

The CORD WEEKLY

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WATERLOO LUTHERAN UNIVERSITY

FRIDAY, OCTOBER 18, 1968

Council accepts booze on campus

Council's Holy Trinity held its regular filibuster last Thursday in the mezzanine with Ballard the father, Turner the son and Varley the holy ghost holding forth ad nauseum.

The farcical travesty of student government somehow managed, between Varley's impassioned speeches and Turner's endless constitutional quotes, to hear an explanation of the revised student awards program, an outline of the newly-organized student-faculty committees, passed a motion requesting the inclusion of alcoholic beverage facilities in the new Campus Centre and decided to install a color television in the SUB, presumably for the furtherment of Father Ballard's intellectual ambitions.

By far the most enjoyable (or pitiful, depending on your viewpoint) portions of the session involved the comradely exchanges between Ballard and friends.

Example 1:

Varley: I'll take your suggestion and we'll try to take some political action on it.

Turner: John, would you control yourself for a minute?

Ballard: Awright, awright, awright!

Example 2:

Ballard: I don't want any fooling around next week. You'd all better have the constitution memorized. Know it cold!

Turner: Don't be so paternalistic, Mr. Ballard.

Example 3:

Prof. Neale Taylor (speaking on new committees): I want to say at this point that along with representation goes responsibility.

Varley: Yeah, yeah, yeah.

Ballard: All the committee names sound the same to me.

Example 4:

Varley: (amid a flurry of hyper-emotional gesticulations). I'm taking eight major activities this year!

Turner: Would the secretary please make the martyr's sign for Mr. Varley and run off Xerox copies at eight cents each, etc., etc.?

Example 5:

Ballard (to Dean Nichols): You can't see through people like I can.

About the only enlightening point to come out of the meeting was the fact that WLU re-

ceives the highest per capita amount of student awards of any university in the province.

J. Johnson, director of student aid and placement, said the present student loan plan is probably the best available.

When asked how many students are unable to return to school because of ineligibility to receive financial aid, Johnson was unable to answer. Council invited Johnson to address an open meeting with students to discuss the student awards program.

Council also decided to invite the departmental chairman to the regular Oct. 24 meeting to discuss the procedure for the establishment of student representation in departmental meetings.

Dean Nichols reported that the new Campus Centre will contain 40,000 square feet, of which the students will be required to pay for only 17,000. If Ballard succeeds in smooth-talking the President's Council, the centre will also contain provision for alcohol facilities in a pub atmosphere.

Council decided to rent a color television set for the present SUB at a cost of \$8 per month.

The three-and-one-half-hour-long meeting concluded at 10:25 p.m.

Ballard drones out panel discussion

At the Radicals vs Reformism meeting Wednesday night Bill Ballard said, "Reformers and Radicals are exactly the same. It's just that reformers have a better stage character."

Speaking as a reformer he said, "what the radical is after

is what we have, a viable community that is subject to change. Once you have a change you have to work with it."

In the dialogue about the system, Ballard said "its not the systems that are rotten, it's the people in the systems that are

rotten. There is nothing wrong with any system Communist or Democratic.

Admitting that sometimes pressure has to be used "behind closed doors," he said, "I don't care what they do at the U of W. Maybe we could use that as a threat."

When the discussion touched on radicalism, Ballard said, "the trouble with radicals is that the people who belong to it look like radicals. Any change will not last with this kind of people because there is no respect for them. I don't respect them."

Ballard pointed out that at this university, in his opinion, the situation was "okay."

He then showed some sympathy towards the visitors and asked them for some blueprint from which he could work from. When the blueprint was outlined by the Waterloo students as being a continuous pressure on the authorities with time ultimatums he said "I do not work from any form of blueprint."

When asked about change at this university Ballard explained that it "should not be expected to come at any reasonable length of time."

Referring to this university he said, "This place is a ball."

Ballard said "all parts of this university should come together in dialogue." He said he did not think the majority should rule.

He did admit that most of the ideas had come from the administration and the faculty.

The purpose of the meeting and the following teach-in was to examine the merits and the demerits of Radicalism and Reformism.



photo by Atkins

Ballard at panel discussion took time out to sulk and listen.



Photo by Public Relations

A whirlwind visit.

German President calls WLU campus very large

While touring the WLU campus last Saturday morning, Dr. Eugen K. A. Gerstenmaier, President of the Bundestag (Parliament) of West Germany said he was "impressed with the marvelously big university."

In a special interview with the Cord, Gerstenmaier said the student power movement in West Germany was not a major one. "The student power is confined to a very small part of the student protestors who are interested in the actual decision making."

He claimed that many students are only interested in the politics of the university.

"This group of anarchist protestors is the only group making German headlines," he added.

When asked about the impli-

cations for Germany of the Russian invasion of Czechoslovakia, he said, "many Germans were left with a very unhappy feeling. It is dividing Germany, dividing Europe and most of all dividing the world."

The German president arrived at 10:00 a.m. Saturday and toured the campus. Gerstenmaier said he was impressed with the religious aspect of the university.

A reception was held for the president in the Center Hall where the Honourable W. Ross MacDonald, Lieutenant Governor of Ontario addressed the delegation.

This is one of the few times the Hall has been used for anything.

Campus center plans released

The proposed Campus Center will be the most impressive building on campus when it is completed according to Dean Fred Nichols.

Tuesday night, architect Carl Kruschen unveiled the plans for the structure to a meeting of the Student Union Building Committee. The plans must still be passed by the representative bodies on campus.

The building will have rounded corners to off-set factory appearance of the other buildings. There will be a 6-foot wide ramp connecting the second and third floors. A dumbwaiter was suggested to transport food from the second floor snack bar to the proposed liquor lounge.

The three story structure will be located east of the new teaching building and connected to it.

There will be a ballroom, colour TV lounge, a fireplace, table tennis and billiard rooms and a snack bar.

The plans showed an area set aside for entertainers in the snack bar complex.

The administration has said it will pay the students the \$80,000 equity the students have in the SUB.

Offices in the old building will be moved to Center along with the Placement and Housing Offices.

The bookstore will be located in Campus Center where the teaching building connects with the Center. The university said it would first buy the office space from the students, then rent it back from the student. This means the students will realize a double income.

One third of the total cost is needed to begin construction and has been collected from student activity fees of previous years.

Activities fees in the future will be increased to pay the mortgage because the \$800,000 cost estimated by the architect is higher than planned.

Every organization in the Center will be able to change the space allotted to suit themselves.

The plans may be displayed, said Nichols, to let students have a chance to make suggestions to the Committee.

Kruschen said construction could not begin until next spring with completion scheduled for summer 1970.

Nichols said later that he is to present a report to the Board of Governors.

"Tamara Giesbrecht, the Controller, said it is more money than we can spend. I will have to present a report to the Board of Governors in November. This is our only stumbling block."

He added he didn't want to put up a building that was inadequate because of lack of money.

The old SUB will not be torn down. The bottom part will become part of the dining hall and the top part will become an infirmary.

CEGEP's student schools take-over

Total war erupted this week between Quebec students and the provincial government and by Friday six junior colleges and one university department had fallen into student hands.

The blow that began the battle was delivered to a small CEGEP in Ste. Therese, a small town some fifteen miles north of Montreal. Students at Lionel Groulx took over the school Tuesday to register their various protests against the CEGEP system and the Quebec government. Their grievances are similar to those that have been ominously smoldering throughout the province for over a year now.

They demanded a second french-language university in Montreal (over 60% of CEGEP graduates cannot get into university for lack of space), total reorgani-

zation of the chaotic administration of CEGEP's, an increase in bursaries available to Quebec students, abolition of a 2% interest hike on student loans and government planned employment for the flood of CEGEP graduates.

CEGEP stands for College d'Enseignement Generale t Professionale and is the Quebec equivalent to junior colleges and trade schools designed to more adequately prepare students for university and/or employment in industry and the technical trades. The CEGEP's figure prominently in the Quebec government's plans for a revamped post-secondary educational system.

L'Union Generale des Etudiants de Quebec (UGEQ) has expressed full solidarity with the CEGEP students and decided Thursday night to hold one-day study sessions (coupled with class boycotts

in some places) in the coming week to give all Quebec students a say in the plans for further action.

The CEGEP students are supported by their teachers while administrators stay carefully neutral and have decided not to attempt to force the students out.

Student leaders threatened complete shut down of the CEGEP system unless the government takes action although five of the 23 schools have expressly voted not to strike.

The government has thus far not taken any action other than Education Minister Jean-Guy Cardinal's pledge for construction of the second university in the near future and his condemnation of the politics of "confrontation." Over 60,000 students are involved in the dispute.

The CA, a quiet revolutionary.



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A TO Z

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Students are advised to "Do Their Own Thing"

by Stuart and Fleming

"As the space in which students live becomes more free, we shall also find the university becoming more free. Free men must create and control their living environment."

With this idea in mind, the Co-operative Housing Conference was held in Washington, D.C., October 11, 12 and 13. Approximately 250 American and Canadian students convened over the weekend at the Washington Hilton to discuss their need and ability to control the environment we live in. Co-operatives already established, like the one here in Waterloo, were used as the examples of what can be done to aid the housing problem of universities. As far as discussing the type of buildings and economic feasibility of such projects, the Conference was a success. However, any attempt to present a philosophy or goal beyond profit-making, tended to leave the majority of students at loose ends. Many seemed to be disturbed by comments made by such speakers as Marcus Raskin or Dr. William Birenbaum, when they attempted to point out that students with the potential vehicle of cooperative housing, could and should, go out into the community. This was not to imply a missionary zeal, or revolutionary movement, but more a natural awareness of something beyond the university wall. However, perhaps it will be a long time before student Coops see themselves as anything more than economic ventures.

Besides the main speakers, workshops were held to dialogue problems and possible solutions in common areas of difficulty. The question of individual lifestyles and generally coping with communal living seemed to be a constant topic of discussion. Examples of the Rochdale experience, the Washington Free Community, and the Los Angeles Student Coalition were priority reference points, but, unfortunately, the only real answer that evolved was that elusive phrase "do your own thing."

An interesting part of the conference was the "encounter groups" conducted by David Goldberg. If nothing else, this "group therapy" method of getting to know people, proved that there is a definite need for openness between individuals, especially on an emotional level.

The final meeting of the delegates was to officially form the North American Students Co-operative League, with a tentative information centre in Washington and the communication centre in Waterloo. The final order of business was to name the date and place of the next conference — Christmas vacation at Kansas University. However, the Washington conference was not officially adjourned, so perhaps that should be the first order of business at Christmas.

THE TORTURER/TORTURED SYSTEM

Marcus Raskin, well-known for his stand on American Vietnam policy, and at present a Co-Director at the Institute for Policy Studies, was the first main speaker at the Washington Conference. His basic premise was that we are living in a colonized society, that is, one group decided for another, how that group is to live. Within this society, there are four main colonies: the violence colony whereby the nation state has full authority to decide whether you live or die, exemplified by the Cuban missile crisis; the plantation colony, which is purely economic. In this case, the citizen becomes involved in an authoritarian relationship, whereby it is decided for you, the working conditions, even the work to be done, e.g. the priority of building missiles; the third colony was that of the student. Pointing out that the major purpose of being a student is to induct the young into a particular life, Raskin commented that nobody seems to know what that life should be.

Consequently, the records become more important than the person and we are able to make an easy transition from people to things. "You are taught to think about yourself and your personal humanity in relation to records," the fourth classification was the dream colony. This is basically a result of letting the media do the dreaming for you and the consequent idea of further isolation. Further does the TV, etc., provide a successful alternative, or even a true portrayal of reality of the worker or the good student?

The result of a realization of this colonization is a desire for change and the need for decolonization. How? Raskin suggested either dropping out completely or direct confrontation, that is demand that the records be turned over to us.

The point of confusion was again how? But there were no illusions of a specific method. The colonized worker, citizen, student must decide for himself how to decolonize or, if in fact, all he wants is recolonization.

In reference to the tactics of university students, and especially those in cooperative situations, it was pointed out that this change must go beyond an economic level. There must be a definite alternative to the present colony system and you must be tough about it. It is a challenge of saying, look at me in a different way, and, essentially, a building of humanity. He ended by referring to this decolonization as a "gut issue" and that one basic step to the "definite alternative" is to realize the potentiality of assuming the sense of responsibility.

"SUSTAINED ENTHUSIASM FIGHTS BOREDOM AND BANALITY"

Dr. Erich Fromm, psychoanalyst and author of *The Art of Loving*, *Escape from Freedom*, and *Man for Himself*, spoke of the "sustained enthusiasm and aliveness" necessary between men to eliminate the boredom and meaninglessness of everyday living.

