanwhile radicals preached social change and revolution to our people in terms and tongues alien to America.

For a long time it was Russian; then more recently Chinese; and most recently Cuban Spanish! Result: the fascists and reactionaries were handed the brush with which to smear revolutionary ideas of social change as foreign, alien, un-American. Worse still, it put radicals on the defensive and made them feel alien to their own land and people. Little wonder that a year or so ago when a delegation of American radicals met with representatives of the DRV and NLF in Bratislava, they were told: "The problem with you American friends is that you have not yet found your identity; you do not identify with the American people . . ."

NATIONALISM

In the twenties and thirties, theoreticians of the world radical movement performed a heroic service in defining and analyzing nationalism and its role as a revolutionary force in this century. Nationalism has since proved itself to be an immensely powerful, nay, irresistible force in the formerly colonial countries.

But what of nationalism in

older nations in capitalist-imperialist countries? Must it of necessity be chauvinist and reactionary? Or is there still a national interest in these countries that cuts across class lines; that unites large sectors of two or more classes; and that is consistently ignored or threatened and subverted, by the international-minded imperialists who have no flag but the dollar sign and no loyalties except to their bank accounts?

Yet the average American rad-

Ontario teacher scarcity coming to an end

TORONTO — An increase of more than 35 percent in the enrolment of Ontario Teachers' Colleges will make it possible to staff nearly every classroom in Ontario with a fully-qualified teacher in September 1969, the Department of Education said last week.

A memorandum sent to regional directors and area superintendents points out that, "This year there are approximately 9,300 students at Ontario Teachers' Colleges, compared with about 6,800 in 1967-68. This should make it possible to staff almost every classroom in the public and separate schools next September with persons holding basic teaching qualifications."

The memorandum adds that teaching positions filled by Letters of Permission "will be granted only under very exceptional circumstances," in 1969-70. Presently Letters of Permission are given where qualified teachers are unobtainable . . . usually in remote areas of the province.

Because of the increased number of qualified teachers expected to be available this spring, School Boards have been asked to advertise their needs in time to fill all positions.

ical wincen when he hears the term "nationalism" because he has come to accept the imperialist establishment's DEFINITION of that term; and he is apt to dismiss the fiery political documents of the American revolution as "written by the bourgeoisie or by slave owners" which of course misses the point completely!

Constitution referendum

(Continued from page 1)

Varley said, "the new constitution will allow for the calling of general meetings. A vote at these can be taken as a directive to Council but is not binding. This would stop block voting by interest groups."

"By the new constitution," Varley said, "the Council establishes three new committees: an education commission to deal with academics, and questions such as course evaluation; a secretariat which will be a research service into policy; an inter-residence council which would make the residence regulations and co-ordinate residence rules."

Varley added, "the new constitution renames Council as the Student Administrative Council (SAC) which would distinguish it from High School student councils."

"The establishment of the executive order by the new constitution will be a great asset," Varley said. "The executive order cannot change policy and must be ratified by Council. It is useful when quick action on such things as entertainment contracts is necessary."

Varley said polls would be set up in West, South and East Halls Women's Residence and outside 1E1. The students will be able to vote on two days: Wednesday the 15th and Thursday the 16th.

Varley said he hoped all students would get out and vote due to the advantages they would receive for the little time it takes to vote: advantages such as a more cohesive school, more and better representation, a more efficient Council, more personnel say in the general meetings and better protected rights.

WLU's new security system

Waterloo Lutheran University is now under the jurisdiction of a new security system. The guards in this system are responsible to the various heads of departments and administration officials rather than to an investigation agency as was the case before.

John Baal, Chief Security, outlined the duties of the new guards. He said, "we are here to prevent damage, to prevent fire hazards and to check on vandal-

ism." He added, "there will also be a parking attendant directly under the superintendent."

"The SIS, Security Investigation Service, contract expired," said Baal, "and was not renewed. The contract was not broken."

He said "the main problem under the old system was the fact that the guards were frequently replaced or quit. This meant that no real relationship developed between the guards and the students. This caused some friction."

Dave Clark, one of the new security guards, said, "what we want is a good relationship with the students."

The mode of operation for the new security guards will be essentially the same. The regulations which were previously enforced will still be in effect. The only noticeable change will be the new uniforms.

Baal said, "all infractions will be handed over to the Dean of Students and the Judicial Committee. If the officers are assaulted while on duty, the offender will be charged in police court."

He felt the latter would not take place. To his knowledge, there were no previous charges of assault.

He said, "we would like to maintain a good relationship with the Waterloo Police. They can be called in for assistance if necessary." He said he hoped that they would not have to be called in.

"Since we hope to have a good relationship with the students," he said, "there should be no need to do such."

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The CORD WEEKLY

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Racist like Canadians

Canadians are racist. What makes it worse is we don't realize it.

Canadians like others have been conditioned to be racists. The only difference with us is we have been conditioned in a vacuum. This makes our form of racism latent.

We are born and raised in a vacuum of colour and when it's too late we find out what racism is. The conditioning process begins with us as soon as we can understand the language. We hear on the radio, see on the television, and read in the newspaper how the Black man is different because he is fighting for freedom and justice and how the white man is always restrictive. But in our vacuum we can see only the white man of our community. We rarely see a Black man and never experience a relationship with a Black.

Where does it end? It ends when we are old enough to understand the meaning of racism and too old to know how to do anything about it. By this time we have been conditioned. The mass media has taught us to perpetuate a system of bad morals which breed contempt and segregation.

What makes our form of racism the worst is we don't realize it and refuse to admit it. We continue on our happy way thinking Canadians are good people, full of love for everyone, ready to help anyone.

In the U.S. there are other forms which have created their breed of racism. The proximity of the Black man to the white; the mass media; and the peer group/family group relationships have led to that blatant U.S. racism. In the U.S. a child has little chance of not becoming a racist, but at least he knows why and how he has become that. He is able to witness the polarization and the alienation process and understand. In Canada conditioning takes place in a vacuum.

We will have to face this and soon. We can no longer sit back and think we are not what we are. We are as racist as anyone else.

The \$14,255 picture book

Who ever heard of a \$14,255 picture book? (Colour us pissed off.)

This year that picture book, the Keystone, is taking enough money for a bottle of Crown Royal for each of you, to create an abortion most of you won't be a part of and all of you will look at only twice in your lives — that is if you bother to pick it up at the end of the year.

That cloth bound container of stolen Cord pictures is costing you \$5.50.

All 228 pages, including for your extra enjoyment 24 pages of full colour, add up to be the most uncreative, money-consuming, unproductive, clique-centred rogues gallery of two dozen students ever forced on this student body.

And you are paying for it.

It's not only a waste of money it's dull.

Last year that picture book had 14 pages of shiny-faced pictures of shiny-faced Student Council members in various positions.

With a creativity befitting the shiny faces on the seat of their collective pants this motley crew will try to unfold for you such great events as Cultural Affairs Committee flops, Winter Carnival festivities, and 42 different poses of the same 5 chairs around the campus and last, but not least, a full page glossy of the accumulated collection of Gideon Bibles molding in the library.

Yes folks, you didn't ask for it, but it's yours.

We won't be in it, like you. As an old graduate said, "Ah, a picture book from my old days at WLU — KEEP IT."

The CORD welcomes letters from students, faculty and members of the Administration, but please remember these things: All letters must include your name, address, faculty and year or position. Anonymous letters will not be accepted, but we will print a pseudonym if you have a good reason. The editors reserve the right to shorten lengthy letters. Letters should be typed, if possible, and submitted to the CORD office no later than Monday afternoon.

Scully gets putdown

The Cord Weekly,
 Waterloo Lutheran University,
 WATERLOO, Ontario.

Dear Sir:

I should like to reply to the letter of Professor T. P. Scully, published in The Cord of December 13, in regards to proposals for changing the General Programme.

I would agree that the substance of arguments raised in favour of Dr. Taylor's proposals have, to my knowledge, basically revolved around the question of freedom. Many students and indeed many professors have called for a less restrictive set of obligatory courses and generally more flexibility in selection of areas of study.

It disturbs me, however, that Professor Scully would regard proposals for more flexibility as "based on selfishness" and the desire of a student "to go easy on himself." Speaking for myself (for Professor Scully urges us to do this, rather than attempt to express my concern for others), I regard students as being people who, although perhaps having the prize of the B.A. as their three-year goal, are concerned to get the worth out of every dollar they spend on education while they are here. It is not "selfishness" to want to get the most out of the three years they spend at Waterloo Lutheran. Those who do use the greater flexibility to go easy on themselves, will not, I am sure the suspicious Professor Scully will agree, be ambitious enough pass the fifteen or sixteen required courses for graduation.

