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"CORD-IALLY"

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RIGHT OUT OF THE HORSE'S MOUTH

by Catherine Erb

I am a Freshman at Waterloo College. I don't attend classes, never do an assignment, and, even though I don't utter a word, I arouse curiosity and curiosity is aroused in me. "I" am the Girls' Common Room!

Through my few months of existence, I have learned to be a good listener, a virtue seldom found in any woman. Though I myself have never come in contact with the outside world, I have received first hand information on current events (take the floor, Madame Social Worker!); risqué stories (one's as bad as the other); and affairs of the heart (Dorothy Dix has nothing on the Diamond Dolls!).

I am situated just off the main crossroad of corridors, opposite the men's faculty room. At approximately 9 A.M., my mouth is forced open, and is fed in the persons of the day girls. I cringe as the short plump one throws herself on one of my softer furnishings; I squirm as a redhead grinds a cigarette into my base; I recoil as lanky heaves an apple core in the direction of my disposal unit, and splashes and stains my inner wall. No sooner has an enlightening conversation got under way on THE editorial of the News Weekly when a bell interrupts the train of thought—bedlam results—my port is again heaved open, and I am invaded by more of the faithful huntresses. For twenty minutes my walls expand, my

muscles strain, my ears are opened, my green walls blush as a traveller spels forth the latest mode of narrative amusement.

Any time from 10 A.M. on, the lunches (or is it breakfasts?) begin to appear. The munching of food drowns out the grumbings of the tummies—and such food! The thin blonde ravenously eats her half-loaf of sandwiches; another (blonde) tries to satisfy her need of nourishment with that filthy weed which causes my inner regions to choke (thus my windows are thrown open and the noise of clacking teeth sounds—"Close 'em"); to top it all the crunching of bunny food is a sound that I can still hear.

And then the entertainment at noon, (they had thought of a peep show to raise money), and once again I am full to bursting, and vibrating from exploding laughter caused by Damnyankee and all her murder of elocution.

The unpredictable day goes on; I am transformed into a bomb shelter (with the thought of atomic attack), or a session at the U.N. (they would revolutionize the world—BEWARE), or an afternoon soap opera (the "What to do with John's other wife" type).

The bell again comes to the rescue. Some cutting their way through the grey, some go gasping for the fresh air of the corridor, but alas, I, the Girls' Common Room, must stay, suffering all "the slings and arrows of outrageous fortune".

Smiles'n Chuckles

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CORD STAFF

Vol. 29, No. 4

March, 1954

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"Just a second, Dear! Let me get it
in before you take it out."

EDITOR'S NOTES

ON THE COVER

This issue's cover was designed by our Art and Photography editor, Alan Rayburn. It is a modern version of the college crest, portraying it on two different planes, with the artist's conception of the 'modern man' uniting the two.

FIRST-TIME CONTRIBUTORS

Cathy Erb presents a humorous version of what the Girls' Common Room would say if it could speak.

Dr. Wright, the head of our psychology department, is an expert in his field and has written an interesting and comprehensive account of what psychologists study.

Four of our European students, **Toivo Hakkinen**, **Henk Visch**, **Johnny Mergler** and **Eberhard Schwantes**, have contributed short, pointed articles on education in their respective countries.

Gerard Daechsel has written a fiery argument against censorship, in contrast to Jim Hummel's fine defense of it.

Dave Armstrong, has written his first article for the Cord, in addition to contributing another of his 'unusual' poems. This article is about-something . . .

Waldo Ryerson, next year's Static editor, offers a preview of things to come in his article on curling.

INTERNATIONAL AFFAIRS

Marcel LeBlanc, president of the Student Council and Chairman of International Affairs of N.F.C.U.S. at the University of Saskatchewan, has written his account of the student conference in Istanbul.

FAREWELL

This is the last issue of the Cord to be published by the present staff. The editor takes this opportunity to express her appreciation for the fine co-operation and assistance of the staff members during the past year.

Good luck to the next editor, Glenn O'Connor and the new staff!

Static

Early this past month a firebug got busy at a house behind our dining hall. When I got out of bed that morning and looked at the campus, I actually couldn't tell the wood from the trees. I knew I was bleary-eyed from extra-curricular activities the night before, but this was a little too much. The smoke was pouring around the corner to beat the band.

My only thought was -----, there goes the porridge burned again, but unfortunately, I was wrong. When I reached the kitchen, there, before my eyes, stood the usual 500-gallon economy size pail of mush, and everybody wallowing as usual.

I never did find out what the smoke was all about. Probably a little book-burning on the side.

Here's a revolting development. Next year guess who's going to be editor? You're right—I'M!! I figured an announcement like that would rot a few socks; so hitch up your expectancies, my public, because next year I'll flip your kidneys and anything else that happens to be floating around.

I haven't quite decided what I'll do to —pardon—with the Cord yet, and I don't need any suggestions. Besides, that one has been mentioned several times already this year.

I did have a couple of exotic ideas about things, but don't think I'll air them here. You can have your strokes next year, when the term is young and there's still time to recuperate for finals.

Speaking of finals. What do you know?

Oh Alumni, I have news for you. You are no longer on the receiving end of the Cord, as of next Fall. There'll be a very special line for you graduate type individuals. It will be a strictly informative type directive, with "flag waving" galore and not much of anything else as I see it. That is, I, myself, personally.

It's tough bananas, but that's the way it goes. If you're interested, you could say so. Huh?

Last month there was an Alumni dance, just before Valentine's Day, and

a hockey game prior to the dance; the Alumni taking on the natural born students. Well, it goes without saying that the Alumni lost out. When one gets to be as old as a Waterloo grad, it's natural to expect such a performance.

To ease their pain, there was a tremendous spread after, and everybody stuffed themselves beyond recognition, which is a good thing ----- the way I see it.

Anybody remember Al Scott? He is one of our Alumni out in B.C. Well, he dropped me a line last month. Seems he's shackled up at Union College, on the last lap of his theological sprint. He still reads the Cord when he's real hard up; matter of fact, so do I.

We're studying genetics in Zoology 20 this month. What a time; and the questions they ask! Here's a for instance—Q. A cross-eyed man, with a hooked nose and three marbles missing, marries a lame-brained woman, with a bald head and blood-shot eyes; they have a pigeon-toed daughter with blue hair and red eyes. What brand of whiskey does the father's mother drink?

I must admit that this is one of the simpler problems, but you get the idea.

I neglected to mention that I have chosen myself an assistant, and an assistant's assistant to the editor for next year. They are Scott Martin and Wayne Homer. I won't tell you which is which, because neither one of them can speak English anyhow; so no matter which post the other fills, it'll all be the same somehow.