Fromm stated that to know another person one must go beyond just knowing "about" them to a discovery of the "psychological dynamics" which makes them tick. One way of learning about another person, Fromm pointed out, was to assume the Zen, "I am Thou" principle; that is, "nothing that is human is alien to me." This presupposes that one is open to oneself. Therefore, to know, means to respond to the responsibility of self-knowledge, to the duty to grasp and experience what another is experiencing. Dr. Fromm went on to say that this "self" or "other" knowledge lead to responsible people. But unfortunately, society did not necessarily want responsible people because they reacted to their own decisions and were therefore dangerous to today's repressed society, Fromm concluded.

It was also pointed out that the nature of the individual's shared interests with others also helps to define his ties with the rest of humanity. Fromm felt that interests must be "shared, intense and qualitative" if they were to have any real meaning. That is, one must get beyond "formulation and the merely cerebral to a relevant, intuitive and essential meaning with others."

Fromm's most important point was for the individual to sustain his enthusiasm "against the destructive elements of boredom and banality." Fromm felt that just words could not replace feelings and that enthusiasm even on a quiet level must be maintained. He went further, stating one should remain constantly active and never allow triviality to occur. That is, the meaningless and the "away from life" must be eliminated. For example, he stated, a person in love becomes beautiful because he calls on the best in himself to make himself

attractive. But all too often he falls back into routine and concerns himself only with food-gathering.

In a seminar later, Fromm pointed out to Lenin and stated that although revolutionary struggles have often brought people together in pursuit of the millennium, their original enthusiasm all too often turns to boredom when "institutions replace lost hope" in a vain grasp for meaningfulness.

"THERE MUST BE A SENSE OF DIRECTION"

Mr. Howard Adelman is a leader of the Canadian cooperative movement and professor of philosophy at York University. He has travelled extensively establishing and aiding cooperative housing projects and is at present very much involved with Rochdale. In his talk, he first pointed out the economic success of many co-op movements, particularly the Canadian attempt and the Oslo co-op. Then, he went one step further to demonstrate that a mass housing of students could also be an instrument of social change. However, there are two things wrong with the present approach, first acting on the presumption that there is something wrong with present residence structure, there has been a definite lack of presenting positive social goals for this potential student vehicle; and second, just dropping out and going to Rochdale or other similar "institutions" does not present the opportunity for confrontation because the community can rest easy now that you are within a new set of walls. While not advocating guerrilla warfare, Mr. Adelman did praise persons like Che Guevara for his open participation in social change. The main problem facing the student and especially the student already involved in an active organ such as coop housing is to establish a philosophy, an idea of direction.

"A POTENTIAL POWER THREAT"

Mr. Richard Barnett, is presently a Co-Director of the Institute for Policy Studies. Although his topic was supposed to be a discussion of cooperatives as a solution to low income housing, he too presented a view that went further than just being an economic success. Once you have set up your coop and have it in good working order, one should realize that this is not just limited to housing. While they can be models of experimentation, there should be an articulation of political goals, and a relationship with those outside the coop. Gain-

ing economic success will also mean establishing political manipulation. On a local level, this can serve as an extremely useful tool for change Barnett stated.

"THERE IS NO SUBSTITUTE FOR FACE-TO-FACE CONFRONTATION"

The most exciting and well-received speaker at the Washington conference was Dr. William Birenbaum, President of the Staten Island Community College. His basic message was for students to realize that they are "ghettoized." His allusions and comparisons of universities to business ventures were superb and he received a standing ovation for a nice demonstration of the idea that the student is a nigger in the business world. First, Birenbaum showed that the university was set behind the walls of monasteries to keep everyone from the outside out. However, the students of Bologna, forming a union, went out of the walls, and managed some social change of rent control, and went inside to confront their teachers. But, once they gained their freedom as students, there was a fear of the secular society and so the walls were reimposed in the form of the Oxford-style university. The university became and still is, no more than "a place." This "place" can be looked at in terms of geographical perimeters of the campus and temporal boundaries of three or four years. However, this static situation goes much deeper than just time slots and geography. The concept of monopoly was established — a monopoly in terms of a presupposition of what you are. The powers that be, place you in "deep, dark, vertical shafts" otherwise known as departments. The success of their monopoly is measured in terms of a currency of "credit hours." But, in order to keep control of your vertical progress, horizontal shafts are established in terms of entrance requirements, grading, major/minor systems, requirements for degrees. Therefore, you end up in an involuntary ghetto. This is even truer when you compare it to the tall skyscrapers and the long low supermarkets of any city block in terms of a Ph.D. seminar and the survey courses in each section respectively. The measure of the success of this monopoly comes in knowing all about your block, and not about the next. "The more you know about less, the better." Further, the real tragedy, the killing off of faculty and student is when one of the ghetto residents comes to a cor-

ner and tries to cross to the next block. You just don't violate the monopoly. However, if the situation gets desperate enough, there is an inevitable attacking of one another, like sharks, for bait, in a struggle for control for power. Here lies the danger, pointed out Dr. Birenbaum. Are present student unrests merely attempts for control? "Stop kidding yourselves! You are just building up another vertical shaft." One must conduct oneself for what one stands for. The goal of the fight should not be just a switching of position. There must be a change in the framework of our thinking. The usual argument against such activity is that students have no money base, no experience, and are a minority. But, Dr. Birenbaum felt that if students realized the potential of optimism and direct confrontation, in the light of this new thinking, then changes can be implemented.

"IS THIS THE LAND OF THE FREE?"

One last note on the Washington conference. As mentioned before, the activities were held in the Washington Hilton and the majority of the students attending the conference were not particularly anxious to pick up the banner of confrontation or mobilization. However, the Hilton felt quite justified in protecting its other patrons from those university students who were obviously of the "yippie type" — whatever that particular animal is supposed to be. These protection methods took the form of hiring extra security guards as the first students were registering having members of the regular Washington police force patrolling the conference room halls (also to protect a small war display in the building). Those delegates who took rooms in the Hilton were made to feel uncomfortable and were also required the unorthodox practise of payment first and then you get your rooms. Unfortunately, this treatment was extended to the speakers brought in for the conference. Waiters were instructed to count the silverware after a luncheon for the students on Saturday. Granted, there is a lot of uneasiness over the present conditions in the United States, but after agreeing to have the conference at their hotels, the Hilton authorities only aggravated a normally complacent student group. Such a reaction has only served to intimidate and further point out the ghettoized condition of students.

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Ballard bombs panel talk

Students Council president Ballard created the image of paternal Know-it-all Wednesday night in the panel discussion between the WLU's "student leaders" and the student leaders of U of W.

Ballard spoke the words of the prophet of the administration Wednesday night when he said, "its not the system that's rotten it's the people that are in the system that are rotten. There is nothing wrong with any system, not Communism nor Capitalism." Couple with this his statement that "I am the representative of the students."

We do not want to think that Ballard thinks that the students he represents are inferior and beneath him. We do not want to think that the power elite in the administration has made Ballard an integral part of their organization, because if this is the case he is out of touch with the students and the needs of the students. We wonder if Ballard may be holding down some position with the administration next year when he graduates?

Ballard completely rejects any ideas that there may be some trouble in getting full and adequate representation of the students on the different committees. He does not seem to be intelligent enough to realize that a run-around may be developing with the faculty and the administration concerning the induction of students into the Vision Scheme of the Administration.

Ballard believes in Ballard and this is all that seems to matter to him. He refuses to look ahead or over the top of his sand box.

But Ballard has friends on his little politbureau that compliment any move he cares to blunder into. In the opposite corner of the cube we have Ray Turner.

Ray Turner has changed sides it seems and become akin to the powers. He is setting himself up as an administrative bureaucrat conscious only of his divine right to rule the students and that meager part of the student body, Students Council.

Undoubtedly Turner would like to join with the Administration and rule. He enjoyed making himself the father image. He enjoyed telling anyone that might take him seriously that the students here do not want all the changes and methods of changes which the people from the U of W offered.

We have an oligarchy in council which may be instilling irreparable damage upon the cause of greater student influence. Council, embodied in Ballard and Turner, with their casual approach to the need for a better method of education may be setting a new record for "assinine" things to do, or not do.

Council laugh-in

Council must be the biggest Laugh-in to hit the university since professors were told when they were unhappy.

If you didn't go to the last council meeting you couldn't have been in a mood to be entertained. The Ballard Bellowing Boys and Girls tried to move in on the Student Union Board of Governors this week and when that didn't succeed they tried to get at the SUBOG Chairman and when that didn't really work they tried to get at the Cord. There were other "didn't works" but they were only Ballard telling different people to shut-up.

These elected representatives of the students in their schitzoid fashion unbelievably have not scared off the Administration or the faculty. However, the way the faculty is reacting to the proposed changes can be attributed to councils antics.

Is it any wonder that the powers that be continually refer to the fact that students must be responsible and handle the new positions with integrity?

As a leader, Ballard is an obvious flop. He allows the wild eyed council members to scream, jump up and down, and put on a show that the Moscow Circus has never equalled. Then he insists that it was he, followed by council, that initiated the proposed changes in the university. There is a great deal of talk now that the changes will not come into effect until next year at the latest. With all that yelling going on at the council meetings Ballard has probably missed this fact.

Ballard has his committees and his subcommittees and his committees studying committees. He does not, we think, provide all the leadership that his office requires.

Professors not so smart

To the Editor:

The other day during a class a professor remarked that he had recently given a lecture to a group of high school students following which there was a period of discussion. He said he was amazed at the high level of thought expressed by these students who were not afraid to venture a new idea or express their own opinions with forcefulness.

He compared these students to the sophisticated university student who says little and when he does speak overly blaise in classroom. Why?

It was ironic that in the class following this one, at least part of the reason was revealed. The professor for this class is what many would call the straight forward lecture. He is an interesting lecturer and he knows his material thoroughly. He does not encourage discussion but he is willing to answer any questions asked. The problem is that he is cynical. He has been doing his course so long that he no longer sees or feels anything vital in it.

Naturally enough, a student is not going to be overly enthusiastic or anxious to express ideas if the mood set by the professor is one of total disinterest.

Either this professor feels that everything that must be said about this course has been said, or that his students are incapable of offering any new pertinent facts.

Of course this does not completely answer the question. Many professors who are enthusiastic are I am sure, distressed by the lack of response in their students; nevertheless an inter-

Manitoba students compromise Admin.

WINNIPEG (CUP)—The University of Manitoba student council offered a compromise proposal to end the current student-administration impasse over the election of student senators.

The council had earlier rejected seven seats (out of 90) on the university senate and said it would not participate until it had: the right to select senators, seats on the board of governors, and open senate and board meetings.

The administration gave in on the first proposal but has not acted on the rest.

Further complicating the whole tangle was the University of Manitoba act passed by the provincial legislature last year which provides for the student seats on the senate and senate seats on the board.

Neither reconstituted body can meet until there are student senators.

The council has offered a two-point proposal to clear the way.

The first proposal, if adopted, would see the old senate recommending its meetings be opened and a student seat be guaranteed on the board. The new senate would then meet (with students) and discuss, in open session, the principle of permanent openness. The executive of the present board would also recommend discussion of open meetings at the

forum

ested lecturer is the first step towards an interested student as one year at teachers college will inevitably suggest.

DISGUSTED

Dear Alice

To the Editor:

Dear Alice: If you were presented with the situation of having two votes on the same ballot, the first asking you to vote for or against Canada becoming a republic, and the second asking you to vote for or against having a thumb-sucking demonstration in the library (sorry about that Schultzie), is it AT ALL POSSIBLE that you might take exception to the presentation of the second "issue?" This, I believe is much like the situation as it presented itself to Mr. MacLeod a few weeks ago. And what I believe Mr. MacLeod was trying to say in his letter to the Cord of the following issue was "Is it possible for WUC to stop pissing around worrying about a name image, of all the repugnant and picayune things, and worry a little more about directing some of it's energy toward improving its structure and academic standard — a standard, which is almost entirely inadequate — a fact that is common knowledge.

Alice, I must admit that I almost admire your fantastic ability to completely disallow your existence. I know you exist physically, or at least I think I've seen you. You "chastize" Mr. MacLeod for being impertinent enough to worry about the influence his environment has on him! When Alice, was the last time you worried about anything but "Fet-

id Air," "Slippery Sidewalks," and the fact that you found the wrong proportion of milk solids to ice in your ice cream? It seems to me that you systematically reject everything that might make you other than physically uncomfortable — take Koot for instance. You are, it seems to me, capable only of garnering the sediment left to you by your academic superiors — like an inert, almost dead, mass, capable only of emitting the odd puff of naseaus gas — a rat in a cage performing tricks for academic pellets.