Professor Scully has also argued that "the area of greatest freedom would be outside the university entirely," as if to imply that the university should be basically antithetical to freedom. Thus, one seeking freedom should go elsewhere. I would reply that one finds very much freedom in this world only by winning that prize, that B.A. which opens the doors to jobs. If one does not learn, while seeking that prize, to exercise freedom of choice, one is unlikely to be capable of using even the freedom offered by the prize when it is finally won. Consider that it is freedom of choice we seek, not the irresponsible freedom of anarchy.

Yet there is more than a simplistic "call for freedom" involved in the advocacy of greater programme flexibility. I speak here only for myself, but there do seem to be several other consid-

erations and advantages involved in proposals of the nature of Dr. Taylor's outline.

Firstly, I am concerned about the quality of students entering Waterloo Lutheran. Good students — whether or not they have high marks — will be discouraged from entering a University with a list of required subjects treble the average length of those posted by Ontario universities.

Secondly, many students now graduating from Ontario high schools will not have taken several of the required subjects past a Grade nine or ten level. High School programmes have become more flexible and their graduates will not be able to fit into a required list set in accordance with the previous decades' high school structure.

Thirdly, registration in many required courses may not provide the breadth of academic experience which Professor Scully so devotedly seeks. I first question whether many of the 20 courses introduce students to an understanding of "method" or merely offer a survey compendium of a discipline "matter." Secondly, I propose that a student forced to take a course will seldom apply himself sufficiently to grasp the "method;" he will simply memorize sufficient "matter" to pull himself through a distasteful experience.

Fourthly, I submit that there is a restriction outlined in Dr. Taylor's proposal — the fact of a major constituting a maximum of six courses — which eliminates the possibility of a student taking thirteen courses in Psychology or any other single subject. I also feel a student would have to be abnormally masochistic to take thirteen out of fifteen courses in any one discipline; most student would want to set a limit closer to five or perhaps six. If a student is so passionately involved and interested in a discipline as to desire thirteen cour-

ses, I feel he is more likely to enter an honours rather than a general programme.

A fifth consideration would be that, if students are allowed greater programme flexibility, professors may be freed of some of the necessity of teaching those students taking his course only because it was required. Professor Scully may reply that such students never attend lectures in any case. Yet if they do not attend lectures, is there really very much sense in them being required to register?

One final consideration is in reply to Professor Scully's feeling that the value of a Waterloo Lutheran degree is diminished, by our graduating overly-specialized "psychologists, physicists and linguists." Yet I ask if our reputation is really enhanced by the graduation of students who dragged themselves through courses they detested, who had little chance to get involved in the disciplines they enjoyed, or who sat through lectures which, of necessity, had to be keyed to the lower level of interest and background set by fellow students taking the course only as a "required" course?

Perhaps my statement of these considerations is not as eloquently phrased or as logically deduced as Professor Scully might prefer. Yet I hope these considerations are not dismissed because of their advocate's lack of eloquence. I feel the present structure cannot accomplish the goals we seek and does not send back to the world the type of graduates we might be capable of sending. Although the "cure for all that ails ya" is as discredited a concept as the Renaissance ideal of total knowledge absorption, I feel Dr. Taylor's proposal can solve at least some of the problems.

Yours sincerely,
 JOHN R. VARLEY,
 Fourth Year
 Politics and Economics

Looking for a purpose in life?
 Need a cause?
 Looking for a place to do your own thing?
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THE COLOUR OF LOVE

Pink is the color of love
 because when you kiss someone you turn pink
 sometimes. The color of love is like a
 Pinkest color.

If you love someone you either kiss them
 on the lips or make physical love to them.

— Edwin (4th grader, P.S. 166, Harlem)

Cord staff

The many thanks for this week's Cord go to Inga Moreland, Charles DeGaulle (for French Canada), Dorri Murdock, Bob Hope (for the memory), Kyra Kristensen, Martin Luther (who started it all), Anne Welwood, Joe Fox, Eldridge Cleaver (but don't tell anybody), Don Baxter, Lyndon Johnson, Jim Wilson, Bill Smith, Richard Nixon, Dr. Frank Peters and the whole University Senate, and last but certainly not least the Watunga who started this madhouse. Heh! Heh! Heh!

Cinema Scope

by Valentine

THE HORSE'S MOUTH (Britain, 1958)

"The Horse's Mouth" is a triumph for Alec Guinness, the lead actor and writer of the film's screenplay. He makes the Gully Jimson of Joyce Cary's novel spring to life.

The movie does not have the structure of the novel. Whereas the book has the random form of a stream of consciousness technique, the film is played straight, i.e. it adheres to chronological time and private reveries are expressed in dialogue between characters.

The theme of the movie is that of the book — the individual (in this case the artist) and his place in society.

The movie began with Gully Jimson getting out of prison. What landed him there initially was his harassment of a wealthy aristocrat. Jimson's ex-wife had sold him some paintings and Jimson demanded payment. It seems though that Jimson did get compensation plus a weekly allowance from him.

Prison did not reform Gully, however, and he continued to be a nuisance. Yet the man who sent him to jail also brought him fame as an artist because when the aristocrat died, he willed Jimson's paintings to the nation.

Jimson is accompanied throughout the film by a barmaid friend. She is the realist whose life style is expressed in her philosophy — "A good bash and you get what you want out of life." Although she does not understand Jimson's painting, she understands him as a person, that is, the person of an artist. She represents for Jimson what his relationship to society as an individual should ideally be. But he is aware that he is destined to be either ignored, laughed at, or allowed a tokenism by "patrons of the arts."

Jimson knows both sides but he makes his decision to be an individual. He accepts his outsider status and so his conflicts are internal. His philosophy, straight from the horse's mouth is "You have to know when you succeed and when you fail and why — in other words, you have to think."

His fascination with painting feet seems to be a form of self-punishment because of his continual scrounging for money. The feet of Gully's paintings say to him: "I walk for you; I kneel for you. But I keep my self-respect." Gully then admits: "That's where I went wrong". He knows that the true artist should be able to find total contentment in the creative process even if it means starving in the attic (or in his case, the hull of a houseboat which symbolically represents a degradation of the artistic spirit.)

What we are saturated with at the end of the film is Guinness' brilliant artistry at characterization. His Jimson will always come to mind as that cranky old man with a twinkle in his eye and a walk like a jerky geisha and a mutter like a bronchitic bullfrog. Guinness makes his audience visually aware that Gully Jimson is very much the individual.

In Guinness' transmission of the novel's portrait of Jimson into dramatic form, the theme of the artist in society has become secondary. But because the screenplay is close to the novel, the theme is very much alive if we want to listen. Besides, how can the sensitivity of the artist be understood totally by the words on a page of the dialogue of the film medium? The truths of the artistic spirit have always remained unspoken.



Canadians fettered with latent racism, students conditioned in cultural vacuum.

A hitchhiker, Sunday, Jan. 5 in a light blue Valiant lost 1 pr. pig-skin gloves.

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UNIVERSITY AND SOCIETY — a time for

In this, the first publication of John Shingler's cogent analysis of liberal society, the commitment of youth to ceaselessly challenge the society in which they live is reinforced. He is one of the few faculty members of Canada's University community who openly stands against middle-class ethics.

Mr. Shingler is an Assistant Professor of Political Science at McGill University in Montreal. He first presented this particular viewpoint of our social and educational system in Winnipeg. The occasion was the eleventh National

Seminar of the Canadian Union of Students.

The morning that this article appeared, John Shingler became the man everyone wanted to speak to. And speak he did.

Until that morning the conviction of most students was that both the university and the social system were in need of great reform. But now they realized that the need for action was immediate, that their efforts must be cohesive and concentrated through a bold stroke attack against our present educational and social values.

There comes a time, in the life of every man in every generation, when he is finally compelled by the exigency of his condition to question the basis and assumptions, the implications and the possibilities of his life, his belief, his actions and his future. That time has now come for men and women of this generation, not simply in Canada, but in all the industrial societies of the North Atlantic world. The questions we must ask ourselves are:

What is the character and the quality of our society?

What do we do with our lives?

What alternatives do we have?

The answers are grim. Our society and the societies like it, are a drab and dreary monotonous grey. They waste our potential and they crush our spirit. They deny us the possibility of our self-realization as human beings.

