

Watson continues battle over parking fees

by John Andrews

Dave Watson is continuing his crusade for an overhaul of the campus parking regulations by criticizing the delay in considering suggestions and the implementation of them.

Mr. Watson complains that towing away parked cars is illegal: "Before a car can be towed away, the property must be posted as private and that all unauthorized vehicles will be towed away at the owner's risk."

He said he is "searching for the seven students who had their cars towed away last year." He has contact with a lawyer who will "carry out legal action against the university on this point."

Mr. Watson complained that "the \$20 parking charge is unreasonable and even though it is producing a surplus it is not going to be removed."

Tamara Giesbrecht, Vice-President; Comptroller, replied that the \$20 permit covered the cost of maintenance, a parking guard and the surplus if any, went to repairs, not capital construction.

"A survey at the U of W

showed that taking all factors into account, the permit should only cost a maximum of \$15," Mr. Watson said. He added that the administration countered this by saying that they did not know the cost of building a lot.

Mr. Watson complained about the fact that the faculty does not need to buy parking permits. He said that the administration suggested that if this is done the salaries would have to be raised accordingly.

Mr. Watson said that the present parking tickets have no legal backing and the reason the newer tickets are not in use is to "eliminate the surplus of the older tickets." He pointed out that "the only record of past offenses against students is carried in a book by one of the Security Guards." According to Mr. Watson these guards have not been sworn to uphold bylaw 1598 and therefore have no right to issue tickets.

Members of the administration on the other hand said that the project was advancing quite well considering the amount of work necessary for such a revision.

The Students' Council, having



You might, just might, be able to park that car free next year, if Dave Watson wins his crusade.

approved Mr. Watson's suggested changes, forwarded them to a committee of four which included Mr. Watson in order that they might review past regulations.

The suggestions are now being considered by the Educational Services Council and the University's legal adviser. The findings of their research will be

made available to the students.

Mr. Watson felt that the above research was being made "not to comply with bylaw 1598, but to comply to the loopholes in the bylaw."

Pointing to the folly of parking regulations, Mr. Watson pointed to the incident of two bicycles which were chained together behind Willison Hall in

1967. They were treated as a "four wheeled vehicle" and fined accordingly. Mr. Watson stated that to his knowledge these regulations have undergone no change to date.

In conclusion, Mr. Watson felt that the \$20 for the parking permits should be refunded as there is room now for open parking.

The CORD WEEKLY

VOL. EIGHT NO. 15

WATERLOO LUTHERAN UNIVERSITY

FRIDAY, FEBRUARY 2, 1968

Constitution calls for federation of students

The students of Waterloo Lutheran University may in the next few weeks become a single unified body.

A constitution for a federation of all students on campus has been passed by the Students' Council, the Graduate School of Social Work and the Seminary students' association.

A referendum to be held next Thursday will require a two-thirds majority for the constitution to be passed.

Rob Brown, First Vice-President of Students' Council and the man largely responsible for the new constitution, said that the most important aspect of the new constitution is that "for the first time, all students at the university will have the opportunity to think and work together."

A last minute change in the constitution was made limiting the area of jurisdiction of the judicial committee. The committee was left responsible for all cases not dealt with by civil or criminal law or by the office of the dean of students. The original constitution did not mention the dean and left student conduct a strictly student concern.

The change was brought about at a meeting of the educational services council last Monday, as a result of a confrontation between Jim Griffiths, Students' Council president and Henry Von Moltke, Director of Univer-

sity Planning and acting Vice-President; Educational Services.

Griffiths said "Von Moltke wanted to have the dean of students responsible for all student judicial matters. We told him flatly that we wouldn't accept that. It finally came down to three things — leaving things as they are, his suggestion of leaving it all to the dean, and this final compromise."

Rob Brown defended the change, although he did not vote for it at the educational services meeting. He said "the dean of students in the eyes of the administration is responsible for student affairs and this responsibility cannot be given over solely to the students themselves." He said that "if there is a conflict between the dean and the judiciary, he and the council attorney would sit down and resolve the problem. If they still could not come to terms, the decision of the dean would prevail."

The main reason Brown gave was a direct reference to the preamble of the constitution which states "the Council shall be subject to its electors and to the Board of Governors of Waterloo Lutheran University."

The new constitution also allows for student-initiated referenda and constant recall.

Any regular members of the federation may call for a referendum or for the recall of a

council member by presenting a petition signed by ten per cent of the members of the federation. The issue must be presented to the electorate within one month, and requires a clear majority of at least fifty per cent of the eligible voters.