So searching, hoping, improving, being, aren't "in vogue?" So what's camp now — either a radical, or sneering at one — or attending SDS meetings I suppose? How's the morgue of your mind Alice? So to be dissatisfied with a situation is false over-humility? — tell it to the Black man, like Dave, who just might shoot you some day. Utterly absurd? . . . wrong. And do you have lots and lots of pretty pictures of Europe Alice? I think you're a retread. You remind me of the type of person who, if she were being raped would probably at the same time be writing a lament to her dead poodles toenails.

Smell your being Alice — does it smell like the dung that spills out of your mouth? My mind reeks, but at least I think that I know it (pat, pat).

But again, perhaps this is all unnecessary. Perhaps the situation can be rationalized away as an accident of birth, into a society which must destroy to survive. O Great Mother Technocracy! America is wonderful, wonderful, wonderful, wonderful . . . wonderful, wonderful, wonderful . . .

E. NYGREN

Cord staff

editor-in-chief: Ron Bohaychuk news editor: John Andrews
features editor: Ulla Lehvonen sports editor: Brian Crawford
photo editor: Phil Atkins CUP editor: Jean Lapp
publications chairman: Rick Smith
advertising manager: Jeff Fry (744-8681)
managing editor: John Kuti circulation manager: Paul Wemple

first meeting of the new board.

The second proposal, an alternate and equally acceptable, would have the new senate meet informally without the seven students to vote on open meetings and student representation on the board.

The council would then go ahead with the election of senators.

There has yet been no response from the administration but it has been apparent the administration is extremely anxious to get on with sessions of the new bodies and has desperately been trying to get the student senators selected.

U. or T. engineers demand seats

TORONTO (CUP)—University of Toronto engineers have voted unanimously to demand 20 seats on the 160-member faculty council of applied science and engineering.

The council will consider the request at its next regular meeting.

Dean J. M. Ham told an engineering executive committee meet-

ing Tuesday night (Oct. 8) he thought the student proposal was an "eminently sensible idea."

"Any method that can reflect intelligent interest of students cannot do us anything but good," he said.

During the two and a half hour debate, the student engineers rejected an original proposal calling for only five seats on the council.

Scarboro coeds pitch tents in protest

CORD PG 4 SCARBOROUGH jr TORONTO (CUP)—Three Scarborough College co-eds pitched tents beside the main building of the school Oct. 7 and were joined the next day by 37 more students and nine more tents in protest against government delays in approving residences for the college.

The tent city is called "Davisville," honoring William B. Davis, Ontario minister of education.

The administration supports the protest and registrar James Jackson has promised to join the sleep-in.

Communication

This week's communication is with Fred Nichols, Dean of Students.

What areas does the dean of students deal with?

This office I feel deals with the out of classroom education of students, social attitudes, rules and regulations.

On more involvement with the community.

This is possible but I'd like to see more activity areas in and about the campus. Now I think there is very little on the campus for the student. We really force people off campus.

You're on educational services. What is it dealing with this year?

We lack policy regarding really everything. That is our first responsibility.

What particular areas are you speaking of?

Policies in individual and social behavior, class attendance, deviant sexual behavior, dress and appearance, drugs, premarital pregnancy. There is really no policy on things like demonstrations. What do I do?

We have to decide what action I can or should take. With student help we can decide what these policies should be.

Further areas for educational services.

We deal with outside areas like student housing, housing regulations that I feel need some revamping. Campus security is also our responsibility, whether it is that of policeman or watchman. We are in health services. We must decide university liability regarding theft and accidents. We must have policy on how responsible we are.

On food services.

One thing that really bothers me are compulsory meal cards, transfer of meal cards, refunds on missed meals, bag lunches.

On required on campus living.

Can we really say we require all freshmen to live in residence is a question that we must ask.

On recruitment.

We don't have any policy concerning groups or businesses who wish to come on campus.

Will these things get down to the general student body so they can express their opinions on these rules and regulations?

They are right now determining committee decorum and just how a committee will work and how we can get these things down to the general student body. We have talked about debates to really get student opinion.

What is your candid opinion on student power and student involvement?

It may sound like a broken record but I think students have been involved and are involved.

We mean especially on decisions regarding his education.

This is a breakthrough.

I think we're in a much better position to have students involved because we're small. I think if students want to be involved they can get more involved than they actually have time for. I don't know if students aren't going to get more than they want. We may not have enough students to involve as deeply as the involvements going to require.

Should major offices and committees perhaps be considered equal to a course?

I think that has a lot of merit. I feel that even what my office has to offer can be as valuable to a student as something he learns in a classroom. I feel if a student is unhappy outside the classroom he won't perform in it.

On library science.

I have recommended deletion from the orientation program.

WFA sees global village

While speaking in the chapel service Wednesday morning, Ross Smyth, Public Relations officer for the World Federalist Assoc. of Canada (WFA) said the association's belief was to "achieve world peace through world law with justice."

Smyth said "man has not learned to live with his fellow men" and until he does so and learns to live in today's "global village" peace is improbable.

The United Nations he felt, was not effectively solving the problem of world peace through disarmament. Smyth said, "by diverting the huge armament build-up in spending to poverty spending the road to world peace could be achieved."

The growing gap between the rich and poor countries could result in "rise in massive rebellion between the haves and the have nots."

The WFA must follow two paths he said, "one must be to strengthen present peace institutions (UN) and the second is to psychologically promote the concept of world citizenship."

Two points by which the UN must be improved are by extensive research into UN reform

and revisions to the UN charter for a more effective organization to promote world peace.

He said, "as we have disarmament the building of an international police force must take place in order to ensure peace." Smyth believed an international court of justice should be expanded to deal with problems through arbitration by smaller courts.

"There is so much damn apathy in the world today, we cannot achieve peace unless the WFA is supported," he said. This and the problem of financing through an adequate revenue system are the problems facing world peace.

The WFA is represented in 45 countries and youth groups throughout the world, including Russia. In Canada there are approximately 3,500 members of which 10% are students in 18 branches. In Parliament, MP's, senators and cabinet ministers are associated with WFA.

"World peace," he said, "could only be solved by the WFA through political associations and with the help of a small but hard-working majority of about 10,000."

Student secretariat to examine sex deviation on this campus

The Student Secretariat of Waterloo Lutheran University is currently being set up, under the supervision of Ed Auger, in order to investigate certain areas of student life and make reports on its findings.

Auger, second Vice President of the Student Council, said, "What was really the instigation of the Secretariat was that Dean Nichols presented us with a series of policy problems that had never been solved. The lack of any real policies created a need for investigation."

These are some of the areas which Nichols thought should be investigated:

— student conduct, deviant

Rubber stamp

At a recent Canadian University Press conference, the Chevron staff from the University of Waterloo created an air of dominance and sportsmanship with their Aryan Affairs Commission Rubber Stamp and their Chevron Stamp.

In the same way, the Cord staff reduced the staff of the paper up the street to a mass of sniveling flesh when out of consideration to the city of London and the sanity of the other CUP members they confiscated the stamps.

There was no animosity involved nor was there any malice but they felt some recognition of both papers should be exposed.

Before discovering the Cord had the stamps the staff of the Chevron was extremely disgruntled and snippy to the Cord.

The Cord staff, not wishing to cause a schism in the good relations with the Chevron, had no intention of keeping the stamps. At this moment the Chevron is looking at the stamps and paying homage to their symbols of dominance in the university sphere as well as in the sphere of Terror Unlimited.

Peace be to the Chevron and the Cord.

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sexual behaviour, drugs, excessive use of alcoholic beverages, off-campus behaviour, entertainment of members of opposite sex in residence, pre-marital pregnancy, responsibility of student publications to administration or faculty, suspension, expulsion, provision of contraceptives, and student council.

Auger said, "The student committees would make a report to Council. All students would read the circulated report and then attend an open meeting, where they could stand up and agree or disagree. Council would make the decision and work toward the implementation."

"It never happened before that Student Council called committees," said Auger. "The committees will have students and faculty members, as well as administrative members. There will be the benefit of administrative experience and more balance," he said.

"We hope to start in two weeks. We will have many working at the same time, we will have reports coming in, and we will get some action. There could be some problems with Council turnover, but we will either appoint a chairman to be responsible for the completion of the investigation or else we will set up a permanent committee. There will be work through the summer," said Auger.

He added, "I'm pretty confident that students will be responsible. The students will be taking the initiative, while we set up the guidelines." He said that the report would go to the Educational Services, which must first approve the constitution by which the Secretariat will operate.

"We're right within the university structure. It didn't come as a complete surprise — we'd been talking during the summer," he said. The Secretariat was set up last year, but nothing was accomplished.

Soph President, Dave King, said "Council will draw students from a list to place them on Administrative councils. They can work on committees or directly as a representative."

"It is almost necessary to have a Secretariat," said King, "in order to know who you can depend on. If a person is interested enough to fill out a form, you know you can depend on them."

Neither King nor recently elected Frosh Vice-President, Scott Wagner, thought that a Frosh would head any committee. Certain committees may require somebody with more qualifications," said King. Wagner said, "I don't think any committee will be headed by a Frosh, still it's going to be possible to have an all-Frosh committee."

King said, "Dean Taylor said that he wanted students on committees." "We're getting so many openings on the Administrative councils, it isn't even funny," added King.

Considering the fact that any student can get on the Secretariat, King said that it would be possible to get irresponsible students in responsible positions, "When it comes to administrative councils, we will have to be choosy. It's a privilege to be on it, you have to do a good job," he said.

Both King and Auger agreed that the Secretariat was not, in itself, a major accomplishment. "We have to start somewhere," said Auger.

WUS demands more activism beyond bounds of university

University seems to be generally regarded as a sanctuary, a place to hide from the worries of the world and retreat into an intellectual cloister.

World University Service is trying to shatter this treasured belief and get the students involved in what is going on beyond the edge of the campus. WUS believes that universities should be of service to their communities, and that barriers that hamper the free development of universities — political, economic, or medical — should be attacked by students and professors themselves.

Each year, students and professors active in campus WUS committees in some fifty countries, organize "self-help" projects such as co-operative hostels and dining rooms, student health services, scholarship programs, community services, textbook lending services, work camps and international seminars.

World University Service of Canada links together committees on most Canadian campuses. Activities include exchange of information and discussion of the role of universities in relation to local and international problems; support of "self-help" projects in Asia, Africa, and Latin America; services to overseas students in Canada; selection of Canadian students to take part in the annual WUSC International Seminar; operation of "Treasure Van" sales of international handicrafts; and collection of books to send to universities in developing countries.

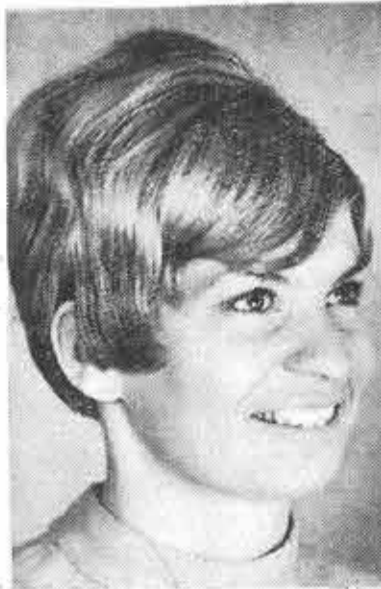
During 1968-1969, the WUS committee at Waterloo Lutheran will organize a series of discussion groups, lectures and seminars on university and international topics. On Friday, October 25 at 12 noon there will be a Slave Auction of one hundred lovely WUC girls. The next day will be the "MILES FOR MILLIONS MARCH" SATURDAY, OCTOBER 26 — 28 miles past 4 pubs!! — which promises to be great fun.

All proceeds will go to international WUS projects. "Treasure Van" will pay its annual visit during the week starting November 4 in the Dining Hall Mezzanine. Students will be selected to represent WLU at the 1969 WUS SEMINAR to be held this year in Toronto. Other years lack of funds have kept us from the seminars in such places as French West Africa 1968 but we should be able to swing Toronto. Other activities will be announced from time to time.

WUS committee at WLU this year consists of Dr. D. Morgenson, Faculty Member; Prof. R. Langen, Faculty advisor; Prof. A. Menzies, Faculty advisor; Pam Donohue, Chairlady; Kent Banting, Business Manager; Diane Van Horne, Educational Activities; Carol Siew, Secretary; Pat Giles, Cathy Byers, and Linda Rodegarde, Publicity; and Paul Wemple, Treasure Van Organizer.

Other workers are still needed for educational programmes, the "Treasure Van" sale, the March for Millions and other events, so don't feel shy about volunteering.