Our hidden priest:

The unknown jingle writer

One third of mankind is trapped in societies of industrial slavery where a false productivity, manipulated wants and a subtly repressive indoctrination create an army of will-less workers in the factories and the mines, the shops and the offices. Minds are distorted by a sustained and totalitarian assault upon the senses, in public and private, through ceaseless commands, blandishments and exhortations to buy, to consume and to produce. Faceless grey men obey the injunctions of the structural imperative and the functional specific, the coldly impersonal, unrelenting and merciless Laws of Nature which are man's own creation in the technological society. Men, women and children eke out an ever-extended existence, the only purpose of which becomes eventually to defeat time and death through an unconscious self-immolation. Perhaps we should raise a statue to the desperate hero of our age. The Unknown Bus Driver or to the unsung soldier of our army of production. The Unknown Assembly Line worker; or to our hidden Priest, The Unknown Jingle Writer.

It is in this same world that the governments of embezzled masses spend hundreds of billions of dollars on the material of control: armaments, in the form of guns, bombs, bullets, gasses, germs, missiles, as well as tanks, ships, and planes; trained specialists in violence, destruction and death, the soldiers and the police; and propaganda, the never ending incitement of the people by their governments to sustain their own servitude. These governments, our governments, the governments of mankind, now have it in their power to burn and to bury, to destroy and to desecrate all of mankind many times over, they assure us.

At the same time the corporations who define our environment, and by extension ourselves, defile, destroy and desecrate our natural habitat while they poison our minds and our bodies. Mankind is literally in imminent danger of mastering Nature into a desert.

The third world

Two thirds of mankind endure short lives of hunger, disease and ignorance, trapped in a vicious circle of suffering, want and frustration. While the gap between the rich and the poor of the globe grows wider, the entire population of mankind is increasing at a rate which will ultimately impel us to question the permissibility of any increase at all. The Third World is compelled to take up arms to achieve self-determination; to wrest control of its own destiny from the grip of international imperialism, to define itself and hence to liberate itself.

It is in the context of these conditions — the universal repression of many by national state bureaucracies, the enslavement of man to the structural imperatives of an abused technology, the despoliation of man's natural environment through the rapacious shortsightedness of corporate power, the pervers-

sion of man by state-controlled educational systems, the exploitation of man in both the industrial societies and the Third World, the deprivation and suffering of man in hunger, disease and ignorance, found side by side with his humiliation and alienation throughout the world — it is in the face of this situation in all its stark horror and cruel absurdity, that we ask:

We ask:

What can our society be?

What can we do with our lives?

What alternatives can we create?

The answer must be that we are confronted with an appalling paradox — a supreme irony — in that on the one hand there exists the reality of suppression, deprivation, scarcity and suffering, while on the other there is the possibility of material plenty, spiritual recreation, human liberation and self-realization, and communitarian harmony. The compelling and inevitable task of this generation must, ineluctably, be the transformation of itself and its world.

Brave new world

We must seek to develop our own capacity, and the capacity of others to envisage, and thus to will, a world:

in which work ceases to be drudgery and becomes instead a joyful participation in and contribution to the life of all so much so that the awful distinction between work and leisure becomes incomprehensible and recreation ceases to be a synonym for psychotic masturbation; in which the psychiatry of adjustment and manipulation is abandoned, the statistical definition of normalcy and deviance gives way to fundamental human values and where obsessive concern with sterile conformity is replaced by the self-love and self-respect of each individual in all his glorious egocentricity; in which the university becomes a community where learning is secondary to wisdom, knowledge to love, and cleverness to honesty — so that education, as a word and a practice, ceases to be sterile socialization and becomes a continuing process to self-renewal and self-development as the individual acquires knowledge of his environment and transforms himself.

Act where we have a constituency

Our immediate goal should be the transformation of the university, in the context of a generational assault upon the imperfect world to which we are the heirs. The reformation of the university, however, can be and must be seen to be possible only in the context of the revolutionary transformation of our society, its ethos, its mores, its institutions, its practices and its policies. Whether the transformation of the university is a precondition for the transformation of society or vice-versa, is a moot point. The resolution of this as an intellectual problem, however, can occur only in the context of social reality. The verbal debate could last forever — it is the active, wilful attempt alone which will tell us the nature of the dynamic relationship between university and society. It is on this basis that I suggest we act where we have a constituency — that is to say, where we have both power, defined as angry and significant people, and issues, defined as the need for transformation in terms of participation and product.

The factory university

The contemporary university is not a community of scholars. It is a factory, the function of which is the production of information and personnel for deployment in the appropriate lacunae and interstices of the technological society. On this one side the university is locked into the national education system. It is from here that it receives its raw material in the form of colonized minds. On the other side the university is harnessed to the productive system. It is in this machine that it deploys the finished product in the



photo by Vair

form of administrators, managers and apologists, all of whom at the same time act as consumers. The primary harnessing of the university derives from its dependency upon either governmental bureaucracies or prosperous alumni, (both supporters of the orthodox), for funds and facilities. This relationship of subordination is reinforced to the point of blurring this distinction, by the traffic of faculty and bureaucrats between the university and the other corporations.

A central function of the university today is the processing and packaging of personnel. For analytic purposes we may break down this function into the following categories:

Its packages: Socialization

By compartmentalizing knowledge, necessarily so in terms of the demand for skilled specialists and experts, eschewing values and commitment to an ethic, by mocking the idea of wisdom and love (the use of which words should bring a flush of embarrassment to my ingenuous cheek) and decrying the possibility of an ultimate truth, the university successfully inculcates the notion of an ineluctable and incomprehensible social process, which, with appropriate tinkering can work to the benefit of all. In so doing it attains its unstated goal of mystifying social relations to a point at which the desired subservience on the part of those receiving their education is finally achieved. All is well in the best of all possible worlds, and if it is not, a committee can be set up to investigate into and report on the situation six months hence. Meanwhile the world around us, and we with it, all in the hands of blind bureaucrats, goes to hell in a hand-basket.

Rite de passage of a colonial system

A University degree can, as long as one has the necessary characteristics, provide one with the key to a well-paying job in the corporate structure. The fact that one holds a university degree is received as a signal that one conforms. This perception of the fact is a correct one — by and large. Most university graduates with a primary degree have been on the treadmill for eighteen years — since the age of five. The products of the professional and graduate schools have been at it even longer — some at long as twenty-five years. During this period they have written more examinations, read more garbage, and listened to more banalities than candidates for the elite posts in the imperial administration of Mandarin China. They wear short hair, stiff, white collars and pipes. They are affable and nod either sagely or sleepily. They seldom think and they never challenge. They have come out of a colonial system at an age when the average citizen of the Roman Empire had already died and they are such

good natives that the only fantasy alternative that their mind can embrace is the gatefold of Playboy magazine, which provides plastic sex for plastic people.

Recruitment and elimination in a sloppy political system

The university then, recruits and eliminates. The clever, the unscrupulous, the schizophrenic and the unprincipled can, and often do, survive together with the pedestrian, the banal, and the trite. However, the university is also able and usually does perform the latent function of eliminating from the potential ranks of management, profession and teaching, the creative, the dissenting, the talented, the sensitive, all usually characterized as brash, brazen, abrasive and flippant in a word, wholesome. Hence it comes as no surprise that it is usually the best students who have "trouble", who drop out for a few years or even permanently, who rebel and who try to transform. The university, however, is a sloppy political system. It is not efficient — perhaps that is why at least some of us, for at least some of the time, survive. In the same rubric, it is, in the words of a noted American political theorist, who shall remain unidentified, "a refuge and a base for subversion".

Information collector for a predatory society

Another important function of the university is the collection of information — information appropriate to the smooth and efficient running of a predatory and exploitative society which is obsessed with the accomplishment of Man's Mastery of Nature. Failing to recognize that Man himself is but a part of Nature and that its despoliation of thus nothing less than the denigration of Man, the agents of this ethos set about the domination of the environment, using pertinent information as technique only, i.e., useful only as a means to greater domination. Hence it is that our universities can countenance research into mind control, germ warfare and chemical armaments, to say nothing of instruments of mass destruction. Under these circumstances the preoccupation of social scientists with the analysis of the status quo and its central pillar stability and the incorporation into the university of purely technical subjects in the applied sciences is nothing more than the orthodox.

Students: The most exploited class in industrial society

Given the functions of the university, students today constitute the most exploited class in industrial society. The student is permitted a measure of personal emancipation from industrial discipline and promised the

Time for transformation and liberation



photo by Brown

only fantasy alternative embrace is the gate-line, which provides people.