Brown said that the fifty per cent voter turnout was required because "we must represent the majority opinion of the stu-

dents. The radicals are a small but very local minority."

Membership on the new Council has also been changed radically from class representatives to faculty representatives. There will be one elected member for each 200 students in the faculty. The breakdown for the coming year will be: arts - 10, business - 2, science - 1, graduate students - 1, school of

social work - 1, and seminary - 1.

If the constitution is passed by the student body next Thursday, it will then go to the Board of Governors for ratification.

Jim Griffiths said that he could foresee no problems in having the constitution ratified by the Board.

(For full text of Constitution see pp. 12-14).

Classes cancelled — open meeting scheduled for Booz Allen report

Classes will be cancelled next Wednesday so that students may attend the open meetings of the student, faculty and administration task forces currently investigating the Booz Allen and Hamilton Report.

Dr. Henry Von Moltke, Director of University Planning, said that the aim of the meetings is to get suggestions to "put together a document which reflects the feeling of the entire group of persons which the task forces represent."

He called the Booz report "a unique opportunity for involvement" as this is the first time the university has stopped to take an all-out look at itself in "the spirit of co-operation and consensus rather than authoritarianism and systematization."

Dr. Von Moltke pointed out that there was no dictation of terms on how to run the three task force groups, but that they were set up in agreement among Jim Griffiths, Dr. Jacques Goutor and Tamara Giesbrecht, who heads the student, faculty and administrative divisions. He said that he hoped that "channels would remain open for discussion between the faculty, the students and the administration, rather than each working as separate bodies."

Mr. Griffiths pointed out that students would be able to make suggestions to the five sections of each task force, namely, aims and objectives, university governments, program and curriculum, plant, and personnel and finances. He suggested that "stu-

dents should make themselves familiar with the report in order to make accurate evaluations and suggestions at the open meetings."

Dr. Von Moltke said "it was decided that the groups would deal with principles and not minute details." He indicated that minority reports would be accepted at the open meetings.

Dr. Von Moltke complimented the university for its responsibility and maturity on the whole. He said "all groups have treated each other in fairness," and "no outside opinions have influenced the task force members." He also pointed out that the joint meetings will give the students an opportunity to hear the feelings and problems of the faculty and the administration.

Student ad hoc committee to examine role of university

An ad hoc committee designed to discuss academic freedom and student roles in society has been formed on campus. It was announced here Wednesday. The group, calling themselves the "Committee of Concerned Students" plans to strike to the core of current student problems in a series of dynamic seminars.

A hard nucleus consisting of Fernando Costa, Diane van Horne, and Marg Bimm started the group because "we want to regenerate interest in the basic issues involved in the Dr. Haggart

affair." The committee will concentrate on the general principle of academic freedom.

The young organization plans to present a program of seminars with speakers from outside the campus. The first seminar on the topic of "The scholar in society" will deal with the academic responsibilities and duties of students. Next Thursday afternoon, Dr. Mark MacGuigan, Dean of Law at the University of Windsor, will speak to students in 1E1. Dr. MacGuigan is well known for his work in the Liberal party and in the field of civil liberties.

Fernando Costa, main spokesman for the committee said "students should be doing something beyond what the Canadian Association of University Teachers can achieve."

The second seminar is slated for February 12th. Beginning at 7:00 p.m., Stephen Lewis, NDP MPP for Scarborough West will speak on the University and the Ontario Government.

Following this, the CCS has planned a seminar on "The Intellectual in the University." Peter Warrian, president-elect invited to continue the series of

responsible for voting the money which they were requesting.

"We wanted representation, we got consultation," said Nitkin.

speeches after the results of the CAUT investigation are available CUS will be the main speaker.

"We chose these topics because we feel they will prove relevant to the issue currently contested on our campus," Mr. Costa said.

The three students formed the committee to provide a "program of awareness, and not a confrontation." They want to concentrate on general university problems and plan to discuss the recent firings of professors at Simon Fraser and United College. In these instances, the students took a most active part.

Costa is dissatisfied with local activities for several reasons. He feels that the Students' Council has shown a general lack of initiative in following up the "recent crisis on campus" over the non-reinstatement of Dr. Haggart and the firing of Gary Taylor.

"We are also dissatisfied with the relegated role of passive bystanders while CAUT carries on its investigation," he said.

The group hopes to discuss this problem in the fourth seminar entitled "The Canadian University". The seminar will

deal with historical roles and functions and present trends. Kenneth McNaught, prominent professor of History at University of Toronto will deliver the main address.