Homecoming needs you



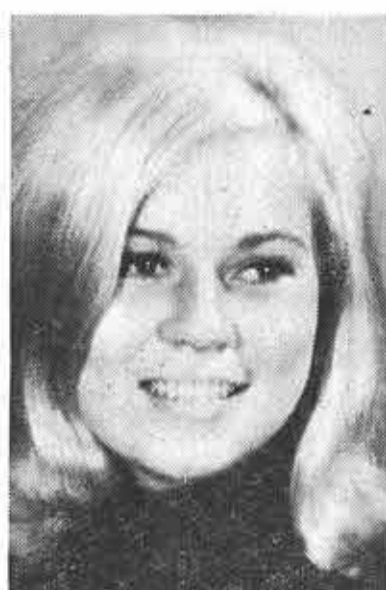
LIBBIE WESTLAND
Third Year French and Psych.
Age: 20
Grimbsy, Ont.
Major extra-curricular activities: Cheerleading, women's athletics, P. & G.
Future plans: Public school teaching, personnel work - as long as it is dealing with people.

SYLVIA DUBECKI
Second Year Politics, Economics
Age: 20
Waterloo, Ont.
Major extra-curricular activities: WLU Player's Guild, CGIT, Sunday School teacher, sewing, sailing.
Future plans: Legal field.

STEPHANIE MILLIKEN
Second Year Biology and English
Age: 19
Peterborough, Ont.
Major extra-curricular activities: Interform volleyball, basketball, ornamental swimming.
Future plans: Teacher in High School or Lab. Research.

LOIS ONDER
Second Year History and English
Age: 19
Toronto, Ont.
Major extra-curricular activities: President of Women's Undergrad. Don. Winter Carnival.
Future plans: teacher.

PATTI O'NEILL
Third Year English
Age: 21
Toronto, Ont.
Major extra-curricular activities: P & G "Fantastiks", "Olivier", Summer Stock Theatre in Muskoka, PC Club Secretary, folksinging, guitar, piano.
Future plans: Theatre in England or legal secretary.



PAT McLAUGHLIN
Second Year Psych. and Phil.
Age: 20
Waterloo, Ont.
Major extra-curricular activities: Homecoming decorations, WLU Players Guild Costumes, Ski Club, tennis, sewing, golfing and swimming, CGIT, Sunday School teacher, Wolf Cub leader.
Future plans: Airlines, guidance counselling.
Remarks: SCARED.

DIANNE HOSKINS
Third Year English, Psychology
Age: 23
Cobourg, Ont.
Major extra-curricular activities: Winter Carnival, Inter-mural volleyball, Women's Undergrad, Don in Res.
Future plans: Teaching.
Remarks: Taught public school 1 and 2. Great being back in school again.

DEBBIE SHIER
Second Year Psych
Age: 18
Toronto, Ont.
Major extra-curricular activities: Cheerleading, Winter Carnival, canoeing, appreciating "good music".
Future plans: Travel to Brazil, California and Europe, become psychotherapist, marry and have a good size family.

PAT HAY
Second Year Psychology, Sociology
Age: 19
Fort St. John, B.C.
Major extra-curricular activities: Autosport club, swimming, part-time job.
Future plans: Master of Social Work.
Remarks: Spends summers as lifeguard instructor, continue this type of work with children after school.

Campus queen candidates

photos by Glandfield



CONNIE BUTSON
Third Year English and French
Age: 20
Stratford, Ont.
Major extra-curricular activities: Women's Undergrad., Photography Dept., Curling Club, sewing and cooking.
Future plans: Teaching, traveling, perhaps with CUSO, courses in clothing design and retail management, perhaps working at Expo 70.
Remarks: Ultimate aim: Make some man happy with a home and lots of children.

JOAN WILSON
Second Year English and Psych.
Age: 21
Orillia, Ont.
Major extra-curricular activities: Swimming and instruction of swimming, skiing and sports in general, Band (flute), Winter Carnival (Chairman of Decorations), Students Council.
Future plans: Finish college, travel widely, course in Home Economics, eventually marry.
Remarks: Like parties and social events, like having fun, a genuine interest in people.

SALLY FOLLAND
Third Year Geography and Physical Education
Age: 22
Oakville, Ont.
Major extra-curricular activities: Cheerleader, Women's Athletic Association (Senior Advisor), Varsity basketball, Purple and Gold Revue.
Future plans: Physical Education at Ontario College of Education or attend University of Alberta for Bachelor of Physical Ed.

MARY-JO KELLY
Second Year English and French
Age: 18
Kitchener, Ont.
Major extra-curricular activities: Student's Council, Shine-rama.
Future plans: Become bilingual, obtain pilot's licence, work for the Government - perhaps research in the North.
Remarks: Enjoys student government, student academics, student life as a whole.

CAROL REID
Second Year Political Science
Age: 21
London, Ont.
Major extra-curricular activities: Camera Club, skiing, campaigned for local election, reporter on Cord.
Future plans: Journalism, wife and mother.
Remarks: WLU's Queen should be representative of the student body.

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Cinema Scope

by Valentine

I'll Never Forget What's 'Is Name (WATERLOO THEATRE)

Michael Winner, producer and director of this film, thought he had the magic formula which made successful movies like "Blow-Up". Just plug in the components to the equation and success must be guaranteed. Unfortunately, in making this film, Winner left out the two essential catalysts to the equation: talent and technology.

Many movies have taken up a Marshall McLuhan theme that the idea of self-expression is obsolete; now it is corporate expression. This is one of the many entangled themes of "I'll Never Forget What's 'Is Name."

In this film, a brilliant young advertising man, Andrew Quint, one day brings an axe to his office and chops up his desk, saying good-bye supposedly forever, to a job that is "deceitful, superficial and self-indulgent." Deciding to throw away all vestiges of his former decadent life, he parts with his two mistresses, but not without a farewell kiss (etc.) He does have a wife and child but lives apart from them. Andrew goes back to work for a struggling literary magazine. Here he meets another lady love Georgina. She is later killed in a car crash.

It seems that the advertising agency desperately wants Andrew back. The magnate of the corporation finally buys out the magazine Andrew is working for. He does this because he wants to win the creative advertising award and Andrew is the only one who can win it for him. Andrew's film is successful but winning was actually a blow to Andrew because he intended his film to be a personal satire against the system but unfortunately, the system cheered his effort. At one point, the magnate tells Andrew that his film really did not win because he bribed the jury. This would seem to throw out his motive for wanting Andrew and only Andrew to direct the film.

The movie ends with Andrew probably going back with his wife and probably joining a rival advertising corporation.

Interspersed through the film are flashbacks to his boyhood days at school sparked off by a school reunion where no one can remember what's 'is name.

The acting is really not very memorable. Carol White, though, as Georgina, does add freshness and vivacity and is the only female of the film that does not reek of insipidity. Orson Welles as the bulbous advertising magnate is humorous and interesting even though you know he is playing himself and you have seen it all before. Probably only he could say a line like "What are you doing on this scruffy little barge?" and draw laughter from the audience. Andrew Quint is played by Oliver Reed. He is another member of the cool hero set and doubtless he will be seen in many more movies in this capacity.

In the film, there are occasional touches of humour but these comic bits are isolated and do not seem to belong to the movie. Sex, too, is played for its own sake. But then a little sex is supposed to be part of the formula, is it not?

A serious criticism of this film is that it seems a dissection and not a whole. When a film is going to use techniques like flashbacks, rapid changes in sequences, movements from theme to theme, it must be done with skill. Without this essential talent and technology, this film degenerates into a series of events which do not accrete strongly enough.

It is ironic that one of the themes of this movie is the struggle against superficiality and phoniness when the film itself is a phony.

No Big Thing

by John Kuti

E'lo-i, E'lo-i, la ma sabachtha'ni

I am a child in a man's form with the innocence of a world that is going to end. I have seen and I have been misunderstood by everyone and then had them wonder that I never understood myself.

I have run with the pack and thought that I was free as the trees that died in autumn with the regular rustle of leaves.

I saw those that lived for themselves.

I saw those that raised me and pushed me to places from where I saw that they were fools. I saw them and they were surprised that they gave me nothing but pain. I once thought I found where it was at. Life was one long lovely trip filled with wonderful improvisations. Everyone was different and lived for values beyond themselves. I was caught in the spin of a perfect lovely circle. But now as I come closer to motionless centre I am starting to see what we are. Like lambs of a kind we follow the piper and his sound or any sound that is new to us who are cursed and blessed in our hearing.

They say I am like the rest of you, and perhaps it's true because sometimes when I look at you I feel the same bile in my throat that I taste when I realize that all I have are my eyes.

I see, and I have seen that for a child a flower is lovely. I gave you a flower and I have taken loneliness. I have lost myself among you and tried to tell just who on earth was living.

I have tasted the drugs and depressants that made life seem almost real. I have fed the fowl and some of you and tried not to think that I was Christ.

I have known what it is to know nothing so the smallest simple thing seemed so perfect and so pure that it caught deep inside me like the tendrils of a vine that is beautiful but barren of fruit. I have cared and craved attention, gotten it, and said it was for beauty's sake as I brushed my fingers across a cheek and then let them slide wherever.

I have heard three words, the perfect trinity that made me feel a burden like I was holding Atlas above me. I felt my wind knocked out of me but somehow I managed to speak, and almost in futility I heard my voice say I, and love, and you.

I am Nietzsche's madman out of the marketplace. I have stood between the lot of you and said with insane conviction that it is not I or you or God who is dead but that Love is dead. And was never really risen.

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end



Roger Passmore
halfback



Tom McColl
fullback



Bill Ballard
centre



Doug Strong
halfback



Terry Harvey
quarterback

GO HAWI



Pat Blackman
guard



Photos
by
Craig
and
MacGregor



Glen Baker
end



Paul Brown
tackle



Adrian Kraayeveld
fullback



Ed Strohack
guard



Bill Ballard
centre



John Reid
fullback



Ralph Spoltore
end



Bob Hamilton
end

GO WKS

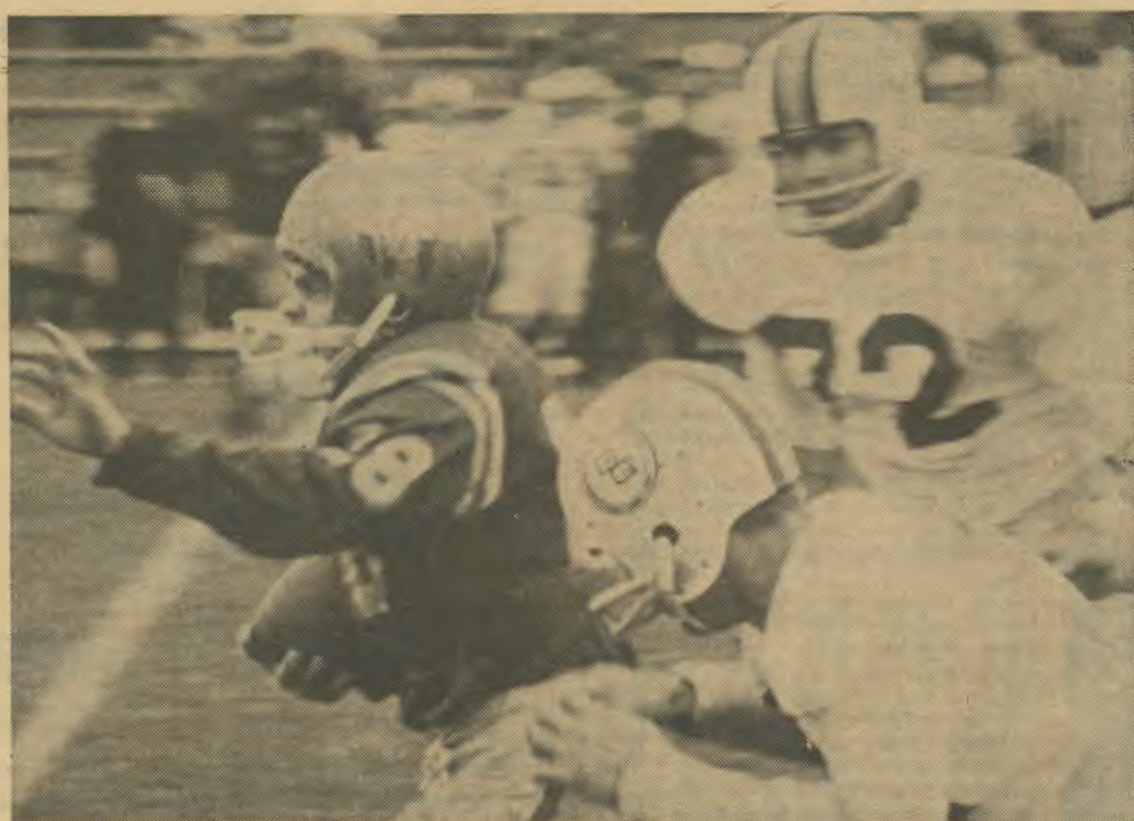


Paul Gray
quarterback



John Skinner
halfback

Photos
by
Craig
and
MacGregor



Mike McMahon
guard



Ed Strohack
guard



Euald Timusk
tackle



Ed Sevels
tackle



Barry Jamieson
tackle



photo by Atkins

Debbie and Libby doing their thing.