Elimination in a term

recruits and eliminates the schizophranous, the schizophrenic can, and often the pedestrian, the however, the university does perform the rite of passage from the potential, profession and the dissident, the usually characterized and flippant in a it comes as no surprise the best students who rebel and who try university, however, is a it is not efficient — least some of us, for time, survive. In the words of a noted artist, who shall remain and a base for sub-

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exploited society

the university, stu- the most exploited . The student is per- personal emancipation e and promised the

reward of a deferred high income and the relatively more rewarding occupation in the professions. In return, therefore, he is compelled to acquiesce in his own doctrination, his political emasculation and his subordination to authority. For this privilege he is compelled to pay tuition, out of his own funds, or those of his parents, or from a meagre scholarship, and advised to toe the line, both intellectually and socially, if he is to survive the rite de passage. The absurdity is that society needs him desperately — out of the overcrowded labor market in his school years and in the role of manager, administrator, bureaucrat and professional when he has acquired the relevant skills and the appropriate attitudes. In return for an offer of a high income and high prestige at a later time he is forced to endure, while at university, the lowest standard of living in the society as a whole. The threat implicit in this relationship almost invariably works — any challenge to the status quo will result in failure to survive the rite de passage and consequent permanent relegation to the class of the expropriated and exploited.

Grade: Instrument for control of student class

The central instrument for control of the student class, within the university itself, is the grade. The astrological aura surrounding our current fixation with the quantification of quality would make even the Babylonians blanch. The notion that it is possible to fix a number upon an essay in politics, philosophy or literature is manifestly absurd. Yet faculty are required to do it — not only by the burgeoning bureaucracy within the universities and outside them, but also by students themselves who rightly recognize that the next forty years of their one and only life may well hang upon the difference between 69 and 70, even when the grade is for a course in Chemistry 101 and their major is Philosophy. It is only an outright rejection of this anti-intellectual and bureaucratic device (similar in design and impact to the South African "pass", which all blacks in that benighted country are required to carry), by the totality of the student body, which will free us from fetishistic enslavement.

Three estate hierarchy

However, in talking about the instrumentality for the control of students, it should not be forgotten that the core relationship, which makes this possible in the first place, is the very definition of the university as a three estate hierarchy in which the First Estate is the Administration, the Second Estate is the faculty, and the Third Estate is the Student Body. As long as this trichotomous distinction is accepted, students, and to a lesser

extent faculty, will remain subordinated in a fief type relationship. Instead of contemplating "tinkeristic" reforms in the form of representational participation, the whole pattern, in its entirety, should be challenged, both ideationally and actually. Student power and faculty power is surely negated by token and minority representation on decision making bodies. Such participation is welcomed by the establishment precisely because it emasculates. Transformation can be achieved only through confrontation, and then only where that confrontation is backed by power — which is the ability to impose penalties for non-compliance and to offer rewards for compliance. This leads on to the discussion, in the context of what we have said before, of Goals and Issues, Strategies and Tactics.

Goals and issues of transformation

The project is the transformation of society, nationally and internationally, in concept with the radicals and the revolutionaries of all countries. The character of our social structure, together with the extent and intensity of intellectual colonization, renders it probable that the central agency for the realization of societal transformation is the university. What we seek then is to transform the university, in conjunction with the transformation of society, in such a way as to make it of central importance to the vital issues and problems confronting mankind. This will best be accomplished through the reaction of the university as an environment for the raising of social consciousness, that is to say, for the education of its members, mutually and reciprocally, so that, in addition to, and complementing any necessary specialized skills they acquire, they attain a level of awareness where they can, in freedom and knowledge, contemplate immensely different, extravagantly different, social relations — anarchic utopias and utopian anarchies and by that contemplation, eventually act upon them, thus bringing such dreams within the purview of Man's will. From this, ultimately, will flow spontaneous endeavours by all men in our society to transform their own lives and environment, and hence the lives and environment of all. There is adequate evidence, historical and contemporary, to confirm that we are talking of actualities — not simply possibilities.

The immediate issue, therefore, becomes the full and free participation in its life of and by all members of the university. Participation is both the means and the end of transformation. In the process of attaining that transformation the following areas are crucial:

- 1) **Plant:** — the establishment, maintenance and expansion of the physical facilities of the university. In terms of the environment of the university and its relations with the neighbourhood, as we see from the experiences of the University of Chicago and Columbia University, this is of the greatest importance.
- 2) **Funds:** — The raising of Money and its allocation within the university. The quality of faculty, the range of courses available, the library facilities in different areas of inquiries and the amount and conditions of fellowships depend obviously on the distribution of funds.
- 3) **Academic Freedom:** — This issues arises both within the university itself and in the relations between the university and the government. It usually involves interference with what is being said, either inside or outside the classroom by either students or faculty. The most common violations of academic freedom in Canada involve the attempts by university administrators to suppress the student press and otherwise to control student intellectual and political activity.
- 4) **In Loco Parentis:** — While the latter should by now be a dead issue, we still have university administrations intruding themselves into the personal lives and behaviour of other members of the university — particularly students but sometimes faculty as well.
- 5) **The Curriculum:** — The range of courses, their quality, content and arrangement; the practice of grading; the institution of examinations; the role of faculty; library facilities; lectures and seminars; size of classes, etc. The participation of students in their own education is their own education. Together with the question of academic freedom, its preservation and extension, the transformation of the quality of contemporary university education is vital to this generation.
- 6) **The Power Structure:** — The over, as well as the tacit, relationship between the university on the one side of the corporations, the military, the police and the bureaucracy on the other. This relationship

becomes most offensive with the appearance on campus of recruiters for the war machine.

Strategy and tactics

The extent and role of student participation in the wide range of decisions and activities daily undertaken in any university is clearly not a matter for debate so much as it is a matter for action. The essential question is whether to mobilize, ad hoc and temporarily, around particular issues, to demand and exercise participation in common structures on a minority basis, or to seek a common forum in which parallel structures exist on the basis of parity. Most official student organizations have opted for anything but parity with the result that they easily have been outmanoeuvred, outflaked, outwitted, out-talked, and outvoted.

Courage, vision and will are central ingredients in social action designed to change established institutions — the willingness to take the risk of incurring the penalties which the establishment carries in its repressive repertoire, the capacity to perceive a future state which makes the present deprivations intolerable and possible penalties bearable; and the determination not to be swayed either by the invocation of symbols lauding a return to normalcy, law and order, "good government" or by the threats or actual application of penalties.

Invariably indifferent or passive students

Those who seek to stimulate social action in the university community should embark first upon a general education campaign designed to raise the level of knowledge and awareness usually flows a heightened social consciousness. The choice of electoral or non-electoral activity depends upon the tractability of the authorities, the issues which are at hand, and which move the campus, and the extent and intensity of social consciousness.

It is obvious that (should this ever be possible) action with the support of the majority of students, is the best basis for successfully making demands. Invariably, the Canadian situation is such that the majority of the student body is either indifferent or passively in support of the status quo. This condition is to be expected because of the effectiveness of the socialization process of which the student is the end product. Those who seek to transform, therefore, are almost invariably in a minority; they must act accordingly.

Techniques for social change

An examination of contemporary events, and their description in a growing literature, reveals a variety of techniques — as yet not fully refined — for bringing about social change and resisting repressive authority. These techniques range from petition and persuasion at the one end of the spectrum to civil disobedience and obstruction at the other. On a scale of escalation these techniques would move through the following; petition, picket, demonstration, march and rally, strike, passive resistance, obstruction and dislocation. It must be recognized and constantly borne in mind that sometimes only the most extreme acts will provoke the Establishment into those actions which make crystal clear and reveal completely the fundamentally repressive nature of its beliefs, structure and control. All social action should be considered with greatest care, in full consideration of the ethics of the action contemplated and the wrong that one seeks to right, the possible consequences for individuals and groups involved directly and indirectly, and the likelihood of success and failures as well as the forms that such failure may take. I flatly assert that the use of violence in certain forms and in certain circumstances can be and is justified. To assert otherwise is either moral snobbery or hypocrisy.

Our fear of man

We are enslaved by our conception of man's nature and our resultant fear of man. We must struggle toward the articulation of a Utopian vision and hasten to achieve its realization. In that passionate struggle we will transform and hence realize ourselves. In seeking the unattainable we attain it.