Anyhow, they're new blood, and they have lots of it which is something. I think.

Did I mention the Male Chorus last month? If I did, it won't hurt to say it again. We have a few dates or rather—engagements ahead of us. On March 2nd we sing over C.K.C.R. and the night before that, we perform at our College Talent night. Terrific, eh? We are our usual melodorous selves. (Forgive me, Jim). Well, pip pip, and all that sort of rot.

THE MAN ON THE CORNER

by Dave Armstrong

(1951, Revised Jan. 1954)

Standing upon a wet
corner, he rattled his
keys, and absently
jangled the change in his
pocket.

"May I have some money
for candy?" said Johnny.

Unaware of the rain that was
tapping impatiently
'gainst showcase windows, and
sliding from flying
umbrellas he stood.

"Only one chew of licorice
really", said Johnny.

An ominous warning was
struck by the clicking of
two office boys on the
windshield; (they carried a
message of moisture,
incessantly racing
across the smooth glass then
returning.)

The car hurried by—
on the grill plastered
blood and small guts which were
Johnny.

Vacantly staring, the
man on the curb
jangled the change in his
pocket.



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IN PSYCHOLOGY, THREE VIEWS - Mentalistic, Behaviouristic, Personalistic

by Dr. Wright

Psychology as a science is scarcely a hundred years old. During that time psychologists have held several different views as to the nature of the human mind or soul. And this, by the original meaning of the word, is the proper subject-matter of psychology. The editor of the *Cord* has suggested that its readers might be interested in these views — thus demonstrating at any rate the invincible optimism of her own mentality. Accordingly, I shall refer to three such conceptions of mind adopted by psychologists. They are not to be understood as views which have been held for a short time and then discarded to make way for other views in the progress of psychological research. Rather, they represent different approaches to its subject-matter, each of which has its exponents today.

The first of these views as to what it is the task of psychology to study is sometimes called the **mentalistic**. Mind was first conceived in terms of conscious experience. It was defined as the sum-total of the mental or conscious processes experienced by the human individual from birth to death. The task of psychology was understood to be that of describing and explaining, under experimental conditions if possible, the contents of man's conscious experience. This programme, undertaken with enthusiasm, proved to have one unfortunate limitation. The consciousness of human beings is essentially subjective. The psychological investigator can directly observe only the contents of his own mind; he can learn about the mental process of other people only from what they tell him. Every effort was made by early psychologists like Wundt and Titchener to overcome this limitation. They accepted "introspection," that is to say, looking into one's own mind and examining what is found there, as the primary method of psychological study. They did, however, attempt to convert introspection into an experimental procedure by controlling and standardizing the physical and organic conditions under which many investigators would ob-

serve some particular mental process in themselves, and report what they found. By comparing the reports of many trained introspectors, it was believed that the subjectivity of introspection could be overcome, and the true facts of conscious experience brought to light. It must be gratefully recognized that these pioneers, now called mentalists because of their reliance on introspection, made a lasting contribution by discovering basic laws governing such mental activities as perceiving, remembering, imagining, thinking. But in the opinion of many psychologists the subjectivity of introspection remained a drawback, fatal or nearly fatal, to the mentalistic approach.

Because of the privacy of the individual consciousness, psychological science turned from the mentalistic approach to a study of human behavior which is public and generally observable. Psychologists adopted **behaviorism**, understanding the proper subject-matter of psychology to be the adaptive responses of muscles and glands, made by the human organism as a whole to the sensory stimuli supplied by the external environment and the behavior's own organism. Behaviorism had its rise in the United States thirty years ago under the leadership of J. B. Watson and has been quite prevalent in psychological circles there ever since, going at present by the name of 'Operationism.' To many people it has seemed preposterous for psychology in search for information about man's mind to propose to ignore the direct deliverances of consciousness which, after all, is the distinctive form in which the mental appears. As the old joke went: "Psychology lost its soul by reducing it to a string of mental states, and now it has itself lost consciousness."

More may be said, however, for the behavioristic approach to the mental than appears at first thought. No one can deny that all we know or can know about what is in other people's minds is learned by observing the outward and bodily expression of their inner consciousness.

To this, a critic might say: I can see how people's intentions are revealed by their observable actions, but what about their thinking, imagination and feeling? To which the behaviorist would reply that the vehicle of thought is always language, that speech is a form of behavior, that private thinking is carried on by inner speech, and that emotions always have a bodily expression on the face or in gesture and posture. But what of imagination, it may be asked. Imagination has always been a hard nut for the behaviorists to crack. They are inclined to pass it over lightly as of little practical importance in any case. Behaviorists also cloim it as an advantage of their approach that it makes possible the use of experimental methods which have proved so fruitful in modern natural science. One must agree that by their experimental studies of human and animal behavior they have added greatly to our knowledge of modes of human learning, particularly perhaps the acquiring of habits of motor skill. There is no doubt that their experimental studies of the bodily expression and organic accompaniments of emotion have thrown much new light on emotion and allied states of feeling. But when all this is fully conceded, it must be admitted, I think, that behaviorism is one-sided, and leads to a partial and inadequate view of psychological activity. In rejecting introspection and throwing out consciousness altogether, behaviorists give standing as scientific fact only to physical objects and events. Yet some of the essential properties of mind and the mental are inseparably connected with the outlook and organization of consciousness.

A third approach to psychological problems adopted by many psychologists today may perhaps be called **personalism**. From this most recent viewpoint, the field of psychology is nothing less than the whole personality of man, understood as

a unique organization of psychosomatic dispositions and activities. Psychologists are now studying individual personalities, mainly by the clinical method which undertakes, not to observe how numbers of individuals respond to a single, standardized stimulus-situation, but rather to find out as much as possible about the past, present, and probable future, the personal development, and the characteristic traits, of single persons. This they do by repeated interviews, the giving of psychological tests particularly of the projective type, the obtaining of ratings from acquaintances, and the compiling of a case history based on reliable testimony and documentary sources. Recent investigation in this field has been greatly influenced by the psychological theories of Freud who championed a dynamic conception of personality which finds the key to its character and organization in **goal-directed striving**. Psychologists also agree with Freud that the methods employed by individuals to overcome obstacles in the satisfaction of their desires determine in a large measure the kind of personalities they develop. One outstanding fact brought to light by clinical studies is the crucial part played by self-respect or self-esteem in the experience and growth of personalities. Self-esteem is the regard which a human individual has for its own abilities and worth as judged by the standards he accepts from the society in which he has been brought up. The determination to display one's own abilities and to enhance one's own worth becomes a motive of very great power, and the most disturbing conflicts of personal life arise when the motive force of self-esteem is pitted against the urgency of organic appetite or the pressure of ego-centric ambition. There are literally no lengths to which human beings will not go, in self-deception and the deception of others, to

(Continued on page 25)

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P U R R I E R S

ALUMNI

SCHOOL, WEDDING BELLS AND STORKS

This issue's Alumni news is going to be devoted to the "younger alumni," the graduates of '52 and '53.