Fernando Costa protests lack of academic freedom at WLU

Harry Crowe, who was fired from United College, has been able. Mr. Crowe presently writes a column with Douglas Fischer for the Toronto Telegram.

"This is not a fighting thing," Mr. Costa said. "I am however hoping for a large attendance at the seminars, and I hope that the students are concerned."

U. of T. Council may start bookstore

TORONTO (CUP) — The Student council at the University of Toronto will go into competition with the campus bookstore unless student demands are met by Feb. 15.

A resolution to be presented to the Press committee of the board of governors calls for:

1. a 10% across-the-board discount on all books sold by the bookstore;

2. the creation of a committee to determine the bookstores policy made up of student, staff and administration;

3. separation of the financial operation of the store from those of the U of T press.

"If they decide they won't change, the students should have an alternative," said third year student Laurel Sifton. "Students

can't wait six months for a reasonable price on books."

Dave Nitkin, council services commissioner said a co-operative bookstore could be ready for business next September if necessary.

U of T press manager Maurice Jeanneret said in a letter he was in complete agreement about the financial separation, and he tentatively supported an increase in student discount "so long as the cost of such measures was being paid for by the university."

He rejected the idea of a joint committee in favor of a solely student committee which would be consulted "on important policy questions whenever they might effect the interests of the student body."

"Important committee recommendations, such as changes in discount policies, would be reflected in the budgets we would submit, and so long as the cost of such measures was being paid by the university the students would be freer if they were not

OPEN HEARINGS OF TASK GROUPS

Wednesday, February 7, 1968
9:00 - 11:30 a.m.

FACULTY

Task Groups	Place
1. Aims and Objectives	2C2
2. University Government	2C3
3. Educational Programs	2C4
4. Plant and Personnel	2C5
5. Finances	2E4

ADMINISTRATIVE STAFF

1. Aims and Objectives	W21
2. University Government	W23
3. Program (Curriculum)	W209
4. Facilities (Plant)	W5
5. Finances	W22

STUDENTS

1. Aims and Objectives	L1
2. University Government	L2
3. Program (Curriculum)	L3
4. Facilities (Plant)	L4
5. Finances	L5

JOINT TASK GROUP MEETINGS

(Faculty - Administrative Staff - Students)

Wednesday, February 7, 1968
1:00 - 3:00 p.m.

Groups	Place
1. Aims and Objectives	W22
2. University Government	W23
3. Educational Programs (Curriculum)	W21
4. Plant and Personnel - Facilities (Plant)	W5
5. Finances	W20

**BYE BYE,
LOVE LINDA**

Frames in Latest
Designs and Styles

-- Sunglasses
Duplications --

W. E. DAVIES

Your Guild Optician

204 King St. E., Kitchener

576-2810

Sault Ste. Marie, Ontario

BOARD OF EDUCATION

representative, MR. JOHN T. STUBBS

will be pleased to interview
Prospective Secondary School Teachers
on Wednesday, Feb. 7th

between the hours of 9:00 a.m. and 3:00 p.m.
by appointment through Mrs. Huggins
at the main reception desk in the Arts Building.

BOARD OF PUBLICATIONS APPOINTMENTS

Positions Open For 1968-69

Keystone Editor — Directory Editor

Chiaroscuro Editor — On Campus Editor

Advertising Manager — Business Manager — Chairman

For more information, contact Mike McElhone

Board of Publications Office, SUB

phone 744-8681 (office) or 744-0193 (home)

All applications to be submitted to Mike McElhone, Chairman

by Monday, February 26, 1968

GOLD NUGGET

RESTAURANT AND DINING ROOM

38 King St. N., Waterloo

744-0881

FEATURING

- The best home-style cooking you've ever tasted!
- Take-out service
- Free delivery — \$3 order
- 10% student discount with purchases over \$1.00
- Hot dinner specials daily

RANGING FROM 70c TO \$1.20

FIRST UNITED CHURCH

Waterloo Square

Welcomes You,

Sunday Worship Services: 9:30 a.m., 11:00 a.m.,

Kairos: 7:30 p.m.

Transportation? Call 745-8487 or 745-7979.

Booz report recommends university remain independent

WLU will continue as a church-supported independent University, it was announced in the latest edition of the Booz, Allen and Hamilton Report.

The fifth part of the report was issued last week. This installment deals with Financial Planning and Administrative Positions.