We must set ourselves the goal of liberating ourselves at home, in concert with those struggling to free themselves abroad. In doing this we must recognize that the world is nothing if it is not a madhouse, that the inmates must seize the keys to their prison from their wardens, thus freeing themselves from the mystification of the present and preparing themselves for their self-realization and liberation as they define their own future.

It will be said that I am pleading for Revolution. I am pleading for Man's creative realization of Himself as a Liberated Being

CAMPUS SOUND—OFF

Shane Belknap
Dorri Murdoch

What are you doing on Firmeus Squabb day?

Karen Nethercott

Arts II
As compared to Valentine's Day not too much.



Chuck McMurry

Arts III
Staying out of trouble.



Randy Alston

Bus. IV
Getting up at 6 a.m., eating steak and fried potatoes, running around the block, and collapsing in utter exhaustion.



Ted Ruddy

Grad Student
I'm having squabb like everyone else, I hope.



Bill Armstrong

Hon. Eng. III
I'm playing 43 man squammish.



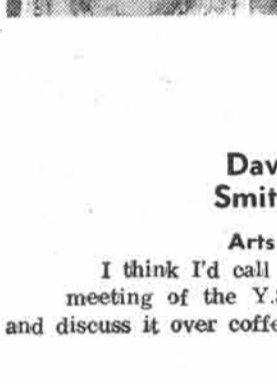
Norm Hart

Make-up year
I'm delving into the Gifner Poo.



Howard Davies
Arts III

I'm definitely baby-sitting.



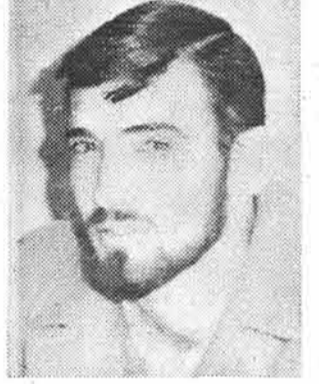
Dave Smith

Arts I
I think I'd call a meeting of the Y.S. and discuss it over coffee



Don White

Arts III
Swinging from trees by my tail.



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Regina administration attempts to censor radical press

REGINA (CUP) — The board of governors of the University of Saskatchewan, Regina campus, has declared war on the Regina student union as the ultimate step in a two-year campaign to establish censorship over the student newspaper, the Carillon.

Administration principal W. A. Riddell announced December 31 that the university board of governors would refuse to collect student union fees, and, in effect, attempt to starve the union into imposing editorial control over the paper.

The decision to stop fee collection was made without consultation with either students or faculty.

A board of governors press release explained the action by claiming the Carillon "has pursued an editorial policy clearly aimed at undermining confidence in the senate, board of governors and the administration of the university."

The board has tried to pressure the council into censoring the Carillon for over a year, a student union statement explains, but the council has resisted, claiming the board has no right to interfere in student affairs; the allegations against the paper are untrue; and control of the Carillon by the council might be used for undemocratic purposes.

The student council has warned the board action may be the result of pressure from the provincial government of Ross Thatcher. "It is no secret that Ross Thatcher has little love for students," the statement said.

The statement is part of a three-page letter sent to all Regina students, who had not yet returned to the campus from Christmas holidays. Also included in the letter is a break-down of the union budget, and a statement of support for the union from both the men's and women's athletic boards at the university.

The board action has been criticized by Saskatchewan opposition leader Woodrow Lloyd, who said it had "neither the right nor the obligation" to halt criticism at the university.

"When authority resorts to such throttling it violates the general public right of freedom of speech and freedom of assembly," he said.

Regina faculty association president Reed Robertson has termed the move "stupid" and "silly" and accused the board of "using a fiscal sledge-hammer to impose censorship."

STARVATION TACTICS

The students have called an emergency general meeting for Wednesday to consider the board action and develop further strategy for the union. The board's starvation tactic is also expected to be discussed at a meeting of the executive of the Regina faculty council the same day.

The student council has already rejected the board's decision, and has promised to fight the affair to the finish.

A five-point program adopted by the union calls for public education on the issue, the freezing

of all expenditures not involved with union defense, mass meetings on the campus and contact with other groups including Saskatchewan farm and labor organizations and the Canadian Union of Students for financial and moral support.

The student union accused the board of governors of opting for "a policy of confrontation rather than negotiation" in connection with the issue.

In a press statement, the union termed the action "an infringement of the legal rights of the students to organize an independent union under student direction and free from outside control. It is an intolerable attempt to impose censorship on the Carillon and to deny the students their right to a free press."

Although the board has made no effort to pin-point its objections to the Carillon's editorial policy, an identical threat to the union was made by Riddell last March.

The threats followed closely upon an issue of the Carillon which broke the story of a \$1,000 student loan granted to Allen Guy, presently minister of public works in the Saskatchewan government. At the time of the loan, Guy was drawing an MLA's salary. Accusations were levelled at Riddell during the incident, claiming he had attempted to stop the printing of that issue of the paper.

PRESIDENT ATTACKS PAPER

Riddell and the board confronted the student council following publication of the story with threats of non-collection of student fees. The issue, according to Riddell, was "the effect of the editorial policy of the Carillon on public opinion towards the university."

The Carillon was following — and still follows — a consistent editorial policy of opposition to the provincial government's proposals of changes in relations between the government and the university, student loan policy, and budgeting policy toward both Saskatchewan universities.

The board's threats ceased after the Carillon's case was taken up by an academic freedom committee of the Regina faculty council. The committee issued no report.

This year, the Carillon incurred Riddell's wrath when it disclosed top-secret plans for cut-backs in the university budget for the 1969-70 year; which will either limit enrollment or cause a steep rise in the student faculty ratio at the university. The budget cut would also virtually eliminate night classes and halt expenditures on laboratory facilities and equipment.

At that time, Riddell accused the Carillon of "gross irresponsibility" in reporting the budget situation, and said that if he could find the source of the leak, "heads would roll."

The board's decision to starve the union to a settlement came as a complete surprise both to members of the Regina student council and to members of the

Carillon staff, who had concluded a verbal agreement with the board to collect fees for the coming semester. The council is currently studying legal action against the board for breach of contract.

The board's decision, according to the press release, is not irrevocable. "The door remains open for discussions and negotiation between the student union and the board. Any new arrangement, however, will have to be based on clear-cut understandings and agreements."

CENSORSHIP SUGGESTED

A subsequent interview with Riddell revealed that these "understandings and agreements" would have to include the introduction of a "policy board" to set editorial policy for the paper. According to Riddell, the board could consist entirely of students.

"This is not the idea of introducing censorship," Riddell said, "but there is a difference between criticism and what the Carillon is doing."

Riddell has stated that he "does not care" what actions are taken by the Regina student union in response to the board actions, and that he will give students "plenty of time" to bow to the board's position.

"It will be very interesting to see what support they have and where it comes from," he said.

He also claims no responsibility for any escalation of the conflict which may occur, including the possibility of a student strike, now being considered by the union.

Some members of the Regina students union have suggested that the board's sanctions against the union may be designed to draw attention away from the full extent of the budget cuts, which will be delivered to the university within the month. The possibility of tighter budgeting has already caused some unrest among faculty at the university, where in one department professors are already paying for student help out of their own pockets.

PAPER BLAMED FOR EVERYTHING

Riddell has also said he feels the Carillon has had a bearing on the lack of response to a university capital fund drive, conducted as a result of provincial refusal to provide money for the necessary expansion of the Regina campus.

Although admitting later he thought the issue was a "red herring," Riddell has also told the commercial press in Regina that one of the main reasons for the board's action was the Carillon's "obscenity." "The last straw" for the public, he felt, was the latest issue of the Carillon, which showed a drawing of a human birth intermingled with the features of Ho Chi Minh.

In an interview, Riddell admitted that his conclusions about the community's attitude toward the Carillon were largely based on his own contacts within the community.

The editors of the Carillon have

repeatedly denied the obscenity charges, and say they follow a policy of deliberately keeping obscenity out of the paper.

No obscenity or libel charges have ever been laid against the paper.

The Saskatchewan board of governors, which also dictates operations of the Saskatoon campus of the University of Saskatchewan, has never found criticism easy to take. Last March, the student

council at the Saskatoon campus was forced to apologize to the board for an editorial printed in the campus paper, the Sheaf. The editorial drew an analogy between the board of governor's handling of university affairs and a pimp handling prostitute-client affairs.

At the time, it was rumored the board would retaliate by forbidding the inclusion of a pub in the new students union building on the Saskatoon campus.