Among those who entered O.C.E. this year are Kathryn Lotz '52, and Grace Black '52, both of whom worked for a year before returning to school. Stan Snyder '52 is also at O.C.E. this year, having spent the intervening year working on his M.A. at Toronto U. Dave Crawford is now spending his second year at Knox College, Toronto, preparing for the Presbyterian ministry.

Among last year's graduates, there are many who are studying for their M.A. degrees. Gregory Schultz is at Western, working on his thesis which is on a group of Canadian poets. Dave Anderson is also at Western, working on his thesis called "The Leather Industry in Kitchener." We also have two representa-

tives at Queen's—Welf Heick and Bruce Hodgins; Welf is working on "a Sociological and Historical Study of the Lutherans in Waterloo County," and Bruce on "Canadian Democracy at the time of Confederation." Allfreda Jarosz and Grace Stock are studying at O.C.E., while Virgie Merkley and Pat Hedrich are at Teacher Training Colleges, the former in Ottawa, the latter in Stratford.

Pat Eckersley, '52, who married Virginia Heppler in October last year, is now working for the Electrohome Company in Kitchener.

An addition! A son was recently born to Doug Gellatly and Marion. (nee Eckel '51).

Wedding bells rang for an alumnus, Bruce Gellatly, who married Audrey Guenther of Kitchener.

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FOREIGN CURRICULUMS

FINLAND



Toivo Hakkinen

Every child in Finland is obliged to attend school regularly for at least eight years, commencing at seven years of age. The pupils normally attend a so-called "folk school", which consists of a 6-year primary course followed by a 2-year "day continuation class." The folk schools are maintained by the communes with the help of the state. Pupils pay no fees: all school supplies and medical service are free of charge.

The majority of secondary schools are owned by the communes; private secondary schools receive state aid. Tuition fees are paid by the pupils. Entrance requirements usually call for promotion from the 4 lowest grades of primary school. Secondary schools consist of 5 low ones which comprise middle school and 3 upper ones, the "gymnasium." All pupils completing this course take a matriculation examination, which includes 4 compulsory written tests: The mother tongue, Swedish, a foreign language, and a choice between mathematics and some other subjects.

There are altogether 3 universities and 11 other institutions of higher learning in Finland. The entrance requirement is based on the matriculation examination. The university students have but a nominal fee of a few dollars per year. A limited number of scholarships are distributed to students for studying at home and abroad.

HOLLAND

The educational system of Holland is in some respects different from the Canadian. After the elementary school, the Dutch student can continue in various high schools, such as the Gymnasium, a six year course, the curriculum of which emphasizes the classical and philological field; or "H.B.S." which stresses the scientific field, or the Lyceum, which combines the two. In all these schools, at least three foreign languages are compulsory. After high school, the student can go to the university to specialize in one of the five faculties: law (4 years), theology (5), medicine (8), science and mathematics (7), literature and philosophy (7). The course ends with not only a written (essay-type) examination but also with an oral one. For economic reasons, no student marries or accepts a position until he has completely finished his university training. This is one of the reasons why students are very seldom self-supporting; unless their parents are rich, university training is out of question. It is interesting to note that students are extremely enthusiastic about issues of international and especially national importance.



Henk Visch

For Smartly Styled
Campus Clothes
It's DOWLERS
15 King East

THE EUROPEAN PLAN

AUSTRIA



Johnny Mergler

The fact that Ontario high schools have thirteen grades, whereas high schools in Austria have only twelve, gives me an opportunity to write this comparison. In Austria the student enters high school after he has finished 8 years in the elementary schools (at which time the pupil is about 14 years of age).

High school commences in the middle of September and ends about the 20th of June of the following year. Various subjects are taken during the four years in high school, such as French, German, English, mathematics, shorthand, sciences, drafting, history, music and religious knowledge. During the school year there are two examination periods, at which time the pupil writes 2 to 3 hour exams depending on the course which he is taking. He then receives his grade standing through a report card, one at the end of the first semester, the other after the final exams.

School begins in the morning at 8:00 o'clock, and lasts until 12:00 with a 15-minute break at 10 o'clock, and then from 1 to 4 p.m. continuously. The class periods are from 30 minutes to an hour. After each period the teachers change classes, while the pupil remains in the assigned room throughout the year. The system of grading is different from that in Ontario, it goes I, II, III, IV, V, rather than A, B, C, D, E.

A student may enter college after he has completed twelve grades in Austria. One may enter junior college for 4 years after the completion of high school and then must take 4 years at senior college to receive his or her doctor's degree, engineering or architectural degree.

GERMANY



Eberhard Schwantes

School starts at the age of six; the term commences after Easter, which falls within the months of March and April.

The public school has eight grades, which means that the pupil will be fourteen years of age when he leaves school and goes into the practical world as an apprentice. Periods start at eight o'clock in the morning, and generally last until one o'clock. Lectures last for 45 minutes each, with a break of ten minutes after every period. The school week is a six-day week.

If the pupil wants to go to high school, he leaves Public school after passing grade IV, and enters secondary school. There are also eight grades here; the school week is the same as in Public school. One starts off with one foreign language, either English or Latin.

The "Abitur" is the graduation paper, which is the admission examination before entering university.

Editorial

At the time when a student is soon to graduate from the hollowed ivy halls, he may begin to wonder just what he learned during those three or four years of college. On the other hand, he may be so pleased with having crammed 65 credits' worth into his brain, that he will not bother thinking just for what he paid his tuition. Whether the majority of graduating students fall into the first or second category is a debatable point. Let us assume, however, that students who have worked hard to put themselves through college, want to feel that they have definitely gained something worthwhile from this higher education.

Far one thing, a university education usually enables graduates to get well-paying and interesting positions in some professional field. Far another thing, this education should also develop and broaden the mind and attitudes of students. It is in this second aspect that our modern university education often fails, not because of the subjects taught, but because of the educational set-up. There is far too much emphasis placed on the desirability of specializing in a restricted field of knowledge.