Hawks down Windsor in last seconds

Time had all run out on WLU in Saturday's GAME between the Golden Hawks and the Windsor Lancers. Windsor, though new to The Central Canada Intercollegiate Football Conference this season, and decided underdogs for this contest held a one point lead with 10 seconds remaining in the game.

With just enough time for one play quarterback Paul Gray of the Hawks hit flanker Tom McColl with a perfect pass for an 87 yard touchdown, and WLU emerged with a 32-26 victory.

Halfback John Skinner opened the scoring by returning the kickoff 75 yards for a touchdown. John Reid converted and WLU led 7-0.

Neither team could mount a sustained drive throughout the remainder of the first quarter as both defences played tough football. Windsor finally tied the score in the early minutes of the

second quarter when halfback Jack Penny returned a WLU punt 55 yards for a touchdown. John Robinson converted and it was a new game.

Paul Gray added a 30 yard single shortly before Windsor halfback Matt Chorneyko scored on a 3 yard run to move the Lancers out in front 13-8.

John Skinner then startled the Windsor fans by returning the following kickoff 90 yards for his second touchdown of the day on a runback. Reid converted and the score stood at 15-13 in favour of WLU.

As the first half was drawing to a close Windsor was forced into a 3rd and 8 situation at the WLU forty yard line. Mike Scime's punt was taken by John Skinner in the end zone and a jarring tackle sprung the ball loose as he attempted to run it out. Bob Dafoe of the Lancers fell on the ball for the Windsor

tally and the Hawks trailed 19-15 at the half.

In the third period quarterback Terry Harvey gave the lead back to Waterloo as he scored on an 8 yard run. Harvey, having just recovered from pre-season injuries played in his first game in over four weeks.

The rest of the third period scoring saw Paul Gray add a 50 yard single along with a 24 yard field goal by John Reid. Hawks led 25-19 with 15 minutes remaining in the game.

Windsor, determined to score its first league victory came from behind once again. Mixing their running and passing plays well Lancers struck deep into WLU territory. Halfback Ken Powers swept in from the 5 yard line for the score, and Windsor took a 26-25 lead into the final minute of play.

The Lancers were quite content to run out the clock but the Waterloo defence forced them to turn over the ball at the WLU 33 yard line.

This set the stage for Gray's long completion to McColl for the game winning score and the Hawks escaped with a 32-26 victory.

Defensively, the Hawks played a better game than the score would indicate. Windsor managed only 97 yards along the ground while two long passes kept them in competition. These two receptions set up two of the Lancers majors with the other two scores coming on punt return and a fumble recovery.

Offensively, the Hawks rolled up a total of 357 yards, 184 of which was along the ground. Bob McGregor and Doug Strong with 93 and 49 yards respectively were the big ground gainers for WLU. Paul Gray was 6 for 10 in the passing department for 158 yards.

Flag Football Standing

Team	p	w	l	pts.
Blue Babies	2	1	1	2
Green Gophers	2	1	1	2
Yellow Streaks	1	1	0	2
Blue Bombers	2	1	1	2
Seminary Saints	1	1	0	2
Red Guard	1	1	0	2
Red Barons	1	0	1	0
Yellow Jackets	2	0	2	0



photo by Atkins

Will this scene be repeated Saturday?

sports roundup

by brian crawford sports editor

Been pretty quiet this week except for the squeaker by the Hawks over Windsor on Saturday. For a first year team they certainly scared hell out of the Hawks. They caught on pretty fast and almost passed the Hawks out of the western division race. This team with their hot and cold performance is enough to give everyone ulcers.

This Saturday is the annual homecoming gladitorial contest. The Voyageurs from Laurentian should give the Hawks another big test as they are expected to attempt to exploit the WLU pass defence. Howie's boys are going to have their claws full.

Should be a good game though, even if you get tuned in beforehand at the tip-em-back club.

The B-ball Hawks are still practising but still no word from sharp-eyed Quillo Fox. Should be some news before too long. Whispers from informed sources say that Coach Lockhart is having a height problem: not enough of it.

The Hockey boys are working a little harder at the auditorium these days. Coach Maki is down to about twenty-five players and feels that with two or three more cuts the team will be ready to tangle with Brock University Generals next Thursday in St. Kitts. More on Maki's men next issue.

The girls are also hard at it in preparation for the B-ball and volleyball season. They are practising under the direction of their coaches. Didn't get any names of the coaches but it certainly isn't Lockhart. First games for the girls are November.

It seems there are more minor sports teams on campus than anyone realizes. One of the reasons may be the fact they have no publicity. We're trying to do something about this situation so if any minor sports team wants some news space, contact us in the Cord office.

Quote of the week: Mike Kilpatrick talking about uncoordinated B-ball player: "He can't even walk and chew gum at the same time."

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PLACEMENT INTERVIEWS

The following companies will be present on campus during the month of November. 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.

DATE	COMPANY
Nov. 1st	British American Oil Bus. Admin. — Mr. Thompson
Nov. 4th	Bell Telephone Bus. Admin., Arts and Science — Mr. Harkness
Nov. 5th	Bell Telephone Bus. Admin., Arts and Science — Mr. Harkness
Nov. 5th	Sun Oil Arts & Science — Mr. Laitar
Nov. 6th	Sun Oil Arts & Science — Mr. Laitar
Nov. 13th	Ont. Dept. of Lands & Forests Hons. Geography & Planning — Mr. Weiss
Nov. 14th	Canadian General Electric Any — Not Known
Nov. 15th	Public Service Com. Econ. Statistics Soc. & Geography — Mr. de Bretigny
Nov. 18th	McDonald Currie & Co. Anyone interested in the career of Chartered Accountant — Mr. Coppan
Nov. 19th	Riddell, Stead, Graham and Hutchison Anyone interested in the career of Chartered Accountant — Mr. Routery & Mr. Fudge
Nov. 19th	Thorne, Gunn, Helliwell and Christenson Anyone interested in the career of Chartered Accountant — Mr. Godfrey & Mr. Cumming
Nov. 20th	Touche and Ross Anyone interested in the career of Chartered Accountant — Mr. Labrie
Nov. 20th	Peat, Marwick, Mitchell Anyone interested in the career of Chartered Accountant — Mr. Peissticker
Nov. 21st	Arthur Andersen Bus. Admin. — Mr. Reynolds
Nov. 22nd	Hudson Bay Co. Arts & Bus. Admin — Mr. English
Nov. 22nd	Clarkson & Gordon Arts & Bus. Admin. — Mr. Armstrong
Nov. 26th	Canadian Pittsburgh Arts & Bus. Admin. — Mr. Finlayson

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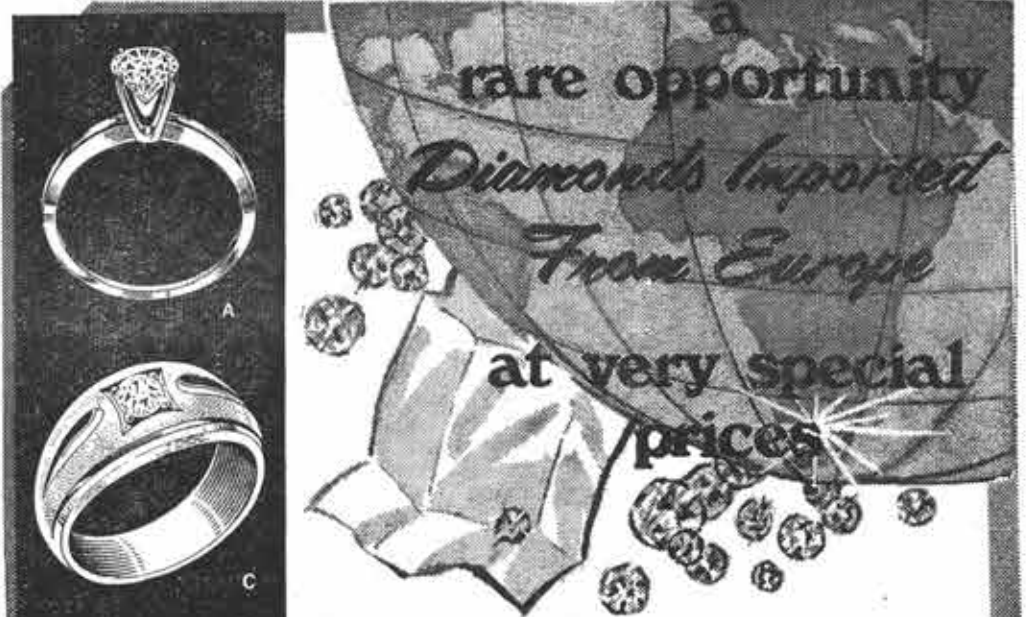
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WALTER MATTHAU
"THE ODD COUPLE"
DEAN MARTIN
JOHN WAYNE
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CAMPUS SOUND—OFF

Shane Belknap
Jean Lapp

Do you care if student's have more say in the running of the University?



Bob Holtrop

Arts II
Only students who are capable of contributing something.



Bob McMullen

Arts IIIB
Students feel more a part of the university if they have a say and they'll want to learn more.



Michael Levy

Arts II
Yes, students should have more say if the level of apathy is lowered.



Ken Wyman

Arts. I
We have sufficient say now.



Donna Kalmanson

Arts III
Yes, I care! Students are attending university for the prime purpose of receiving an education and they should have the opportunity to voice their opinions.



Dave Watson

Arts I
Yes, I think everyone deserves a chance to screw it up.



Maggie Gargett

Arts II
Power is fine but radicalism is out.



Dave Bennett

Prelim Year
Students should not have enough power to turn into anarchy. The administration should make a checks and balance system.

Library Science Examination Thursday, November 7, 1968

7 p.m.

CONSULT LIST BELOW FOR CLASSROOMS

Surnames	Room No.
A, B, C	IEI
D	Library 1
E, F	Library 2
G, I	Library 3
H	2C8
J, K	Library 6
L	Library 7
M	2E5
N, O	Library 8
P	2C2
R	2C3
S	2E6
T, U	Library 4
V, Y, Z	Library 5
W	2C4

Think Your Student Loan Was Too Small?

OPEN MEETING

To Discuss Ontario Student Award Plan

By virtue of a motion passed at the Student Council meeting of October 10, 1968, an Open Meeting to discuss all aspects of the Ontario Student Awards Programme has been called. Jim Johnson, Director of Student Aid and Placement will be present to answer all questions.

TUESDAY, OCTOBER 22

IEI — 9:50 a.m. - 10:30

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A shorter primer for high school teachers

By John Andrews

Ontario's high schools are fast supplanting the province's universities as focal points for change in the educational system. The reason for this is perhaps the self-realization that they are an authoritarian system, and the fact that they are now reaching out for means to place the system in the hands of those who are capable of changing it to meet the social needs of today's high school student.

Resentment of the strict regulations, which govern not only the educational aspect in the high schools but also the social conformity which students must meet or get out, is running deep. Moreover, the students of our high schools have discovered that their indignity is shared.

High schools gain support

Mr. Lloyd Dennis, Co-Chairman of the Legislature Committee, is travelling across Ontario to explain and publicize the Hall-Dennis Report. This report, if implemented by the Robart's Government, will change the power structure of our high schools.

University students are supporting the high school students' bid to break away from the present system. Perhaps the most striking example of this is the Ontario High School Supplement which was put out by the University of Guelph's student newspaper. This supplement at present has a press run of more than 30,000 copies, and has been distributed in more than 12 of Ontario's cities.

In addition to the aid which the university students are supplying, several other influential bodies have offered help. For example, local 444 of the United Auto workers has given Windsor's high school students free use of the union hall for meetings and impromptu classes taught by university students and faculty. The UAW has called the students' fight a "just" one and drew parallels between the union's and students' "fight for democracy."

Ontario's high school students can air their complaints through the organization HUS (High School Union of Students). This organization, though independent, has the financial, moral, and organizational support of both the Canadian Union of Students and the Ontario Union of Students. The main purpose of HUS is to form a strong and united front to oppose the unreasonable demands of administrative bodies. A member of HUS may request justification from any particular high school administrator for his actions through student representatives on HUS.

Dorothy MacIntosh, an OUS organizer from Toronto, points out the need for the short and long range goals for HUS. The short range goals for reform must be worked out within individual schools. The long range goals must ultimately turn student apathy into student power. Reform and representation can be achieved. HUS needs everyone's support to convince both students and public that it is the characteristic of a "Just Society" to allow all groups freedom of speech and equality of representation.

TEN COMMANDMENTS

Thou shalt not take the name of the Principal or teachers thy gods in vain.

Thou shalt not demand an adequate education or utter words of discontentment.