Kulture korner

by Don Baxter

Culturally speaking, (man, what a gorgeous phrase), the activities of the new year on campus look great. The Cultural Affairs Committee has sponsored an art exhibit, being displayed till Jan. 23 in the library. Titled 'Cityscapes of Early Canada', it consists of line engravings, water colours, and other techniques used in publishing before the widespread development of photography.

By the way, it was great to see and hear the WLU choir on CKCO TV, Christmas Day. The precision and control Professor Kemp brings out has to rate this choir as one of the best of the area. I wish Eileen Shelle had chosen a more standard Christmas song than the two Spanish Carols she did sing, — maybe my attitude is too waspish. At any rate she sounds as good on the boob tube as she does in live concert while her flaming pink dress almost showed up on our black and white screen.

However, back to the future, the Cultural Affairs Committee has another event coming up. Jan. 16, in 1E1, at 2:30, Modern Music Afternoon features the Robert Aitken Trio from Toronto. Each year, the C.A.C. will be bringing music of different periods to campus — last year it was the Medieval Consort. However, this year, the musical period is modern-plus. The trio specializes in the latest musical forms and techniques with the accent on Canadian composers.

While the programme may sound high-brow, it is not geared to the electronic incrowd who dig John Cage and the boys. It should appeal to anyone who might be interested in the very latest musical tastes and techniques and wants to see where music is heading. Many of these techniques are being exploited by folk and acid rock groups at the present time, so they are not restricted to so-called Straight Stuff. Chances to see and hear this type of music do not come often, and besides this one is free. It is guaranteed to be different.

GRADUATING IN 1969?

Have you submitted your application?

Convocation list and diplomas are printed on the basis of information you give on your application and must be sent to the printers early in February, so be sure to submit your application before February 1.

Your program of studies is not checked by the Registrar's Office until application has been submitted.

A night at the Fat Angel: Kids question today's society

by Bill Pattie

The room is small. Through the smoke, one can distinguish that the room is painted in varying shades of blue and green. Low round tables sprout from the floor like mushrooms.

White curtains hang limply, covering grimy windows which overlook a bleak, cold stretch of King Street. A juke-box throbs. Over its mourning, strains of conversation can be heard. This is The Fat Angel.

A PLACE TO GO

What is "The Fat Angel". A club? A coffee house? The "Angel" is neither of these. It is a drop-in centre for kids who have nowhere else to go.

One boy summed up the "Angel" very simply, "It's a hang-out."

"The Fat Angel" was instigated a year ago by Steve Beatz. He was not available for comment.

Doug Porter, one of the staff members of the "Angel", explained that it was supported by funds from the local business men. Although there is a small concession booth, Porter explained, "The Fat Angel has never been out of debt, and probably never will be."

THE STAFF

"The Fat Angel" is staffed largely by university students on a volunteer basis. There are no special qualifications needed to work in the place. However, Anne Marie Racz, another staff member, explained, "Although one needs no special qualifications to work here, all future employees are interviewed intensively to assure that they have the proper attitudes."

Ben Bacino, another of the staff explained what he considered "the proper attitudes."

"The attitude that I would consider most necessary would be that the person be willing to communicate. We don't want the type of person that thinks he can save the world in an evening."

IT'S A TEAM EFFORT

The staff is set up in "teams." Doug Porter explained this concept of "teams" while engrossed in a card game with two girls.

"The 'Angel' is open four nights a week — Thursday, Friday, Saturday and Sunday. Eight to ten staff members constitute a team. Each team is given its own evening to work. This way, everyone knows exactly when they work. There is also a captain at the head of each team."

PROBLEMS

When asked about problems, Porter said that there were "surprisingly few." "We had quite a fight here one evening and we had to close up early," Porter said. "There isn't much of that though."

Porter went on to explain that their biggest problem was overcome last year. That problem to which he referred was trying to get a hall. "There are so many regulations and qualifications which must be met. But we have this place now!"

"The Fat Angel" is located at 210 King Street East, in Kitchener.

PURPOSE

Porter explained the purpose of the "Angel" quite simply. "I don't suppose that we really have a set purpose. The purpose depends on the crowd. Everyone does their own thing. Our purpose depends on what happens each night."

MEET THE GANG

At first glance, the crowd at the "Angel" might strike terror into the hearts of the mild-mannered. A goodly portion of the group was comprised of members of the various gangs — Lucifer's Legion, Satan's Choice, The Fourth Reich.

There are also "loners" who just sit silently, watching through a veil of smoke. There are high-school students and drop-outs.

DON'T THINK

"What do the kids themselves think of the 'Angel'?" One of the boys had this to say. "I don't know what to think of the 'Angel.' I never stopped to think about it."

His friend didn't even bother answering the question. He just shook his head. Turning to his



photo by Samm

friend, the boy said, "let's go to the pub." They continued sitting there.

"I like the place. I think it's neat. It gives me a chance to meet people." This comment was given by a fifteen year old brunette who attends St. Mary's High School. Her friend sat doddling on a magazine. "I wish that there were more places open," she said.

One boy told me that he had been coming to the "Angel" quite regularly for the past few weeks. He chuckled at a girl across the table. She lowered her head. She may have blushed.

A member of Satan's Choice seemed quite jubilant that his twenty-first birthday was coming up. "Then I can do anything, man!"

IT GET'S IN YOUR SYSTEM

This is "The Fat Angel," Porter said, "It get's in your system."

"One girl!" Porter said, "worked here for half a year. She had to get a job. The evenings which she worked happened to be the same as the ones which she was to work here. She can not keep away. She still comes here after work."

"The Fat Angel" cannot be explained, it must be experienced.

No Big Thing

by John Kuti

I have received a letter from one of the faculty concerning the teach-in in February. I am quoting it here in full so that I might point out what I feel is a very shallow appraisal of this project. I am doing this in hope of changing the view of this faculty member who I am certain is very concerned about education at this school. In this way, I also hope that others, both students and faculty will realize what a worthwhile undertaking this teach-in can be. The letter reads:

"I should like to make a comment or two upon this list of topics in addition to stating that I have no intention to give up valuable class time for so ill-defined a project as this one appears to be.

The type of questions for discussion is "loaded". Of the 39 listed, some 10 are directly aimed at the faculty with strong implications that the faculty is pretty poor. Yet I see only two which hint that perhaps part of the trouble with this university lies with the students: perhaps here the most pertinent question asked is whether the standards (defined by me as admissions standards) are too low. Why not ask about the motivation and aims of many of the students: have students here ever thought out what an education is for? have they ever given serious thought to their role in society? do they take advantage of the opportunities which already exist for self-education within the university apart from courses? Instead of assuming that the system is wrong, it might be more appropriate to ask whether students are expecting the system to do things for which it was never intended. There are many approaches beyond the ones this sheet suggests.

Besides all this, the serious questions you pose have been posed for a long time, at least once in every generation. I hope you are not under the illusion that they are something new. They will still be posed a hundred years from now and not because they went unanswered at this time. They are simply perennial problems: the only difference is that you wish to structure answers."

First of all I would like to agree that I hope this project does structure some answers to the "perennial problems of education." The purpose of the teach-in is to get away from a "once a generation" reappraisal of our institutions. I am not under the illusion that these problems are new. In one of my readings on education, one professor said he felt it was very disappointing that only a tiny fraction of the energy teachers direct into criticisms of their subject discipline is ever channelled into criticisms and analyses of education. It seems to me sad but true that the time for educational reform is never ripe until it is rotten.

I admit some questions were "loaded against the faculty." This was not done to infer incompetence but to try to come up with better educational methods and structures. This teach-in was not meant to be a reciprocal head patting but a serious attempt to determine some of the problems that this institution, as most institutions, could attempt to solve.

I must point out there are at least 8 topics directed at students but regardless of these questions, question 38 completely throws open an individual's choice of a topic.

As this faculty member aptly points, "There are many approaches beyond the ones this sheet suggests."

My assumptions are easy to state. I assume this school can be better and that this institution could use a far greater definition of those things for which it was intended.



photo by Samm

SDS: Student movement or bowel movement

by John Kuti

"You are being refused entry to the United States because you will be participating in activities not in the best interest of the United States Government."

This was the greeting we received at the American border at Detroit by a rather corpulent immigration officer. We made the undeniable error of telling him that we were going to Ann Arbor, Michigan for the National Conference of Students for a Democratic Society.

We asked him who decided organizations were not in the national interest. By this time seven corpulent humorless officers had formed a phalanx in front of us and accapella sang off the rhyme about their mandate to interpret such things given them by the Minister of Justice "How can we appeal this?" we meekly inquired. "You can ask for a hearing in a week or so and if you lose you are barred from the U.S. for one year."