Why should a student fresh from Upper School and with no real knowledge of university, be forced to decide, along with the payment of his fees, which branch of specialization he will follow? It would be far more sensible and beneficial if there was one compulsory year for all students, during which they took only general courses which interested them, but did not specialize in anything. Such a year would also give the new student a chance to become acquainted with university life, to become adjusted to his new environment.

During this preliminary year many students may decide that they are no longer interested in the course which they had previously chosen, and that they have found a far more interesting one. There

is a large gap between the secondary school and the university, and one year of general courses might do much to bridge this gap.

The general arts course cannot be said to be specialized; on the contrary, it is the one course in which a student may take a perfect hodge-podge of unrelated subjects and emerge baffled, confused, and with a vague half-knowledge of many fields. Is this the desired effect of a university education? No, it is not; and again the fault lies in the set-up of the course. The arts student should have fewer subjects to take, in order to give time for good class discussions and seminars. The object should be to enable the student's own points of view to develop, under the guidance of his professors.

Petty tests which occur constantly throughout the year are a hindrance to this objective. The student is unable to develop along the line of his interests at his own speed because each week he must prepare for another little test. It may be necessary in secondary schools to keep a close check on the student's progress and make sure that he is keeping up with his work. At university such a policy is out of place. The college student attends the institution because he has a desire to learn — at least, this is the only reason which he should have, this is the reason why universities developed.

The student, with the professor to help and encourage him, seeks knowledge. This is the true purpose of a university, which we unfortunately seem to have forgotten. Our college education is too much cramming for the right answers to exom questions, and too little a liberal education. For the benefit of coming generations of students, colleges and universities might take a long, critical look at themselves, and make sure that they are fulfilling their true purpose, and justifying their existence.

A. N.

Seminary

Recently, while conversing with a student at Waterloo College, I was asked what course I was taking; to which I innocently answered, "First year Seminary." There came a short lull in our conversation; I was eyed suspiciously and finally asked why on earth I had become interested in such a course. I attempted to answer as clearly as possible and hope that I made myself understood. However, upon thinking this over further, I began to realize that the attitude of my friend was not unlike that of many others. Very often the Seminarian is viewed as a peculiar individual whose interest lies in carrying out ritual and performing mysterious ceremonies or speaking in noble platitudes about a holy but dull life. He is one totally removed from the real problems of life and in no way does he offer a solution to the practical things in life. For many, the seminarian and clergy have been relegated to a back shelf and considered useful only at times of marriage or burial, or at the best, to speak a word of encouragement to those who attend church regularly. In the real problems of life it is felt the new sciences have taken the lead and are giving satisfactory answers. If Seminary means this, then I can well understand the attitude of those who look with a frown upon us, for I am not concerned with perpetuating a form that no longer meets the needs of the people.

The truth of the matter is that the attitude suggested above does not reflect the true picture of a seminarian. Theology, rather than being a dull study which moves one away from reality, is exactly the opposite. It is a study of the real nature of man; if one is to deal intelligently with the problems of man, then one must first understand his true nature. The sciences of today assume that man can be understood by looking at himself. The unique thing about man is that he is a little higher than the monkey. Undoubtedly this point of view has much in

its favour. Yet to the theologian it leaves much unsaid; for his view of man is not as a creation a little higher than the monkey, but rather a creation a little lower than the angels. Science says that this super-complex anatomy is man. Theology says that true man is not first and foremost his anatomy, but that he is a spiritual being. This is the uniqueness of man. He is made in the image of God. His chief end in life is not to glorify self but to glorify God. Thus man's true nature is understood from this point of view and man's initial problem is to see himself as a spiritual creation.

If one were to examine a fish while it lay on a table, one would note that in many ways it acted peculiarly. On further examination of its movements and "attitudes," one might conclude that it was abnormal. However, we all know that many of its peculiarities were due to the fact that it was not in its right environment, namely, water. Put it into water, and immediately it would begin to act normally again. Likewise, the theologian maintains that man out of his natural environment, namely, fellowship with God, will manifest many peculiarities and abnormalities; but bring man back into his "home environment" and his behaviour will assume new and different proportions.

The theologian attempts to understand man from this point of view. Thus, his purpose is, after finding his own centre, to prepare himself to give leadership in bringing mankind into right relationship with God and so with his fellow men. The gospel of Jesus Christ provides the means where by man can become rightly related to God.

To this end I am happily enrolled as a seminarian and under the able leadership of our seminary faculty I am finding this course fascinating and most practical.

A, JUNIOR.

CENSO

WITCH -

BOOK -



The good Lord made little green apples for us to eat, and He made movies for us to watch, and books to read. Then for some unknown reason, He took some of those little green apples and put little wiggly worms in 'em. He also put a few rotten movies in with the good ones, and He mixed a few low-down books with the rest of the fine ones.

Now nobody likes to find little wiggly worms in an apple which he happens to be eating. To avoid this embarrassing situation, Man (he's pretty smart you know) decided to buy only those apples which had no little wiggly worms. He inspected every apple closely before he bought it. Why he could easily tell the wormy ones from the good ones. But, every once in a while, despite his caution, he came across a little wiggler while he ate his apple; or sometimes, what was even worse, only half of one. This happened so often that after a little while he wasn't so sure that he could pick out the wormy ones any more. At last he told his trouble to his M.P. who took it into the House of Commons where, after lengthy debate, a law was passed whereby the famous "Wiggler Commission" was formed whose duty it was to inspect every apple and throw out those which were wormy. The whole idea was a tremendous success. The M.P. became a cabinet member, and never again could it be said by Man that he found another worm in his apple.

Just as there were many people who were so sure that they could tell the wormy apples from the good ones, so

there are also those who declare that they can pick out the bad books and shows from the good ones. They don't need any government censor to tell them what is right and wrong. They have their own consciences. They can tell what is best for them. Yes, I agree, perhaps they can, but what about the great multitude of common people who cannot take the time or who have not the ability to choose, but are being blindly led by the money-mad producers, publishers, and advertisers?

At the risk of being branded a moralist, may I venture another "What about . . .?" What about the youth of our country, I mean the kids in high school? We may have an adult and mature outlook on sex, crime and morality in general, but they are being exposed to it for the first time; are forming opinions and getting impressions. What happens to a nation in which children are brought up believing that it is okay to make love to another man's wife, just so long as he doesn't catch you at it, or that it is quite all right to knife somebody because he called your father a naughty name?

The answer is a general weakening and eventual breakdown first of the moral and then of the economic backbone of the country. This will be the result if we do not guard Canada against the indigestion caused by the worms of corrupt movies and salacious literature. Seen in this light, it seems to me that an adequate system of government censorship is indispensable for the welfare and well being of Canadian people.