One crucial question answered by the present report is the future status of WLU as a university. According to the management firm, the school "can pursue its future educational purpose and objectives as a financially independent institution." The report stresses that all management and faculty will have to concentrate on a "rational approach to educational development," but that their past successes in this field will likely save them from any financial crisis.

To continue to be independent of the Province, three points are stressed. First, "The present philosophy and practises of sound business management should be maintained." Second, "Operating objectives for the fund-raising and development efforts should be clearly defined." And third, senior administrative personnel "should be involved in the determination of the future purpose and objectives of Waterloo Lutheran University."

The break-down of the 2,779 projected enrolment will be as follows: 2,000 undergraduate students in arts, 600 undergraduate students in business and economics, 150 graduate students in social work, and 29 graduate students in theological studies. These figures do not indicate great changes from the present situation at WLU.

Other specific topics covered sources of money, faculty salaries and future expansion on this campus. Although the university's church affiliation means its sources of revenue are limited, the school "has been able to accomplish much in both programme development and capital expansion."

The rise in full-time enrolment to 2,779 students is not expected to necessitate the building of new residences, but a library expansion program has been allowed for. As residence students already know, fees for room and board will rise by \$75 next year, though tuition fees are not to jump at all.

Among the concise financial statements in the report, "Actual Flow of Funds" for the years 1961 to 1967 show a surplus of \$116,509 in the budget of 1961, and \$449,970 last year. Over the same period, fees collected from students have risen from \$220,000 to \$1,859,000.

It is expected that WLU will continue to receive the the Provincial grant which now comes to \$400 for each full-time undergraduate. Honours students and graduate students rate a slightly higher grant for the university. By 1971, fees and grants will total \$3,885,000, a rise of \$453,000 over the 1968 figures.

The present contribution of the Lutheran Church to the University's Operating Income will not vary much from its present \$156,000 per year, according to the Report.

Faculty salaries are to be kept competitive, with "increases at a rate of approximately 7% each fiscal year." The present work loads, which are 12 hours per week for most lecturers and professors, is recommended by the Booz, Allen and Hamilton Report. This will maintain the 1:20 faculty-student ratio among undergraduates, and the 1:6 ratio among students in the School of Social Work.

Sick students will be able to find some sort of treatment facilities available 24 hours a day if they are still here in 1971. The psychologist will also be able to help those in need.

Those who envisioned a branch campus in Orillia will be disappointed in the Report, for this possibility is rejected for the near future. However, the pro-

posed \$1,000,000 expansion for the library is to go ahead, on the condition that a new source of net income can be tapped for the purpose.

Appendices to the Report tell of the duties of the Administration, job by job.

Finally, the fifth installment of the Booz, Allen and Hamilton Report says "In summary, financial management at Waterloo Lutheran University has been carried out effectively. Continuous efforts should be made to integrate this function more closely

with over-all university planning so that the financial feasibility of projected programmes is properly appreciated.

Students to report to board of governors.

The students, through the chairmen of the task-force committees, have been invited to present their reactions to the Booz, Allen and Hamilton Report, directly to the Board of Governors members. The staff and faculty were also given the same invitation, in a statement issued on January 31.

Do you have \$860?

Residence fees go up again

by Ron Bohaychuk

Residence fees will be increased by \$75 next year in order to cover operating costs, it was announced here this week. Tuition fees are to remain the same.

Dr. Henry Endress, acting president, stated that this increase was to cover costs of

existing facilities and staff. No increases or enlargements of staff or facilities was planned at present. He explained that the \$50 raise in room fees and the \$25 increase in meal tickets fees was instituted to cover the full operating expenses of the cafeteria and residences. It is from

these fees alone that the residences and dining hall are maintained. The rates now will be \$350 for a double room and \$385 for a single room. The seven day meal ticket will now cost \$475. These rates, Dr. Endress said, are comparable to those of other Universities in Ontario.

The \$75 hike in fees came about as a result of increased taxes and housing expenses. The increase will be felt across the province.

This year rates were comparable with those of other universities. Next year rates at all Ontario Universities will increase 10 to 15 percent. The fees at the University of Toronto will, depending on the college, be between \$950 and \$1000. The University of Waterloo has announced that its residence fees will be \$960 and Guelph's fees are to be \$980. The University of Western Ontario residence fees are going to be \$1000 across the board. These increases represent raises of from \$120 to \$200.

Student reaction was mixed. Most felt that accommodations in residence were adequate and that the increase was warranted. The housekeeping staff and the facilities were felt to be sufficient.