Rising to the challenge we forthrightly asserted, "Oh! Well we'd better be going."

When we took our rejection slips in to the Canadian immigration we asked how binding this refusal was. They told us that it was just a local refusal and we were free to try any other border crossing.

We drove up to Sarnia, manufacturing a God, mother and apple pie story on the way. They didn't even ask us where we were going. What a cheer arose as these Lutheran wetbacks turned on to route 24.

The campus of Michigan State University was rather impressive. The football stadium seats 100,000. The residences are 10-20 stories, rather impressive.

After wandering aimlessly about, we finally tracked down the SDS conference. My first impression was a combination of amazement, surprise and discomfort. There I was in my bourgeois suede jacket and there they were in their revolutionary disarray. Army jackets with pictures of Marx on the breast pocket, plain shirts, clean but unironed, plain slacks, plain everything and hair that last saw the bourgeois spikes of a comb in the summer of '62. And that was the women. Revolutionary sex has to be spiritual. It doesn't have great physical attractions.

The literature available was most impressive. The general run-of-the-mill Marxist-Leninist writings, goodies from Trotsky, and their own literature from the Young Socialist Association, Progressive Labour, the General Mobilization, The Radical Education Project as well as radical newspapers, such as the militant Second City, the Hard Core, New Left Notes, Task Force.

These newspapers reflected what one member of the Progressive Labour Party said: that SDS is not a revolutionary group but an anti-imperialist, anti-racist organization.

It doesn't have a real analysis of the society in the United States. This was also brought out in a plenary speech by Bernadine Dohrn, inter-organizational secretary for the SDS.

The first person we heard address the 500-700 people in the Plenary was Mike Klonsky, the National Secretary.

The theme of his speech was that SDS should broaden its base to include high school students, young working class people and soldiers. The language of his speech was rather interesting. His jargon was very anal. "We have to tear down the shit." "That's a lot of bullshit."

It must be noted that Klonsky was not very representative of the rest of the people that spoke.

Almost all of the people that spoke at the plenaries were brilliant, articulate, deadly serious, dedicated young people.

The agenda before the plenary was rather formidable. They fought over a proposal by Klonsky, who said, "We must realize our potential to reach out to new constituencies both on and off campus and build SDS into a youth movement that is revolutionary."

The next item on the agenda was discussion of two proposals on fighting racism. They also discussed Inauguration Day protests, liberation of women, a work-in proposal by the Progressive Labour, the young militant off-shoot of the American Communist party.

The interesting difference I found in the proposals submitted to Plenary and those I have heard at after conferences were the detail of the tactics that must follow their analysis.

Klonsky's analysis was centered on Marxian class contradictions. The tactics following are:

a. SDS organizers should direct the focus of their energies to organizing on campuses of working-class colleges, community schools, trade schools and technical schools as well as high schools and junior colleges.

b. SDS should move towards the building of alliances with non-academic employees on the campus based on struggle against a common enemy.

c. We should move into the liberation struggle now being fought inside the armed forces and take an active part. Up until now we have only paid lip-service to that struggle of mostly working class youth.

d. Attacks on the 2-S draft deferment should be organized and students should be discouraged from taking a 2-S.

e. Some of us should move into factories and shops as well as working-class communities to better understand the material oppression of industrial workers as well as bringing to them the dynamics of the youth movement.

f. Attacks on the war in Vietnam and university complicity should be continued and intensified. The Vietnamese are carrying on a vanguard struggle against the American ruling class and we must not fail to support that struggle.

g. Attacks should also focus on the university as an arm of corporations that oppress workers. Corporations that exploit workers should be fought on the campus. (Aside from producing napaem Dow Chemical Co. has plants in 27 countries of the third-world and is among the largest of the imperialists).

h. SDS should support the struggle for working-class control of the schools.

2) ATTACK INSTITUTIONAL RACISM

We must view the university as a racist and imperialist institution which acts as the brain center of repression against liberation struggles. Programs should be developed which aggressively attack it as such and attempt to stop it from functioning in this manner. Targets should include:

a. Police institutes on the campus.

b. The real estate establishment (The University of Chicago is among the largest slumlords in the city.)

c. Centers for counter-insurgency (domestic and foreign) including research and planning centers and sociology and education departments which teach people racism so that they can help defeat the struggles of blacks.

d. Racism in the class room, especially in high schools where students are forced by law to sit and listen to racist distortions of history.

e. A fight should be waged for the admission of black and brown students to help wage the struggle against racism on the campus. Blacks are carrying on the most militant of fights both on and off the campus and more black admissions means a more militant student movement. We must also expose the racist and class nature of admissions systems and the high school track system.

The tactics were equally well defined in the anti-racist proposal submitted by San Francisco State. The proposal was accepted in a very close vote that demanded a role call of delegates. The role call was interesting because delegates were called by School and first name because of security reasons.

Two Inauguration Day protest actions were presented. The differences in them were mainly strategic position considerations. The one called for peaceful assembly at the South Vietnamese embassy and the offices of the International Police. The other peaceful assembly was to take place behind the Dept. of Justice. The Negro caucus of SDS issued a statement that because any such protest would bring repression on the black community in Washington. The Blacks would feel justified to retaliate on the SDS in any way they felt necessary.

The Ignatin proposal for the liberation of women was partly drawn from a class analysis. But their was a move to bring the women's proposal forward on the agenda, women speaking against bringing it forward were met with cries of "Auntie Mame" from the other women. The tactics were basically.

1. Launch fights around curriculum and organize in classrooms to expose how the schools reinforce the male supremacist definition of "woman's role." Challenge the counseling practice of steering women into auxiliary occupations. Demand the teaching of the history of women's struggles for liberation. This should be carried out in the context of on-going programs which challenges course content and direction.

2. It is necessary to begin the struggle for women's equality in educational institutions where working class women are trained and socialized. Within the context of work in the high schools, state schools, teacher's colleges, junior colleges, and trade schools, emphasis should be placed on beauty schools, secretarial, nursing and other job training schools for women.

3. We should launch a campaign to bring the wages of women student employees of the university up to the level of men. This must definitely not be subordinated in a general struggle to raise wages of all student em-

ployees, nor should it be postponed on the ground that it would divert attention from the just demands of all employees, male and female. The central question is oppression — the general oppression of all student employees and the special harsh oppression of women student employees. In some cases, tackling the especially low level of women's wages may prove to be the key to solidifying all the employees and winning improvements for all. In general, it would be better to raise the two questions side by side, with equal emphasis; but in no case should SDS challenge the low wages and bad conditions generally without especially challenging the especially low wages and bad conditions for women.

These proposals were hardly met with solidarity of the SDS members. The executive of SDS who in general formed policy, were felt by many to be too moderate, revisionist other than revolutionaries. The racial portion of SDS are the 1,000-2,000 members of Progressive Labour who attack, quite naturally, with very Marxian attitudes and tactics. The rest of the 98,000 members of SDS were generally felt to be little more than anti-imperialists just out of the unfashionably elitist student power ethic. The hostility was very sharp between the SDS members and the PL. The comic relief was supplied for these very serious young people by the anarchists who would periodically jump up clapping and shouting, "Youth, hippie, dropout, freak!"

The plenary sessions usually lasted from 12 noon to 2 in the morning with one break for dinner. I must admit that the jargon was both confusing and boring. They were very prone to use words like bourgeois, imperialist, racist, capitalist, working class, over and over again to the point of sheer tedium. It was at times confusing because of organizational initials that meant something to everyone but our little group of sheltered Canadians. It took me almost a day to learn the SDS jargon for hippie is mother-fucker. I immediately drew from this the conclusion that the SDS has less than bountiful affection for hippies.

After Monday night's plenary we drove home. We skulked out of Ann Arbor after one of the people in the car shouted anti-revolutionary statements out of the windows.

We crossed the border at Detroit. As usual it felt better to be in Canada than in the United States.

B-Ball Hawks bow to Western

The basketball Hawks extended their non-conference losing streak to four games last Saturday by suffering a 95-74 defeat at the hands of the University of Western Ontario Mustangs. There is always tremendous rivalry between Lutheran and Western but this year's game was particularly a grudge match. The Mustangs are the defending Ontario-Quebec athletic association champions while the Hawks are defending their Ontario Intercollegiate Athletic Association crown. During the season last year each team defeated the other once but the Hawks beat out the 'Stangs in the Canadian Championship tournament. This made last weekend's victory taste even sweeter to the Mustangs.