JIM HUMMEL.

ORSHIP

HUNTING?

BURNING?

"Freedom means that we do not have to think alike; we do not have to be told what we shall read or hear or speak or write. Freedom cannot survive if thought is outlawed." (John Diefenbaker —House of Commons Debate).

In the U.S. the American Academy of Dramatic Arts cut some 130 lines from a production of Aristophanes' "Women in Politics" (392 B.C.) which they considered communistic. (The play deals with women taking over the government). In the millionaires' city of Houston, Texas (it has bad slums too) the annual contest on the United Nations was banned from city schools in 1952 because the U.N. had become "controversial." The Quebec film censorship board banned from public showing "Martin Luther" on the ground it would antagonise the predominantly R.C. population. In Winnipeg a photography firm refused to return 3 negatives of nude paintings by art students declaring them too risqué and asking permission to destroy them. A spokesman for the firm said obscenity laws forced it to become in effect a censor of pictures.

You're shocked? Banning U.N. publications because they have become "controversial?" Then you never fear that something controversial that could split the student body might get into the News Weekly or Cord? You're not one of the majority at Waterloo College who prevent anything "controversial" from entering your thinking or conversation? Granted many escape this danger by involving themselves frantically with life's bigger challenges — studies, card-games, dates, sports. Waterloo may never harbour other than the safest of Christians, the safest



of security risks. Occasional reactions of nausea to this intellectual morbidity will cause such temporary revolts as insincere talk of free love. But Waterloo may thus avoid Houston's "controversial" problem.

Even though you get hot at the banning of "Women in Politics" and "Martin Luther" does Victorian you approve the censorship of nude snap shots? Does intellectual you approve the banning of crime comics in Canada?

Like race equality, censorship is subjected to the all or nothing law. Freedom doesn't permit censorship. Democracy permits us the right to do whatever we wish provided it does not infringe on another's rights. Once an attempt is made to prosecute persons for speech or writing there is no end to the violations of freedom that may occur.

Censorship defeats its own purpose. Its the short cut around education and salesmanship. Rather than develop a discriminatory taste for good literature through tedious hours of reading and instruction, ban crime comics. But this merely forces publishers to produce more morbid mystery comics and the population to get crime by TV and radio. The strict Victorian censoring reaction to sex hardly excused one for the affront of having been born, let alone for having been born human. Now our generation in revolt gobbles up a rash of sex trash scarcely aware that all creatures including man have enjoyed sex since Adam (not Adams) popularized it. But paradoxically even those most enjoying this new

(Continued on page 26)

THE HOUSE FANTASTICAL

The storm raged about the little house, making its shutters rattle. A large branch snapped from the oak tree several yards away, and all time seemed to stand still in fear that it would strike the house its death blow; but the branch missed: the twigs merely grated against the unpainted boards as it crashed to the ground. The whole world about the little house, which had been suspended in uncertainty for a fraction of a second, breathed a sigh of relief and the wind howled again, rushing at the feeble frame of the dwelling with renewed ferocity. The rotting shingles sturdily resisted the impelling forces of fury which were nibbling bits from their edges; the chimney stood, although mortar was being persistently ferretted from between its bricks. Whenever a new blast struck, the house seemed to shudder as though it were itself uncertain of its stability.

Until this last storm, there had always been a reason for the little house to stand: there was life within and for ninety years it had provided shelter. In its young days when the paint still shone on its boards on a hot sun-bright day of summer it had fondled in its heart an infant child. As years passed, within and about it, the young laughter of childhood had joyfully rung. But then had come quiet days when the youth went out to school and afterwards abroad, to seek a niche of renown in the halls of fame. Then, when the hands, which had hammered the nails into its fram were folded in their last rest and the body placed in a crude box which would now be its shelter, grief for the first time dwelt there. But happy days followed when the youth, now matured in fame, came back to stay.

These were mellow years, and many

people came to visit when they knew that the illustrious name now dwelt there. Time, however, was greedy to take the old life to join its companion in the timeless age, and grievous days followed. When the suffering and sadness were passed, the little house settled its protecting walls about the life within to grow old with it. But cracks began to break into the tiny fortress, and colds and illness crept into its innermost bosom. Its visage became marred with the ravages of the elements: the forehead became wrinkled and worn as the once lithe body began to double in age.

Now, after ninety years, that life could struggle no more. It had spent its energies and talents and lived serene in security. There was no more to be done; the last breath of life left the body. Just then the little house stopped its struggling, determined to remain the shelter of the life it had protected so long. The chimney bricks gave way and as they crashed upon the roof the rafters snapped, the walls fell in, and, deep in the wreckage of the ruin, was the ravaged body of a dead life.

NAYDA SCHULTZ.

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SPORTS

MULES LOSE FINAL GAME TO GUELPH

History repeats itself — the Mules are sorry to say they can easily prove this awful fact. If only Guelph had something larger than that matchbox-sized wrestling room they call a gym! If only the last game had been played on a neutral floor! An awful lot of if's in there.

Seriously, we must congratulate the Mules on their successful season, even if they did not win the championship. They still have several exhibition games to play against Huron and Trinity. I hope the large crowd at the last game turns out for these exhibition series.

STUDENTS SPEAK!

The following articles were written by five students from the frosh and soph classes — no seniors — who were interested enough in sports to view their opinions.

INDUSTRIAL LEAGUE

For the past three months, Waterloo College has had an entry in the City "Y" Basketball League. The spectator representation at these games has been rather poor; but, in spite of this, your team now stands in second place. The boys have been successful in winning eight of the eleven games they have played, a 73% average.

The other sports in the school have come to tragic ends, and we have nothing to show for our athletic prowess. It is still not too late, with a little support, for this team, our only remaining hope, to bring a trophy to Waterloo. Nothing is more influential to a prospective student on tour of the school, than to see some concrete mark of the school's ability.

A schedule will be posted on the bulletin board, and I am sure the boys will appreciate any support you give them.

B. H.

Ed. Note: By the time this Cord has been printed, the Industrial League Championship will have been decided. I hope the students have given you the support you richly deserve.



FANS—NON-EXISTENT!

Interest in athletics at Waterloo College is not what it could be.

Naturally, it is hard for any institution the size of Waterloo to build a reputation around athletics; but at least a sincere attempt can be made, if the various teams have the support of the student body behind them. As well as providing the teams with an incentive to win, such support gives every student the feeling that he or she is participating directly or indirectly in sports activities.

How can any team hope to win unless they know that they have their school behind them?