Thou shalt kiss thy god's ass for recognition.

Thou shalt not develop thy mind except as the gods dictate.

Thou shalt piss when the gods allow it.

FOR HIGH SCHOOLS

Thou shalt allow thyself to be censored and disciplined

Thou shalt obey the orders of the gods.

Thou shalt look upon university as a place of higher education.

Thou shalt not demand equality for thou hast been told that thou art an inferior animal.

Thou shalt worship the graven images of conformity.

High schools are reactionary centres

Thus, it is quite clear that the high school students have the necessary power and support to meet their needs. Yet, they are doing quite a bit to help themselves. They are doing this mainly by student strikes and demonstrations, which bring the necessity of reform to the public eye by means of press coverage of the students' actions.

In Toronto, Douglas Hamburg had cut his hair to conform with the standards set down by his high school. Even though he had lost his private battle with the administration, he had proved his point, basically through the actions of Principal Wilbert Bush. Bush readmitted 20 demonstrators who had abandoned the protest after Hamburg had cut his hair, but only after they had obtained letters from their parents. The letters were to note that the 20 had spent a day away from school and acknowledge Bush's authority to discipline them.

At Windsor, a strike of 400 high school students started on Oct. 1 after principal L. F. McGee declared that six student presidential candidates were ineligible.

McGee told 1,100 students at W. D. Lowe Technical Institute the six were ineligible for "individual reasons," but refused to elaborate.

The strike died, however, when support flagged on the fifth day. The protestors now return to school where the principal still has the right to interfere in council affairs and may institute discipline procedures against them. Yet, the strike was not a total failure as they did bring their

case of oppression to the public eye.

These episodes are isolated events in the high school students' struggle for power, but they do reflect a dissatisfaction in the present system which can be illustrated in any high school.

High schools are a "brain laundry"

Speaking for university students in general, the editorial comment at the beginning of the Ontario High School Supplement criticized the present high school set up, showed what should be done and suggested how it should be carried out.

"We published this edition so that you would think about your school and where it is leading you."

"At the recent Canadian Union of Students Congress held at the University of Guelph, a resolution was passed recognizing "the need for students to become aware of the present repressive secondary and post-secondary education system." But university students should provide only stimulation and encouragement; high school students must organize, and face the issues themselves."

"Since high school papers are censored and the mass media, whether TV, radio or Seventeen magazine, seldom discuss education and the high school situation, this issue (the High School Supplement) is necessary to present the alternative point of view."

"We hope to show that the present school system is a brain laundry. Schools are there to make you accept the world we live in. It is easier to control people's minds than to control them with clubs and guns."

"Our schools try to wash out traces of potential creativity and individuality from the students'

minds and subdue an interest in anything except "correct" ideas and "correct" behaviour."

"On the surface they have been very successful. Classes are controlled by teachers. Marks are often given for repeating the teacher's thoughts."

"Why is long hair a reason for expelling students? Because much of education is the teaching of conformity. If you choose not to look like everyone else, the school doesn't want you."

"Some alternatives to the present system which have appeared include Everdale Place and Rochdale College. But these alternatives have only a limited capacity for students because the government will not finance them."

"The most practical course is to begin a reform and restructuring of the present system."

Love - Four Letters

Thus read the beginning of a supplement that is perhaps the most misunderstood piece of literature to come out of the university press this year. An editorial in the *Chevron* explains that the root of the misunderstanding lies not in what the people read, but what they did not read or in the attitude they had when they were reading the supplement. The text of the *Chevron's* editorial comment reads as follows:

"The ideas printed in the high school supplement of last weeks Ontario became self-proving."

"In many different ways the paper accused our system of education, especially in the high schools, of being autocratic and mind-controlling."

"In burning copies and attempting to prevent their being distributed, the schools proved the paper's point much better than it ever could have."

"To their credit, a few schools

did allow circulation, but unfortunately they were the exception."

"The general response was condemnation, often from people who had read one story at best."

"Why? Not because the paper had printed the word fuck, that was a false issue raised to obscure the real problem."

"The real problem was the very existence of the paper and its authority-challenging articles."

"Our educational system is based on the unquestioned acceptance of authority. That is in fact what is usually being taught."

"The proof of this point may be found in the words of those attacking the publication. "We don't want children reading this trash. It's not good for them," is a good example."

"Ignoring the implications of their use of the word children, it is fascinating to view their attitude toward the dissemination of ideas with which they do not agree."

"It is becoming standard to defend our supposedly-democratic system by suppressing ideas that don't fit. Some democracy."

"But then that's certainly not a fault held only by the schools, although they seem to be working hard to insure its continued existence."

The editorial thus views the schools as being the offspring of a society which retards change for the better by any means possible. Their criticism of the publication (the High School Supplement) is of a destructive rather than constructive nature, the criticism rising little above the nature of an abject ad hominem attack.

Everdale place

Free schools are looked at in the Ontario's supplement, but are passed off as unfeasible for the students en masse since the government will not support them.

The Everdale Place is one of the free schools which the supplement examines. It is located on a farm in Hillsburg, Ont., and is about fifteen miles from Guelph. There are no school trustees, no inspectors, no principals, or vice-principals. In other words, there are no distant, intervening forces restricting the immediate and real interaction between the student and teacher.

Both teachers and students agree upon all rules and regulations in weekly school meetings. That is, the students are able to assist in the creation of an environment that will suit their needs and potentialities for giving and taking.

Everdale Place was founded two years ago to create an alternative to the public school system in which the teachers feel the students are "herded in large groups, constantly graded, examined, time-tabled, filed and packaged."

In Thoughts at the End of the Year, an article written by Bob Davis, one of the originators of the school, we find: "The child-rearing principles we profess are these: (a) freedom and self-determination of the student for most of the day. (b) virtually no production needed from kids especially no production to prove their worth or their standing. (c) feelings of joy, anger, cantankerousness and disagreement expressed more openly than elsewhere."

And so, it is obvious, says the article in the *ONTARION*, that Everdale is an escape. It allows for protection from intrusion in intellectual pursuits, while instilling the individual with the idea

(Continued on page 14)

(Continued from page 13)

that he alone is responsible for himself.

It does not create men of standardized needs — men who will merely fit into the social machine — without first checking to make sure the machine itself is running properly.

It does not promote the submissive and shy personality.

It does not encourage much respect for time.

If we want our society to remain as it is now, then Everdale is a very subversive and dangerous training ground for freedom.

In short, Everdale Place offers a chance for the necessary positive reforms beginning with the young.

Toronto's Rochdale a different school

But are all free schools like Everdale Place? Toronto's Rochdale College provides a good comparison. An article in THE LANCE gives a thumb-nail description of the college and life there.

The College has no entrance requirements other than a \$25 fee. It plans to have no set examinations, grants no degrees, and lets students do their own thing in selecting courses, methods of learning, and 'resource persons' to guide discussions.

Recently, Rochdale's eighteen storey, 5.7 million dollar co-op building on the north-west corner of the University of Toronto campus, suffered almost 10,000 dollars damage by unknown vandals.

Soon after, the residents — Rochdale students and profs, U of T and Ryerson students, and a few students from institutions such as the Ontario College of Art, as well as some full-time jobholders — began an all night patrol.

This was the first firm action carried out by the residents since they moved in. Although further restrictions would reflect badly, the collective action of the residents soon might be redirected to extinguish a garbage fire in a corridor or patch up one of the gaping holes in the walls of the still largely unfinished building.

Approximately 400 of Rochdale's projected 850 emancipated neurotics inhabit one, two, three, and twelve-people units on the upper sixteen stories, with no restrictions on kids, pets, or co-habitation.

Neither are there any partitions between the cans in the communal washrooms for the Ashram (twelve-people) units. "Our 5.7 million-dollar asset," says the school handbook, "... provides the facilities allowing much to happen; it also demands stability and sobriety."

Rochdale is the brainchild of Campus Co-operative Residences, a corporation owned by students in competition with university dorms, and well known for its more reasonable rates for room and board. This year, it operates six rented buildings as dormitories or facilities for educational happenings. The Rochdale building has been financed through a five million dollar loan from the Central Mortgage and Housing Corporation, 700,000 dollars from Toronto Student Management Services, Inc., the developer, and the sale of mortgage bonds.

Many university profs and other venerable personages will serve as resource persons, including George Grant, the McMaster University philosopher and author of Lament for a Nation, who is known for his eccentricities.

All types are to be found in this microcosm. There are the Rochdale Dodgers, a draft-dodging field hockey team. "There are all sorts of crackpots walking around here," asserted a third year U of T psych major living here. Another described it as a "bisexual monastery."

But caution is the keynote. "It has been hell," said a former student. A veteran prof described his experience as "very traumatic." One said, "it's just that the place is so disorganized still that you really don't know what will happen."

It is apparent that Toronto's experiment in unstructured higher education has an air of freedom about it which is similar to that of Everdale Place, but like Everdale Place, Rochdale will more or less have to finance itself. Thus, these schools are a positive step forward, but find their benefits nullified by an arbitrary system.

Hall-Dennis insight or insanity

Perhaps one of the best chances for the development of a more creative and individualistic form of schooling rests on the shoulders of the Hall-Dennis Report. This report was presented to the Ontario Legislature in mid-June. Since that date it has been a source of continuing controversy. The traditionalists are questioning the heavy approach to freedom and the breakaway from vocational training to individual development, while the progressives (especially student leaders) call it "manipulative" and "subtle co-optation on a mass basis."

Entitled 'Living and Learning', the three most significant aspects of Hall-Dennis are its powerful indictment of the present Ontario education system, its adoption of a Progressive child-centered reform program and the role of the teacher as a vital factor in achieving that program.

Specific recommendations of the report include:—12 ungraded years of education with automatic graduation,—abolition of Grade 13 for university entrance,—individual timetables in the schools,—oral French in the first four years, with this course being optional thereafter,—students to be able to study whatever they wish, and drop whatever they wish,—the first year of university should be tuition free,—liberalized university entrance requirements,—abolition of examinations at all levels,—more academic content in community college curricula to allow transfer to university without a time lag,—upgraded teacher training (four years of university) with emphasis on guidance counselling,—universities to take a greater share in graduate work and research in education.

In its criticism of the present competitive and crippling education system, the Report says:

"Children in most instances are granted entry to school on a chronological basis arbitrarily crated into class units labelled kindergarten or Grade one, with little previous knowledge, examination, diagnostic information or concern about the individual concerned. The class is then assigned to a solitary teacher who is isolated in a room and expected behind closed doors to teach to keep the children quiet and to manage an incredible range of situations. At periodic intervals, examinations are set and report cards sent home to inform parents of their child's achievements in comparison to the other children in school, and failure is accepted as a catch-all category of all those who do not fit the requirements."

What Hall-Dennis proposes as a remedy to the present ills is a total of emphasis from mass production and administration, whether they be for university or labour force, it's the quality of education in terms of the development and capacity of the individual child. Clearly, the individual child is at the very heart of the Hall-Dennis assumptions.

On the subject of curriculum the Report recommends organizing learning around general areas such as communications, environmental studies and the humanities rather than the present un-

connected categories of history, geography, biology, etc.

From the report, "Three areas of emphasis would serve as a curriculum base: Communications embracing all aspects of learning that relate to man's interchange of thought with his fellows; Environmental studies concerning man and his environment; Humanities concerning man's ideas and values."

The committee says that the selection of subject areas and the level of learning to which they are applied, should be the prerogative of pupils and teachers.

Instead of grades, and committee recommends five areas of child development — pre-school service, the primary years, the junior years, the intermediate years and the senior years.

The pre-school period would provide children with what the committee calls co-ordinated social and educational services that are not necessarily part of formal education.

The primary years would include children aged five to eight and would emphasize learning through activities.

The junior years, ages nine to eleven, would involve study in communications, environment, and humanities. Between the ages of twelve and fourteen, the curriculum would reflect the interests and abilities of the pupils. In environmental studies for example this could include science, mathematics, social studies and anthropology.

Between the ages of fifteen and seventeen, students would be enrolled in courses of their choice, limited by interest and ability. Each senior student would have an individual timetable.

Thus run the main ideas of the Hall-Dennis Report which, once again, are a good idea if anyone has the guts to implement them.

Hall-Dennis' "brave new world"

Perhaps one of the more weighty criticisms of the Hall-Dennis Report comes from Andrew Wernick, U of T SAC, Education Commissioner, who calls the report a disguised 'Brave New World' because Hall represents not progress but the epitome of the bright new technocracy.

The text of Mr. Wernick's criticism reads as follows:

"To those who have read Student as Nigger or absorbed its message, the Hall-Dennis Report must appear as a breath of fresh air. This is not surprising, because in a way it is impossible to transcend the Hall-Dennis Report, at least to understand its content and function without sub-

jecting Farber's analysis to a lot of criticism."