Western entered the game fresh from their victory in a

tournament held at Carleton during the holidays but the Hawks were making their first start since December 7th.

The Hawks rustiness was obvious in the first half as the Mustangs quickly jumped into the lead and carried the play for the rest of the game. Mainly by virtue of some hot outside shooting the Mustangs had a 49-31 lead at half time.

The Hawks looked as if they could pull it out early in the second half when their full-court press stopped the Mustangs cold and Bob Bain and Sandy Nixon began to regain their shooting accuracy. They narrowed the margin to 6 points but the rally was short-lived as the Mustangs were able to adjust to the press and the Hawks ran into foul trouble.

Despite being fouled out Bob Bain was the leading WLU scorer with 25 points followed by Nixon with 23. The Mustangs have an experienced team with plenty of depth and all five starters scored in the double figures. Jim Halowachuck was the high man for the game with 28 points.

In the preliminary game the Junior Varsity Hawks played well but were nipped 63-59 by the Western Colts. Mike Reed and Steve Shaver were particularly impressive for the baby Hawks scoring 18 and 14 points respectively.

The Hawks' next home game isn't until the Laurentian Voyageurs migrate south on January 18th. In the meantime they take on St. John Fisher College in Rochester on January 10th and play at Osgoode Hall on January 14th. St. John Fisher beat the Hawks twice last year and with Sol Globber in the line-up the Osgoode Owls look like the Hawk's most dangerous league opponent this season.

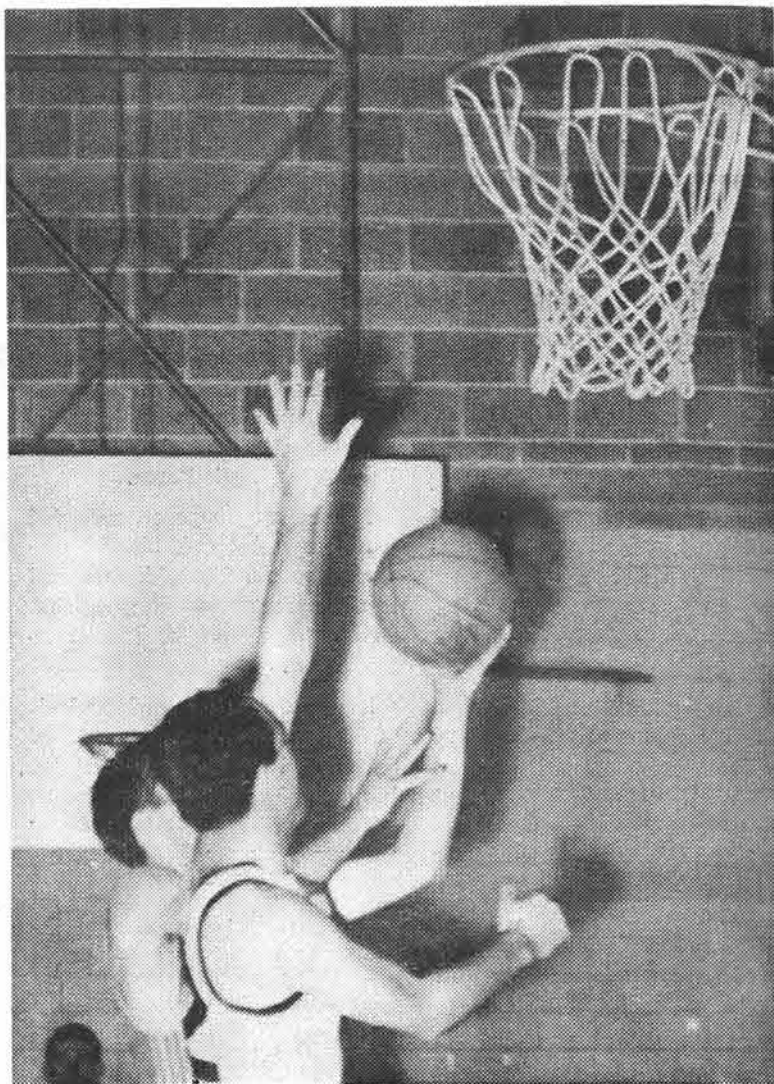


photo by Atkins

Carnival news

Calendar of Events and News from Winter Carnival '69

- Finally - tickets on sale - Mon., Jan. 13 in front of 1E1!
- Tues., Jan. 21 - for the sports fans, a basketball game at TA.
- Wed. - a swinging animal dance - Wilmer and the Dukes - \$1.50 single, \$3 couple.
- Thurs. - the fabulous Diana Ross and the Supremes - KW Auditorium 8:30.
- Fri. - the Miss Canadian University Queen Pageant - 33 contestants - \$2 couple - 8 p.m. sharp - televised live by CKCO for the first time this year.
- Sat. - 11 a.m. (yes a.m.) Gymkhana - classes: European, American, studded tires, female competitors - 2 courses - trophies.
- Sat. - 11:30 a.m. Broom ball games (bring your own broom) - sign up at Carnival office - members of winning team get WLU beer mugs - All winners of all outdoor sports win beer mugs.
- Sat. - 11:30 - Chariot race - Chariot? - anything - toboggan barrels, boards - teams of 1 rider, 3 pullers - course: 2 lengths of practice football field - you can do it!
- Sat. - 12:30 - car smash - possibly some personalities from the world of racing - remember Bill Brock and Craig Hill with competition Lotuses last year?
- other sports: snowball accuracy toss; egg throwing; 4-legged race.
- new event this year: girls powder puff football in the snow.
- toboggan slide similar to the

- one at Quebec's Winter Carnival.
- ski-doo's available Sat. on the sports field.
- build a snow sculpture and win a cash prize! - all clubs, organizations eligible to enter.
- Miner's Lunch - 12 Noon - don't forget lunch between the sports. Meal card or \$1.
- 2:30 - Hockey game - free with student's card.
- Mardi Gras - grand finale - \$4 couple - 4 swinging places - TA: Major Hoople and The Bed Tyme Story, Dining Hall (in a saloon setting) Adam Saunders, West Hall: easy listening to Don Crawford, Mezzanine: games of chance and beer (a chance to use all those beer mugs you won in the afternoon sports activities).
- FREE FREE FREE during all 5 big days of Carnival - informal entertainment by Don Crawford, folk-singer and satirist - see him in the Torque Room, Dining Hall Mezzanine - he's exciting and versatile.
- Winter Carnival will be tied in with the Kitchener Winter Fest being held simultaneously.
- don't forget to see the results of the beard-growing contest at the Miner's Lunch on Saturday. Who is the Hairiest male at WLU?
- this year's theme is Klondike Days - prepare your costume for the Mardi Gras accordingly!
- one last point: tickets go on sale Mon., Jan. 13 in front of 1E1. Get yours quickly for the highlight of the social year at WLU!!
- see you at Carnival!

New rules for Women's Res.

Women in residence were given new freedom recently when regulations were eased slightly. These changes resulted from negotiations among Housing Rules subcommittee.

Curfews have been extended and girls may receive visitors in their rooms Sundays from 1 pm to 5 pm every other weekend, beginning this weekend.

Present legislators are cautious about giving students too much rope. "It's very much easier," said Dean Brandon, "to extend privileges of any kind than to withdraw them once they are given."

WLU's powder puff bowl

Girls! Now is your chance to show the men of this school that you can throw your weight around. During Winter Carnival the Women's Athletic Association will be sponsoring a Powder Puff football game between on campus (Women's Residence, French House, Grad Residence) and off campus girls.

Members of our champion Golden Hawks football team, Doug Strong, John Kruspe, Mike McMahon and Paul Gray, have offered their abilities to fill the positions of coaches, trainers and

referees. Coach Knight has volunteered equipment if needed and offers the girls his best wishes.

The game will be played Saturday afternoon of Carnival and at present the plans are to make it "tackle football." It will be a highlight of the afternoon's sports events and should be lots of fun for those directly involved as well as for the spectators.

Sign up on the posters in Women's Residence and outside 1E1. Practices will be scheduled by the coaches within the next week.

VOTE YES

COUNCIL CONSTITUTION REFERENDUM

Wednesday, January 15

and

Thursday, January 16

10:00 a.m. — 5:00 p.m.

For students in residence — Poll in residence

For all other students — Poll outside 1E1

VOTE YES

WANTED:

Volunteer Nursery School Teacher to help at Kitchener Y W C A Wed. mornings. Call Mrs. Rahn 744-1711

VOTE YES

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