It's up to the students as well as the athletes because unless they co-operate athletics will remain at a standstill.

D. W.

ATHLETIC FACILITIES NEEDED!

Most people agree that sports do play an invaluable role in college life. They round out the personality of the student by developing a spirit of co-operation and stimulating the mind. Investigation has shown that, of the better students, many are athletes.

With this end in mind, many of us hope some day to see Waterloo College provided with all the necessary facilities right on its own campus — perhaps something along the lines of Thames Hall at Western, with an adequate gym and may-

be even a swimming pool!! Such dreams are not entirely inconceivable, considering the present rate of expansion in the college.

Who knows, when that time arrives the girls basketball team may even produce the team that will beat Western (provided the refereeing is fair!) In any event, '53-'54 has been a very successful year from the standpoint of turnout and enthusiasm. After all, it's not the number of wins that is important, but the sportsmanship!

M. N.

GYM—WHERE?

This past year, our microscopic gym was renovated. The old suicide floor with its slants and pot-holes is a thing of the past. However, this is an improvement in appearance only. The present gymnasium is still much too small for any normal gym activities—except badminton. A new, regulation-sized gym would be beneficial to the college financially as well as athletically. With a proper gym, our college teams could play their home games right at the college. As a result, there would be more spectators, and the college would be saved the expense of renting the collegiate gym for games and practices.

G. R.

ALL-AROUND SPORTS?

When I enrolled in Waterloo College, I was keenly interested in the "All-Around Sports" that it provided; however, my attitude to some of these sports has now changed:

FOOTBALL

Our football team (which is not in a league) plays teams which are not coached and are of low calibre; consequently games are very fruitless.

BASKETBALL

Although we have enough talent for two basketball teams, the Varsity team plays in an O.A.B.A., B league competition. It proved by its showing in defeating McMaster in one of two games that it could stand up to college competition.

HOCKEY

The hockey team lacks a regular practice schedule and a dependable coach. This team also is not in a league.

The equipment provided for each sport is out of style and utility. This is especially true for our Varsity Basketball team, which greatly lacks some well deserved sweat suits.

A good league makes a better team. If our football, basketball and hockey teams were in the college intermediate league, I am sure that the question of how to get students and staff out to the games would be solved.

M. W.

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A VOYAGE TO THE FLYING ISLAND

by John Nathan Thrift

My father had a small estate in Lincolnshire; he was very good to me, and paid for my years at Cambridge, where I studied in the faculty of medicine. Being hopelessly addicted to the sea, I voyaged in many different vessels, and had many strange and wonderful adventures, one of which I am going to relate to you now.

I was serving as a doctor aboard the *SPEEDWELL*, a stout ship of three hundred tons, which set out for Tonquin on the 5th August, 1706. We were some way out at sea, when we were overtaken by pirates, boarded, all my men taken, and I myself put into a canoe with four days provisions. Shortly before our misfortune, I had taken an observation, and found the latitude to be 46N and the longitude 183. Using a sail and a paddle, I managed to reach several islands where I saw no hope of lasting for longer than my provisions held out. The sun was very bright, and I was hunting for a tree large enough to shade me, when the sun was obscured, as if a cloud had come in front of it. I looked up, and beheld not a cloud, but a strange oval shape, smooth on its lower surfaces; it appeared to be about two miles high. I saw many people on it, and put myself in the most supplicating postures, and appeared to weep. At length, one of them called out in a clear, smooth, polite dialect, not unlike the German, and I returned an answer in the language, hoping that at least the cadence might seem agreeable. Then I saw a chain being lowered, with a chair on it, in which I placed myself and was thankfully raised up.

When I had come aboard the island, I was regarded with all the marks and circumstances of wonder. I wondered exceedingly also, for I never saw people like them either before or since. Their outward garments were very amazing. The men's trousers were like stove pipes, except that they were gathered in tightly at the ankle with a draped effect. Under these they wore stockings, woven of bright stuff, which only reached the ankle. Their shirts were brilliant also, and to all appearances it looked as if they were imitating the women; for, if their shirts were not gaudy, the scarves which they tied in a knot around their necks were startling, with pictures of sunsets and other arts. Many wore lenses with heavy horn frames on their faces, which hooked around their ears. Instead of wearing their hair in a sensible manner, they wore it cut exceedingly short, so that it stood up in every direction and looked more like a horse's mane. I was shocked exceedingly when I first looked at the women, for they dared to show their ankles and frequently their knees. Their clothes were of very bright colour, gathered in tightly almost everywhere. The top part of their dress was sometimes like the men's shirts, or of a very thin material, through which I could see their backs, which I considered most improper.

They were all forced to attend regularly the institution on the summit of the island for the greater part of the year. During this period, they listened to what appeared to be persons of distinction talking endlessly, while they strived vain-

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ly to copy down everything they said, though they never appeared to learn anything. They did, for the greater part, little work, and, as it was not compulsory, never attended the balls and other social functions which were given for their enjoyment; it appeared that they preferred to stay away, and grumble at the imperfection of these events, which, since they had never attended them, they were ill-qualified to judge. I myself attended one, and watched the orchestra play, it seemed for their own pleasure, and was greatly entertained by the music.

Another thing which interested me greatly was the fact that they loved to argue, though they never seemed to progress. It was very easy to sway them, and to change their opinions with every wind that blew. They were governed by the E.L.S., which laid down laws which were never obeyed, for, though the general body elected the students on that board, they always disapproved of what they did. Indeed, I observed their main occupation to be grumbling, at which, with such a great amount of practice, they became exceedingly proficient. They were continually writing exams in all their subjects, except the two which they seemed to study most ardently, grumbling and bridge. This was one thing I never did comprehend.

And so I remained among these people for a considerable time, making these and many other observations. But on the 16th February, 1707, I was let down by the chair, and felt some little satisfaction in finding myself on firm ground; I found myself on the continent of Hamerca, from whence I proceeded, after considerable adventures, to return to my wife and children.

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I'M GONNA DO A PIECE

by Dave Armstrong

Toldough-by-the-Blonde
Upper Jarvis.

(Editor's Note: We would like to draw it to the reader's attention, that the article requested was intended to be humorous.)

"Dave,

Would you consider writing an article for the March issue of the **Cord**? We would like you to write an **Anarchist** article, on institutions etc. Will you please contact me concerning this?

Editor,
the **Cord**."