"What Farber is saying in effect is that the productive system needs a certain kind of bureaucrat — the functionary who has a specialized skill area, a well defined competence, and a clear place in the hierarchy of authority. Hence the education system whose function is to produce the people who can keep the social process going, must have as one of its aims, the production of this kind of lackey. That means the creation of people who have been trained to obey without question, and who can fill the occupation that they have been trained for: people who are responsible within their official sphere, who can take commands from their superiors, and give them to their subordinates. He is saying that this is what high schools are all about: kids are processed to fit into an impersonal hierarchical organization in which they will have to spend most of their working lives. Therefore, what from the point of view of the economy, or the corporate network, is important about kids in schools is more how they are taught than what they are taught. Hence the relationship between teacher and pupil is a model which the kid has to learn in order that he accepts authority later on. In a nutshell, schools produce people who are trained to be slaves and masters so that they are fitted for their later occupational role."

"The hasty conclusion is often drawn, that it would be a blow for freedom to free our schools of all master/slave relationships. Because then master/slave mentality will never be learnt. And therefore — but you have to stop and think. So what if schools are 'liberated of authoritarianism?' And is all 'authority' bad? Or unnecessary? Or what? And what is freedom anyways? And then often as not, we get carried off into the distant clouds of some fuzzy philosophical speculations about freedom."

"I just want to throw out some questions like: (a) Do we want to liberate the institution we're in? (b) If so, what on earth does liberation mean? (c) Why in God's name do schools take the shape that they do? (d) What would be the effect of freeing them of authoritarian relationships? (e) Is authoritarianism (rule and regulations, the cultivation of "responsibility," straightness) somehow socially necessary or is it an irrelevancy?"

"At first sight all the terms of the report look very progressive. The adoption within High Schools of the most advanced educational techniques, these techniques including audio-visual aids, more flexible curricula and a less rigid domination by authority figures over their pupils in the learning process. Grades, streaming and competitive incentives in favour of a more child-centered ap-

proach. Aren't these the kinds of changes we are demanding for in the educational system?"

Ticky-tacky house

"We have to dig through the platitudes which befoe the Report or any clear answer. The freedom that is envisaged for the pupil is very circumscribed. It is predominantly an individual freedom to choose between curriculum alternatives and a limited right to agitate for additional courses and activities. Courses and the general nature of what pupils are to learn is to be determined by the local high school boards. And the propaganda aims of Canadian history teaching are preserved in the interests of cultivating a healthy patriotism. What we have in the report is "free school technique" without the philosophy underlying it. In the school system envisaged, it is not so much that pupils are able to create themselves as that they are allowed to develop at their own pace — a very different proposition."

"Okay, so let's retrace the argument, because it contains one big fallacy and if we expose it, then we might be able to transcend Farber and Hall-Dennis. It will push us to pretty radical conclusions."

"The argument was that the productive process of the economy requires bureaucrats and therefore requires an educational system, one of whose functions is the training of people who can obey and not question what they are doing."

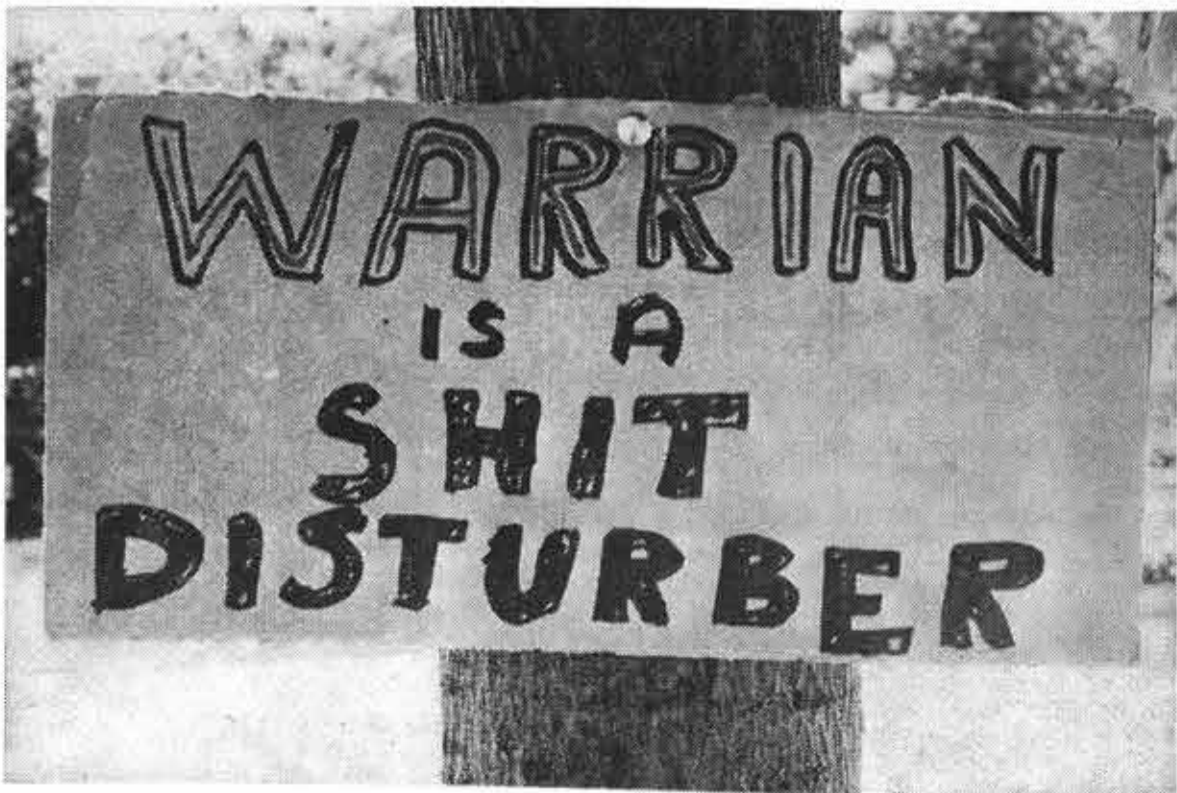
"What the argument fails to take into account is first that increasingly corporation presidents are allowing for educational reforms because they don't like the unimaginative human capital that they have to work with."

"To put it another way — the technology is changing, so that increasingly what corporations require is a people with imagination (but not too much) with flexibility and adaptability, people who are capable of doing team work and working on projects, people who are in fact sociable and can get on with their work without the necessity of supervision. The most progressive capitalists realize that what their corporations require increasingly is a recruitment of happy Rand men."

"And so we come to the Hall Report which some people will insist is "revolutionary" — but if the Hall Report is considered revolutionary it just shows how co-opted that term has become."

"It is tempting to welcome the report as a kind of half-way house to the educational revolu-

(Continued on page 15)



Posters like this are unheard of around high schools.

photo by Moore

(Continued from page 14)

tion. But that would be a mistake. At every point the report emphasizes not freedom against unfreedom, but manipulation against coercion. The report mentions that education is Ontario's biggest "industry." When we realize the economic significance of knowledge production, and the whole process of investment in human capital, we might then recognize the central lie of the document."

Happy factory a new technocracy

"The educational system has become a central component of the productive system. And the school is a knowledge factory. The Hall report presents an ensemble of up-to-date methods of running that factory and keeping the workers 'happy.' The rhetoric of 'self-fulfillment' embodies more demands than even this hypothetically happy factory could satisfy."

"The point is that what looks like freedom (a sort of pseudo-academocracy) is in fact manipulation and control by subtle non-bureaucratic methods which drag 'education' deeper and deeper into a corporation network in which intellectual workers are used as instruments of production in a system over which they have only limited control."

"The educational system is slowly being used to eliminate real social alternatives. This is not democracy (this is a disguised 'Brave New World') because Hall represents not 'progress' but the epitome of the bright new technocracy."

Games students play

In Games Students Play, Ziba Fisher, a Whitby High School teacher, shows how to play the game of being a student and coming out on the 'winning' side.

At the beginning of her article, Fisher states: "If it wasn't so funny, it would be sad — our school system, that is. Teachers pretend to teach, students pretend to learn, and it is really just one big game."

After describing some of the less interesting games around the school such as 'browning,' 'teacher's pet,' 'students' council' and 'hypocrisy,' she describes her favorite pass time.

"But my pet game is the one nearly all Ontario schools play from September to June — 'Same - Same.'"

"Same-Same ('Conformity') is such a boring game it's a wonder so many play it. But schoolers are very good at it, because they have to be to survive. You will probably spend seventeen years in school and college. And it is a stated aim of this education system to "(transmit) our common culture," and to provide "graduates whose attitudes are consistent with the free society in which we live" (Hon. Wm. Davis, July 1967). Well, after sixteen or seventeen years, our system can mould you, if you play the "Same-Same" game. And once moulded, and mouldy, you won't grow, won't upset any applectrics, won't make waves — won't in short, do anything that might profoundly change the Established Way of Doing Things."

"Compare our fuddy-duddy style with a real gutsy life style; John Stuart Mill, writing over 100

years ago, believed a lot of things that might eliminate Same-Same. For example, "Human nature is not a machine to be built after a model, and set to do exactly the work prescribed for it, but a tree, which requires to grow and develop itself on all sides, according to the tendency of the inward forces which make it a living thing." And here is his opinion of Same-Same: "... in this age, the mere example of non-conformity, the mere refusal to bend the knee to custom, is itself a service. Precisely because the tyranny of opinion is such as to make eccentricity a reproach, it is desirable, in order to break through that tyranny, that people should be eccentric. Eccentricity has always abounded when and where strength of character has abounded and the amount of eccentricity in a society has generally been proportioned to the amount of genius, mental vigour, and moral courage it contained. That so few now dare to be eccentric marks the chief danger of the time." (On Liberty).

Farber condemns school hierarchy

Jerry Farber's article is a favorite among those who like to point out the injustices committed upon the student. His aim, like Fisher's is to show that stu-like Fisher's, is to show that stu-of education. The main difference between the two authors lies mainly in the style. Fisher's work is in a lighter sarcastic vein, whereas Farber often borders on sensationalism to shock the reader into a realization of the situation.

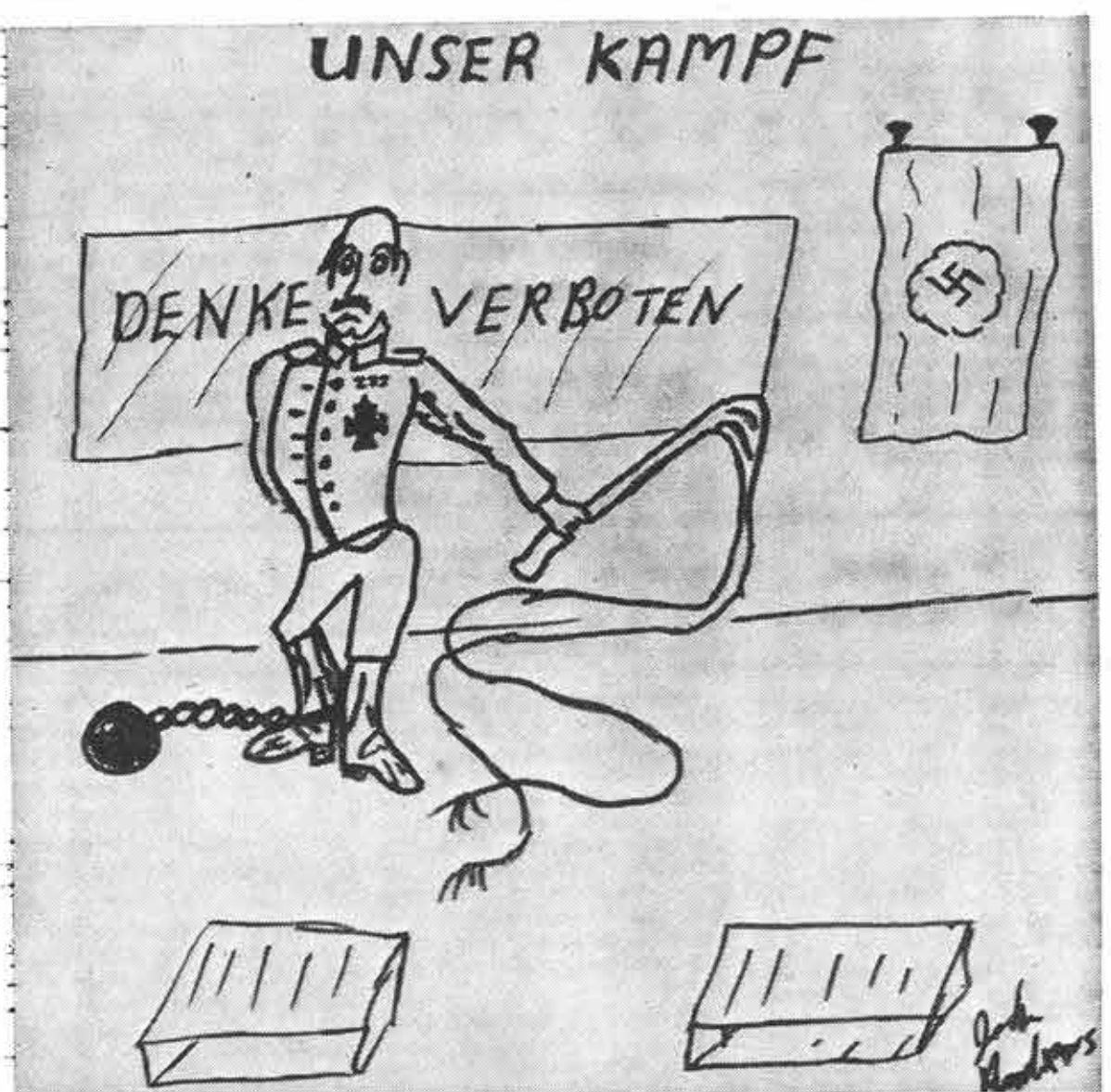
The following are relevant passages from Farber's *The Student as Nigger*:

"Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. From there we can go on to consider whether it might ever be possible for students to come up from slavery."