On the proposed hike in the seven day meal ticket, which has never been warmly received, the reaction was definite.

None agreed with the increase, and all agreed that the system as it stands is not realistic. A don from Women's Residence called the fee hike "ridiculous" and went on to say that if there was not going to be an increase in dining hall staff, space, and kitchen facilities the increase was not justified. Another student said that many people don't eat in the dining hall and those that do are not satisfied with the present system.

The amount collected in increases will be approximately \$45,000.

Faculty and university staff salaries have also been adjusted. The Board of Governors in making the changes said that this brings the salaries at WLU more in line with other universities.



Liz Chapple, a twenty-year-old psychology student at the University of Windsor, was selected Miss Canadian University of 1968.

She received a number of prizes, including a 1968 Ford Torino.

Runners-up were Kathy Williams of the University of Toronto and Dorothy Wood of the University of Saskatchewan. Jane Storey of U of W was named Miss Congeniality by the other queens.

The queens and princesses were crowned on the Friday night Queen pageant. Miss Chapple is the eighth coed to be crowned Miss Canadian University since the inception of the contest.

CAUT completes study

OTTAWA (Staff) — The Canadian Association of University Teachers has completed its investigation of the Haggar Case, it was announced here Friday.

In a special interview with the CORD staff, Dr. Percy Smith, Executive Secretary of the CAUT said, "We have come to a decision. It might, however, be advisable in view of the implications of the situation to discuss it further with the Executive and Financial Committees of the CAUT."

Dr. Smith went on to say that the committees met only occasionally throughout the year and as they were meeting in Toronto the weekend of February tenth, the case would be brought up at that time. "We shouldn't release a statement at this time," he said. "There is a wider signifi-

cance of some aspects of this problem which should be checked before we make our decision public."

"We were on campus Friday," he said, "at which time Professor Milner, the chairman of the Academic Freedom and Tenure Committee and myself spoke with the Executive of the Faculty Association, Dr. Haggar the President, the Dean and the appropriate department head."

Professor Milner from the faculty of Law of University of Toronto is chairman of the ten-man committee. The report of the investigation has already been made available to this organ.

Dr. Percy Smith is a full time officer of the CAUT operating out of Ottawa, and a former professor of English from the University of Saskatchewan.



It's almost a sure bet that this guy won't be visiting a soph next year as a rise in fees will make it cheaper than ever to live off campus.



The Finest Food

The Best Service

VISIT

THE LONGHORN INN
WATERLOO SQUARE

pale lady

The last word you will ever write in the student press is a tough word to write and I guess it has to be a final pot-shot at the students. And don't dis-associate yourself, I'm talking about YOU. This campus is a nothing campus with a nothing student body made up of nothing Henrietta Highschools, and wobbly-wristed fourth year Honours English nothing lumps. Our most avante garde ideas are captivated in our red-barn architecture.

Old Henrietta ain't worth talking about because she's too busy sitting in the Torque talking about sex and pot and other whoopee subjects.

And old lump. Well, she said, "The intrinsic metaphysics of the problem is at the outset bound up in the Victorian tragedy." And I coughed and said, "What is that?" I pointed out the window at the sun. She didn't know. "Have you ever tasted love? Do you know a bear when you see one?" "But," said lump, "These things are not on the printed page. I don't know them, for I am I, am an intellectual." Begone, you mouldering moth. Away, you slathering slut. No intellectual by definition could be so narrow. And no writer who you try to understand could live so pale a life.

For the high point of the day on campus is eating. We look forward to it above all else, and the high point of the week is suitcase time. And in eating and suitcasing we are avoiding the real issues faking the intellectual bit not living life or facing ourselves.

Let me live in my lumberjack suit and do real things and read some things and hear some things and think new things, and make things at home with a soldering iron and feel metal in my hands after a philosophy class and roar like a bear in the dining hall when the campers come in for their evening meal. Let me live and remember that a BA is a peanuts degree for a peanuts job and living in the suburbs and selling life insurance and all, if that is what I wanted it for. A BA is nothing and the beerhall guy with the beerhall breath in the milkman suit knows as much as me about other things and is real when he shakes my hand.

Jamie Brown.

be damned

— 30 —

LINDA MCKENZIE

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

Necessary regulations

To the Editor:

When we arrived at this university we were all hoping that because it was a private university we would be getting a very good academic education. To our surprise there were other aspects to university which would not help us get a degree. Because of this we feel the administration should impose the following regulations in order to make us all narrow-minded academics.