That's what it said . . . right down to the last grammatical error. Of course I said no. (Quotation marks are useless things 'cause it's usually obvious from the context.) But she (that is her) thought I meant yes. So Coombs says to me today, where's the article? So I said get serious lamb; so I've read Culture and Anarchy and Mill on Liberty, but I haven't Brows'd (high) thru the other 3,713 volumes. I meon I could pull a Toynbee myself but I've got to eat. The "etc." was really the most amusing part of the letter: I think I'll send it to Punch. (I'm on my team—who pays your athletic scholarship?) So Bren says (attractive girl, that,) — I'm stuck, Wilson, for a page & 1/4. So I said YOU'RE ON for 10 spots 'n my choice of article. So she laughs (nice teeth) 'n says FINE . . . which, I presume, means I dont get (¢ wise & £ foolish) paid. So here it is:

ON GETTING UP IN THE MORNING

I call it that cause this presents certain problems at the moment. Well its this way . . . I hear the alarm & crawl out of bed like Jose Ferrer and kick the clock in the face & sleep on the floor 4-5 minutes loose wreck style (do you paint?). Then I hear Bruce smith in the next room (fine chap maccarhoneee) and find out what yr mnth & wthr 'tis & wthr thrckt scrd 1st nght 'nif thbruins 1 "etc."

(Punch, take my hand i'm a stranger in paradies laffing 4 more than 10 spots (\$) & what barbarous ond scotch is wearing & if ike spoke & wthr pigs have wings . . . so i go to the Jeanne D'ARC 'nturnmonthlite (Allin 1 motian) then i get washed "ET CETERA" (if caesar hadn't used it she could copyright & send it to PUNCH herself) and go back to my room and start getting sartorially elegant-ed . . . i always ware the same baggy grays or cigaretty-burnt bays so pants is not my business (20) is my 1st class so i flip LIZ's engraving & C if i'm gonna cut it like i did shaving . . . bRuCe SmltH is now doing records & commercial\$ two witch i now eet 4 brechfirst & donna reed Fosdick but rather pogo and "the poor man's Kopas (Mary Worth)" eTceTera (lets face it this line is worth a FORTUNE

So I get up & i knead a ghew more wurdz for Bren so HEAR THIS:

ON LECTURE NOTES

(how to stop parroting & start thinking)

Obviously you haven't tried studying from those frenetic scratches you scribble in class: it would, I should imagine, be difficult. Grandfatherly advice coming up: listen to what the guy (or doll) says; then when he (or she) pauses for breath (most of them breathe) write down what its meant to you. If it honestlly hasn't meant a thing, ask an intelligent question. This of course, rules most of youse out once already. For those who persevere: (the colon has been monopolised by **Time** & ye **Cord** for long enough (in violation really) of anti-trust legislation)) A's are guarantee'd. Now quotations: ask the page number(s) of the book (or pam) he (or she) has culled from which it (I am going to not) . . . if he (or she) claims that the particular dictation(s) are original, take him (or her) down to a pub and pick his (or her) brains . . . ((some of them drink)). Now that we have gotten ourselves involved again — lets quit.

Puddles of Pink Passion,

D. BURT ARMSTRONG.

BROOM MAKERS, SCOTCH, THEN CURLING

by Waldo Ryerson

Modern man is an animal that lives in comparative ease, yet continually seeks diversion and escape. However, after scanning with my critical eye a certain local curling club, in my anti-libel frame of mind, I shall not disclose its name; having seen a motley congregation of miserable intellectuals sweeping an uneven expanse of ice with great unmanageable brooms and hurling huge granite boulders, I came to the conclusion that they were seeking to escape from the said comparative ease.

Now my inscrutable reader frowns an inscrutable frown, and says with the open-mindedness of an open-minded university student:

"Hah! Then how do you account for the great number of permanent members of the curling club? — they must enjoy it."

Ah! Well then, let us investigate our permanent member. So he goes to the Granite Club because he likes curling. Preposterous, my dear fellow, preposterous! How could anyone enjoy such a back-breaking, arm-straining madness? After a freezing, exhausting hour in one of those combination landslide and self-contained refrigerator units, any writer could write a Dale Carnegie style book, entitled "How to make enemies and alienate people." Curling is a Scotch game in the true sense of the word. Curlers don't like curling — they like Scotch!

"Bosh!" you say. "They can have a Scotch at home." Well, maybe they don't like it at home — perhaps they have mother-in-law trouble — they might even have father-in-law trouble — do you realize that fathers-in-law periodically murder a son-in-law — believe me, that's pretty terrible — it's called incest, or something like that.

Yes, indeed, any Thursday afternoon you can find these permanent drinkers—ah — members, I mean, enjoying a good Scotch—ah—laugh over these College

kids who come down to curl (of all things) while **they** recline on luxurious couches and lose themselves in the brimming bowl of Bacchus, or the sizzling cesspool of Seagram, or something.

There is yet another feature to be discussed, curling is a plot conjured up by the broom manufacturers, in complete defiance of the Society for the Prevention of Spinal Meningitis! It seems that, in the misty days of ancient Scotland, a man named Angus MacGranite, first Earl of Sweep, was, by royal charter, a maker of brooms. However, the business was anything but lucrative, as floors had not yet been invented. This evil nobleman conspired with a Russian, Igor Rockoff, a maker of round granite door-stops, which also came with handles that could be substituted for bed-warmers. These two archvillains combined second-quality brooms, and bed-warming-model stones with the natural thirst of the Scot, to found curling. Thus the sport was from the beginning, not only over-capitalistic but, by virtue of the Russian influence, communistic! (I might also add here that I am sending five black-edged copies of this discussion to Senator McCarthy for his further study.)

In conclusion, I should like to describe my own game, called "New revised curling for young gentlemen of the university." In this sport, we use the all-important Scotch, but eliminate the rock, and substitute a small brush for the broom. The method of playing is as follows: taking the brush in the hand, sweep off a sofa in the common room, and taking the bottle of Scotch in the mouth, **curl** up on the sofa.

(Anyone wishing to obtain extra copies of this work in a more extended form, can get any number in plain wrapper and entitled, "Headache instead of back-ache," by forwarding thirty-three cents (in coin) to any of my creditors).

STUDENT CONFAB IN ISTANBUL

(Editor's note: The following article is part of a summary report by Marcel LeBlanc, president of the Student Council, University of Saskatchewan, on the International Students' Conference held in Istanbul, Turkey, from January 8th to 16th. The report represents the author's personal opinions and impressions. The Cord is proud to publish this account of students' international activities, and feels it should be of great interest to Waterloo College students.)