"First, look at the role students play in what we like to call education. At Cal. State where I teach, the students have separate and unequal dining facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a 'nigger-lover.' In at least one building there are even rest rooms which students may not use. Also there is an unwritten law barring student-faculty love-making. Fortunately, this anti-miscogeneration law, like its Southern counterpart, is not 100 per cent effective."

Are you a nigger?

"A student at Cal. State is expected to know his place. He calls a faculty member 'Sir' or 'Doctor' or 'Professor' and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be



approved by a faculty member); they tell him what to read, what to write, and, frequently, where to set margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost lying and every student knows it. Tell The Man what he wants to hear or he'll fail you."

"When a teacher says 'jump,' students jump. I know one professor who refused to take up class time for exams and required student to show up for tests at 6:30 in the morning. And they did by God! Another, at exam time, provides answer cards to be filled out — each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in rage when they fall asleep."

"During the first meeting of a class one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, 'This class is not dismissed!' and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers."

"Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads."

"Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teachers say they are true. At a very early age we all learn to accept 'two truths', as did certain medieval churchmen. Outside of class, things are true to your tongue, your finger, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyways. Miss Wiedemeyer tells you a noun is a person, place or thing. So be it."

How to be a slave

"Then there is the infamous 'code of dress'. In some high schools, if your skirt looks too short, you have to kneel before the principal, in a brief allegory of fellatio. If the hem doesn't reach the floor, you go home to change. Boys in high school can't be too sloppy and they can't be too sharp. You'd think the school board would be delighted to see all the spades trooping to school in pointy shoes, suits, ties and stinky brims. Uh-uh, they're too visible."

"What school amounts to, then, for black and white kids alike, is a twelve year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality; obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others — including most of the 'good students' — have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in general education requirements. They're like those old grey-headed houseniggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

Profs are chickenshit

"Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop it. And in more recent years, I found that my being arrested in sit-ins, brought from my colleagues not so much approval or condemnation as open-mouthed astonishment: 'You could lose your job.'"

"Now, of course, there is the Vietnamese war. It gets some opposition from some teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools you can forget it. Stillness reigns."

"I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority."

Underneath the petti-pants

"What is missing from kindergarten to graduate school is honest recognition of what's happening — turned on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is and like it is. As things stand now, students are psychically castrated or spayed — and for the very same reason that black men are castrated in Georgia: because they're a threat."

"So you can add sexual repression to the list of causes, along with vanity, fear and will to

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(Continued from page 15)

power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering."

Make them willing slaves

"Another result of student slavery is just as dangerous — students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over sixteen years — to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure."

"What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries."

"Educational oppression is trickier to fight than racial expression. If you are a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do."

"Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college for a rebel, is a little like going north for a Negro. You can't really get away from it so you might as well stay and raise hell."

Freedom now

"How do you raise hell? That's another article. But for a start, why not stay with the analogy? What have black people done? They have first of all faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They have organized. They've decided to get freedom now, and they've started taking it."

"Students like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make colouring books out of the catalogs and they could put the grading system in a museum."

"They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a 'field of action' as Peter Marin describes it. And they could study for the best of all possible reasons — their own resources."

"They could. They have the power. But only in a very few

places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind."

Teachers colleges second-rate

Yet, if students' thoughts and actions are suppressed, their teachers' are more so. After braving the years as a student, teachers find that they are unable to break from the system of which they are a product.

An article in the Ontario on the Stratford Teachers College shows the dilemma which all graduates from this type of a school face at one time or another.

"The Stratford Teacher's College appears to be a disgustingly abominable failure in the realm of progressive education. It functions merely as an extension of high schools, employing much the same principles as do the secondary institutions. The apparent result seems to be that it churns out teachers each year, much the same way that a factory produces marketable products."

"Undoubtedly, the most dangerous menace at this level of schooling is the teacher that has a one year course and can make a good salary the following year with a minimum of effort. With only a small amount of investigation, he can discover that the failure rate from such a college is almost nil and that he can earn about 4,900 dollars in the ensuing year. He may not even want to teach, but views the job as an easy dollar. The future students of this social parasite will be at a major disadvantage in the classroom. Learning is difficult enough for the young student without having to absorb it from someone who doesn't really want to teach."

"It is not an unknown fact that many such cases exist. Substantiation can be seen in miniature from the eight interviews conducted at the college. About fifty per cent of these students admitted they chose to enter Stratford only as an alternative to something else. It is tragic that they will be in the teaching profession next year."

"The answer to this problem cannot be anything but complex. It would not seem unreasonable to demand a higher calibre of student to enroll at such a college. At least one year of university should be a minimum requirement. If that was made effective in September 1969 there would obviously be a limited number of students who could or would enroll. This in turn means that by 1970 there would not be enough graduates to fill the vacancies."

"Nevertheless, I would maintain that in September 1970 those who did enroll would be more apt to do so out of their own desires and not as an escape from or an alternative to something else. Granted, under the present system the vacancies are being filled, but with what kind of teacher? A major cut-back for a year may threaten quantity out-put, but the quality produced should be the main concern of the Department and it can only be improved."

"Closely affiliated with the previous point is the suggestion that the Teacher's College become a two year course. The complications involved here would be identical to the one above — that is, it would invoke a cut-back in production of graduated teachers for a year. Again, however, this argument seems superficial in relationship to the

results such a program would achieve. First and foremost, it would reduce the 'stifling atmosphere' which was observed by several students of the college. An interview with three former university students revealed several disparaging comments."

"They claimed that with the present course being crammed into one year it virtually eliminated any creativity. One of the group maintained that they 'are not encouraged to think', but to content themselves with accepting what they are instructed. An instance was mentioned in which one class the entire period was spent copying down notes written on the blackboard by the lecturer in charge."

Snow job

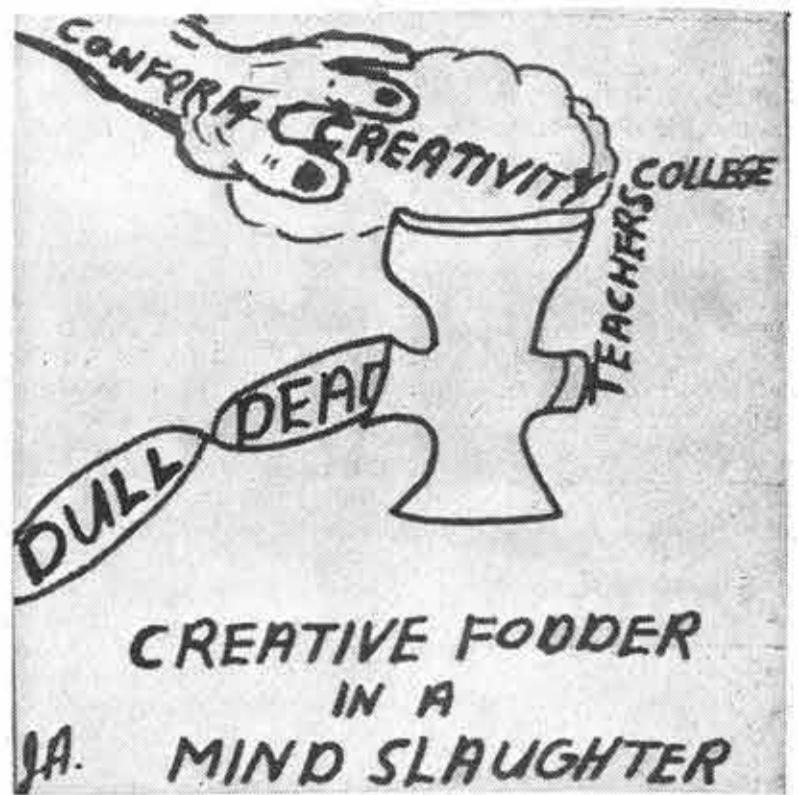
"Further discontent was voiced against the 'epitome of old-time teaching'. These students agreed they were getting a 'snow-job' of evasive and vague answers to their questionings. When the conventional methods were challenged the lecturers defended the system by answering that they must try to understand the complexities of a child's mind. While this answer is not satisfactory, it does serve to effectively terminate any further discussion."

"This disenchantment of these students was quickly opposed by G. O. Dickinson, principal of the college. He countered every accusation with the continually redundant answer that the students couldn't possibly be aware of such aspects because they had been at the college only about two weeks and much of that time had not been spent in classes. What Mr. Dickinson seemed to overlook was that the students that made the comments were former university students. Whether it was less than two weeks or not, they had still had enough time to form the opinion, based on previous experience, that Stratford's atmosphere was stifling as an educational medium. If this is not true it can only be that either the first few weeks are very dull or that the next few are about to become damned exciting by comparison."

Authoritarian rules

"Probably a prime factor in the problem is that Teacher's College students are never out of the system in which they are stagnating. A five year stint in the secondary schools teaches them only acceptance without questioning, conformity and blind obedience. They learn that rebellion will only bring punishment, and dissent away from the norm may threaten them with expulsion. In the end, they have become nothing more than diploma bearing sheep ready to submit to a shepherd's staff of lecturers."

"And what about the system of a Teacher's College? Same damned thing all over again! Don't ask too many questions and don't break the rules. In fact, to ensure that there is no misunderstanding about rules, each student is handed sheets of them on the days of registration. To illustrate the point clearly, I will reprint verbatim a few examples. (a) Students are not permitted to board in homes which are not the homes of relatives and which are not listed on this sheet. (b) Women students are not permitted to board in homes where male boarders are kept. Families with teenage or adult sons accommodate male students only. (c) Announcements or special



activities to be presented by students individually or in groups must be prepared in consultation with the staff member in charge of the relevant extra-curricular activity (for daily assemblies). N.B. The chairman is instructed to accept no written announcements unless authorized by the signature of a staff advisor."

"It is astonishing to conceive that this flagrant display of high school rubbish can be expected to breed maturity."

Screw-job machine

If all teacher's colleges are of this nature, and there is no reason to believe the contrary, the education system begins to appear as a huge monopoly, with the quality of education being strongly dependent on the law of supply and demand. If the demand for teachers someday in the future goes down, education could conceivably become better, quality-wise.

However, the trend is toward a deficiency of teachers due to the fact that many teachers opt out of the system in search of better things. Those teachers who stay are generally dissatisfied with their jobs as they are doing not what they want. They are doing either what society has forced them to do, or what appeared to be the best of several alternatives several years before.

Since students become teachers; teachers were students, and parents don't give a damn, the whole process boils down to a

giant screw-job machine. The only real winners of this cyclic game are the officials in charge of the system. Where would the Board of Education be if it weren't for the public and high school systems. Perhaps comparing the whole system to the arms race which spends fantastic amounts of money so that one country can kill you 12 times will provide an accurate comparison. The fact is that your money is being poured into a dead horse which has not been revised to fit today's needs for no good reason.

Where to now?

It is evident that out of the confusion someone will have to do something. But when? When?

The answer to the last question is fairly obvious as student strikes and the barage of anti-system literature will testify. Action has to be immediate.

Mistakes are bound to be made. But is this a justifiable excuse for delay?

The Hall-Dennis Report provides one view of what a new system should contain. It has its faults. But it's a start. Should we wait until someone produces a flaw-free system before we implement it?

Questions are posed about attempted reform. What is the value of free schools? Should they be kept in a new system? And if so, what types of people should attend?

All these questions have evolved out of the above articles, reports and quotes. I do not intend to give a set answer to be memorized.