The faculty must:

1. have all lectures prepared and submitted to the administration prior to their presentation.
2. follow the text thoroughly and completely.
3. maintain office hours from 8:00 a.m. to 5:00 p.m. with one hour for lunch; Monday through Friday.
4. not intermingle with the students in any way.
5. not drink or smoke and be clean shaven.
6. not at any point discuss anything without first getting permission.
7. not have any outside activities.

The students must:

1. rise at 6:30 a.m. for inspection of dress and appearance.
2. attend chapel daily.
3. attend all classes or be expelled.
4. not express any controversial opinions.
5. not have any outside activities.
6. take a course on memorization.
7. not drink or smoke or have beards.
8. be given the opportunity, if their conduct has been approved to rise at 5:30 a.m. for an additional church service.
9. maintain an A average.
10. not do any outside reading as it might corrupt their thinking.
11. not talk with anyone in residence as the noise might disturb a student's studies.
12. be in bed with lights out by 9:30 p.m.
13. not leave campus on weekends.
14. not leave campus at any time without first getting permission.
15. do exercises for 30 minutes a day.
16. not speak out against the administration.
17. not elect any representative body. If it deemed necessary the administration shall appoint it.

It is our feeling that unless the above rules are enforced there is a chance that the odd intellect might graduate and be an asset to our country. This would defeat the purpose of what our administration is trying to do.

THE ZOO
West Hall

Haggar a
foreign upstart

Dear Sir:

I endorse entirely your action regarding Dr. George Haggar as would all rational persons in Can-

ada. For a professor, even with marginal N. American degrees, to state that Israel was the aggressor is such an appalling blunder that it casts severe reflection upon your recruiting standards.

Anyone who reads the world press, in particular Randolph and Winston Churchill's classic articles about the Middle East War which earned international praise, would regard Dr. Haggar's opinions as those of an ignorant, impertinent foreign upstart. I would suggest that he be deported to Lebanon or Egypt by the Canadian Government, and dismissed immediately by your university.

As for the actions of your students, I would say this: 60% of Canadian students should not be at a University anyway; in any case, students' opinions count for nothing material — as witness the infamous Oxford University resolution of the Thirties.

Yours faithfully,
OLIVER PETERS

Dissent can
be good

To the Editor:

Though I must agree in a general sense with Mr. Orme's article in last week's CORD concerning student irresponsibility, I wish to disagree with two specific items and add some of my own comments.

The first point concerns a student's right to dissent or "to disrupt society." It was suggested that this will only result in a re-establishment of the old, an inconclusive experience, or an

embarrassment — but a conclusive change for the better may also result! It is the responsibility of management or the establishment to rebuild within this new relation. A student, as one outside of the establishment and in an unassociated atmosphere is in a unique position for such social criticism. A student, who must often justify his existence in terms of dignity and other intangible accomplishments, is necessarily sensitive to social inequities in terms of order and relationship. Thus, such a person must clash with the "working order" and "the law." Though this may occasionally tend to unwarranted extremism and emotionalism, it is a necessary statement on humanity in a materialistic world.

Secondly, I must take exception to Mr. Orme's facts concerning the incident at South Hall's stag. Though some directional signs were tampered with, I am certain that no "pretty" words were used in ladies' presence; that no "cry" of prejudice was made; that "a ranting arm-swinging bottle - feeding baby" was not present; and that the management of a public place does have a responsibility (if not legally then in reason) to explain its actions to a patron who has been barred. This last point should particularly hold when the patrons are mature men who have been obviously disconnected from the aforementioned proceedings, though associated in an incidental way. The situation developed partly through a lack of communication and unreasonableness and should thus be an area for student dissent. Thank you.

BRUCE WILSON

Lots and lots of people have helped to put out the Cord since September. Here are unsung heroes who were REALLY responsible for this rag.

News and Features (in no particular order): Bill Duff, Ulla Lehtonen, Anne Beckett, Liz Masiah, Janet Warnes, John Andrews, Lynn Smith, Ralph Boersema, Stephen Brett, Ian Bowie, Warren Rochman, Jeanne Reisinger, Pete Mansell, Olwen Smithson, and, as of this issue, Bill Burns.

Photos: Lynn Smith, Phil Attkins, Marty Konisky, Jim Whitred, Jack Le Breton, David Glandfield, Don Moore, Samm.

Columnist: John Kuti, Eric Nygren, Rob Brown, Ian Bowie, Phil Attkins and Susie Robinson, Jim MacDonald, Vic Slater, Don Maynard.