Framework:

Some 112 delegates and observers from 52 countries and international organizations assembled for eight days in the unheated but sumptuous halls of the last Sultan's summer palace on the outskirts of Istanbul. With the preliminary ceremonies, formalities and greetings out of the way, the meeting turned to the "mountain" of business awaiting it. The opening sessions proceeded hesitatingly in spite of the splendid simultaneous translation system (French, Spanish, English were the official languages). The necessary groundwork was gradually disposed of, committees set up, etc.

Achievements:

It is of course impossible at this stage to assess accurately the magnitude and quality of the task accomplished. The purpose of the annual conference is primarily to analyse past developments and to define future policy. Only then does the conference assign specific responsibilities or mandates to the International Secret-

ariat and the various national unions of students for the coming year. Consequently only next year's delegates will really be in a position to judge of this year's labours.

Several tasks are never actually completed. By their nature, they require constant bringing up to date and renewal. In this category we find such surveys as those being conducted on scholarships, student hostels, co-operatives, book exchanges, health centres, student travel schemes and opportunities, as well as other studies of a less tangible content—namely the role and structure of the National Union of Students, the role of the student in society, student influence on University administration, faculty co-operation, the structure and methods of University education, etc.

The generally accepted operations carried on under the auspices of the conference were reviewed and occasionally streamlined. Plans were drawn up to improve the content and appearance and to increase the circulation of the publications serving students internationally: "The Student Mirror" and "The Information Bulletin." A fifth International Seminar is to be held, and it is hoped that an international cultural festival can be arranged in conjunction with the next conference.

In student sports, travel, University relief, which are under the direction of more expert groups, the conference usually makes requests and recommenda-

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tions. With this large backlog of work to be maintained and finalized the list of entirely new projects undertaken is necessarily small—creation of opportunities for students to work as they study abroad, a study of student living conditions and the historical background of national unions, organization of regional seminars, a student centre of documentation and archives, implementation of an international student identity card, etc.

Trends:

The conference, originally organized for greater practical co-operation between the students of the participating nations, was launched on a completely non-political and non-sectarian basis. With the influx of intensely politically-conscious delegations, this position or ideal is being slowly undermined. At least, the interpretation of non-political activities has inexorably been enlarged.

There are two divergent viewpoints: There are those who wish to restrict the scope of the conference, and to avoid sectarian and political topics; and there are those who want the conference to dwell upon all issues in which students are involved. Attempts were made to compromise by allowing the Conference to act upon political problems in a non-partisan manner when these problems affect students as students. But here again it is quite difficult to determine in practice what concerns them as members of a society. Thus the International Conferences, with the enthusiastic support of politically-minded delegations are gradually but perceptibly acquiring a political color, in spite of the regrets, resistance and warnings of non-political unions.

Canada's Contribution:

We have always endeavored to shoulder our share of the activities carried on by the International Conference; and, within the scope of our limited capacities, we have assisted other unions in their enterprises. It is fairly obvious, however, that Canada's gains in prestige and recognition this year more than outweigh its investments. Indeed, honors were literally showered upon our delegation. We were elected to the crucial steering committee and our President was chosen to preside over this guiding nucleus of the Conference. We were elected to chair one of the commissions and it was my pleasure to fill this position; again, we were appointed to preside over the last and longest plenary session (Tony Enriquez undertook this as specially requested.) Finally, we were elected with a large majority to the Supervision Committee (Executive) without openly seeking this title and position.

We hope that at the Conference itself we acquitted ourselves of these duties and privileges satisfactorily, and we look forward to the challenges and opportunities that await us in this new office.

Marcel LeBlanc

Chairman—International Affairs of
N.F.C.U.S.
University of Saskatchewan

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(Continued from page 8)

protect self-esteem. 'Saving of face' is a principal concern of all mankind. Self-esteem, says G. Allport, leading psychologist of personality, is "alone responsible for that great super-structure of masquerade built up in every life. All in the interest of self-esteem one may cover one's true emotions, put up a front, and at considerable cost avoid exposing one's weaknesses." These defensive stratagems to which persons have recourse in order to protect the self not only fail to resolve the conflict that provoked them, but make matters worse in other respects. One of these is that by distorting the social perspective of the subject, such self-defensive tactics cause him to misinterpret others' words and actions. Thus they erect a barrier to communication between himself and his fellows. It is only through unimpeded interpersonal communication, however, that individuals come to understand each other's beliefs and purposes, and so to carry on the business of social life and adjustment with a reasonable degree of agreement and co-operation. Hence it is not surprising that the first step clinical psychologists have to take in giving help to people harassed by personality conflicts and difficulties is to open up channels of communication with them. When the client in the course of interviewing comes to trust the clinical counsellor, he is led to talk more and more freely and honestly with him. Almost inevitably he will be prompted to acknowledge and express the impulse or desire which he sought to hide from himself and others because it clashed with self-respect, and when he does so the walls of defence which he has ingeniously built up will be no longer useful and will crumble to the ground. He is then ready in conjunction with his counsellor to face intelligently the facts of his situation, and to discuss with him promising and practicable ways of tackling and solving his problem.

To all of which the critical reader may be inclined to say that since psychologists do not agree among themselves as to the nature of what they have to study, there is no good reason why anyone else should attach weight to their conclusions.

To this I would answer that human nature is the most complex and many-sided subject-matter that human science has ever attempted to investigate, and the fact that psychology has adopted different approaches to it, and studied it from various points of view, is perhaps the most hopeful feature of present-day psychology.

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(Continued from page 15)

freedom lean to Victorianism. Thus one editor of a Southern Ontario College newspaper after toying with free love for a page and a half, condemns it, unconsciously that it is the common practice of the day. (One professor states that Southern Ontario is perhaps the most Victorian area in the world).

It is not only unjust but also impossible for any individual or group to sell any political, religious and cultural ideas by forcing all competitors out of the market with censorship. We can sell our ideas by means of the spoken and written word and by putting them into practical operation.

Let's stop censorship. Each of us must abandon his own self imposed censorship and speak and write freely. Automatically our friends will diminish to those few who can disagree with every word we say without fighting to the death against our right to say it. We must constantly pressure others to abandon the social artifices of hypocrisy and pretended agreement, and usher in the millenium of honest and free expression. We the government must revoke stote censorship laws—the ban on crime comics, Bill 7 (the proposed new criminal code for Canada). Our Dominion Government which has the duty of revoking undemocratic provincial legislation must annul the Quebec Film Censorship Board.

Let us individually take up the motto of "the Varsity," the Student publication of the University of Toronto: "Suffer yourself to be blamed, imprisoned, condemned; Suffer yourself to be Hanged; But publish your opinions. It is not a right, it is a duty!"

GERARD DAECHSEL.

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