Joe Jobs, like circulation, The Morgue and Layout: John Weafer, John Varley, Dave Little, Richard Curtis, Evan Wood, Susan Bricco.

Typists: Jean Lapp, Reet Varick, Rosanne Rubenstein.

And last but not least, our **Letter-Column-Fillers**, at least the more common ones: Dr. George Haggar, Gray Taylor, Gwen Davies, Paul Fisher, Mark Hopkins, Jim MacDonald.

The CORD WEEKLY

The Cord Weekly is published once a week by the Board of Publications, Waterloo Lutheran University, Waterloo Ontario. Authorized as second class mail by the Post Office Department, Ottawa, and for the payment of postage in cash. Editorial opinions are independent of the University, Student Council and the Board of Publications.

Office: Student Union Bldg.

Phone: 744-5923

Member of Canadian University Press

editor-in-chief: Linda McKenzie

managing editor: Jamie Brown

menial tasks: John Kuti

sports editor: Rich Danziger

photo editor: Jerry Vair

features editor: Carolyn Caughey

publications chairman: Mike McElhone

advertising manager: Jim Reid

VANCOUVER (CUP) — When 13 year old Duncan Innes goes to school, he is going because he wants to.

Nobody will phone his parents if he doesn't turn up. And yet both Duncan and his parents feel he is getting a far better education this year than in past years.

Duncan is a student at the Barker Free School in Vancouver — one of a new breed of schools that are rapidly cropping up across the nation.

Nobody knows exactly what a free school is. Between Christmas and New Year's representatives of eight free schools from across the country spent several days at the New School in Vancouver trying to answer, among other things, that very question.

The conclusions reached were more non-conclusions. Those present learned they agreed on some things, disagreed on others. The only thing they were unanimous upon was that the present public school system is incapable of coping with modern educational requirements.

Represented at Vancouver were Toronto's Everdale Place, Toronto's Rochdale College, Winnipeg's Who House, the Winnipeg Free School, the Viewpoint non-school at Argentea, B.C., Vancouver's New School, Barker Free School, and Knowplace.

With the exception of Rochdale College, all these schools or non-schools cater to elementary or secondary school-age students.

ling to assert this point, but admitted it was generally so. "But sometimes the teachers get pushy and try to run things. Then we won't talk to them, and we don't find out anything."

Clay, brushing back his shoulder-length blonde hair (there are no dress restrictions in free schools), tells of the type of things he does at school:

"Well, one time we built a still," he says.

The question was obvious. What were they going to do with a still?

"Make booze, I guess."

Make booze! Wouldn't the teachers object?

"No, not really. But we never got to make the booze because the little kids wrecked the still."

Suppose they hadn't wrecked the still, would you know how to make booze?

"Oh, it's simple," explained Clay, somewhat eager to display his knowledge. "You make a mash and you put yeast in it..."

"What we are trying to do is bring people up so that they are best able to cope with life today and life tomorrow. The mainstream schools are failing at this for two reasons.

"First, the means of the traditional school are too limited. You can't educate people when you have 40 to a class.

"Second, there is the bogey and fear of public opinion. Public school teachers, because they are public servants, are afraid to act. But so are politicians, and they are acting all the time. I call it a bogey because — I don't think it actually exists."

Mr. Barker feels the "whip theory of education" — his label for the public school system — does not produce persons capable of coping with life. "All it produces are narrowly educated robots. We don't want kids to qualify for the status quo; we want them to qualify for changing the status quo. The most important thing is what we are doing for the kids."

But while they are successful dealing with youngsters, the free schools are having definite problems ensuring themselves financial security. They are officially private schools and as such are not eligible for government grants.

Mr. Barker admits his school would have been out of business

Right now he doesn't know where next year's funds are coming from.

Across the country other free schools are facing the same problems and trying to cope with them. In Winnipeg, he hopes to get some support from the University of Manitoba Students' Union. Because of recent moves toward student involvement in pre-university educational reform, he admits there is a good chance for this. But he also knows the prospects are less than certain.

The free-schoolers are still groping to determine their ultimate goals. Their financial operations are hanging by a shoestring. But in spite of this, two definite conclusions could be drawn from the deliberations in Vancouver last month.

The first is that the free-schoolers believe they are the vanguard in a revolution that is rapidly changing education as we know it today. Already, they are citing Ontario's move towards ungraded public schools as a step in this direction.

They also cite the Campbell River, B.C. high school as an example of where the free-school methods have infiltrated the mainstream system. Here class attendance is non-compulsory, students are allowed to smoke in

The free school movement

by Terry Campbell

Special to Canadian University Press

Rochdale is a co-operative residence for college-age students that strives to offer a unique educational environment.

But while those who staff the schools are less than certain how to describe their operations, the students who attend have few if any reservations.

Take Duncan Innes for example. Before he was sent to the Barker Free School, he was what is known as a "problem child."

"I didn't get along," says Duncan, an unusually articulate youngster for his age, describing his public school career. "I used to throw things and get into trouble."

Duncan says his mother sent him to Barker because of this rebelliousness. "I always liked to hear them shout at me," he says. "But now I like school."

Last year, while attending public school, Duncan missed 30 days because he was "sick." "Sick of school, I guess," he says.

To date this year he has missed only one day. "But I didn't have to say I was sick. I just didn't feel like going so I went somewhere else instead."

Each school day for Duncan begins with a meeting. The students at his school — all elementary age — attend a general meeting each morning at which they decide what they will do for the day.

This aspect of the free school is generally widespread — the active participation by students in the decision-making processes of school. "If the teachers want one thing and we want another, we outvote them," Duncan says.

The crucial question however, is whether the free school gives a better education than the traditional public school. "I feel I am learning more now than I was before," says Duncan.

A schoolmate of Duncan's, 14 year old Clay Ray, was less wil-

ling to assert this point, but admitted it was generally so. "But sometimes the teachers get pushy and try to run things. Then we won't talk to them, and we don't find out anything."

Clay, brushing back his shoulder-length blonde hair (there are no dress restrictions in free schools), tells of the type of things he does at school:

"Well, one time we built a still," he says.

The main thing is to meet the needs — both personal and academic — that the kids themselves recognize," explains Gordon Mackie, a student at the University of Manitoba and one of the most articulate spokesmen for the free school movement. He is currently involved in getting up a free school in Winnipeg for dissatisfied high school students and dropouts.

The mainstream schools aren't meeting their needs," he says. "For the student, it is a question of what I need to know. You can't tell me what I need to know."

For example, three-, four-, and five year old kids need to learn to read. They know this. Everything they see around them is in print. You give them books and you should watch them gobble them up."

With the youths he is working with in Winnipeg, the needs are different, Mackie says. "These kids need to know how to structure interpersonal relationships. At the conventional high school level, relationships seem to be based on economic rather than human grounds — you know, the best guy is the one with the flashiest car."

Bob Barker, the founder of the Barker Free School, generally agrees.

this year if the Company of Young Canadians had not agreed to pay the salaries of his staff. "We charge parents what they can afford to pay, but this doesn't nearly cover our costs. If it weren't for the CYC, we couldn't have operated this year."

As in most free schools (the New School in Vancouver is an exception), Mr. Barker's staff is being paid minimal salaries. The CYC also pays salaries at Toronto's Everdale Place and Vancouver's Knowplace.

Mr. Barker hopes some of the financial problem will be met by an independent foundation now being incorporated by a group of Vancouver business and professional people. The foundation will attempt to raise funds for free schools. "But if we don't get CYC help next year, we could be in trouble," he says.

the school, and such things as dress restrictions don't exist.

"But there is only one fault with the Campbell River system," Barker says. "If the students don't keep up their grades, they have to attend classes."

The second thing that is clear is that the youngsters who are coming out of the free schools are going to be very different from our normal school system's product.

They will not be complacent acceptors of the status quo. They will not be apathetic citizens. They will be the product of an organized attack against the existing educational structure, and they are going to expand this attack upon other areas of society.

The movement is young and spreading. What its ultimate results will be remains to be seen.



the student as nigger

by jerry farber

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 zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation and into the nitty-gritty of human needs and hangups. 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 lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

CHOOSE HOMECOMING QUEEN

Students at Cal State are politically disenfranchised. They are in an academic Lown-des County. Most of them can vote in national elections — their average age is about 26 — but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run, for the most part, by Uncle Toms, concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

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 the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist they encourage dissent but they're almost always 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 of one professor who refused to take up class time for exams and required students 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.

CLASS IS NOT DISMISSED!

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 per-

haps 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 teacher says they're 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 anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

SIRENS AND A RATTLE OF BULLETS

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was no way out. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

Then there's 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 and change while he, presumably masterbates. 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 stingy brims. Uh-uh. They're too visible.

What school amounts to, then, for white and black kids alike, is a 12 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."

THEY CHEAT A LOT

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State are expert con artists who know perfectly well what's happening. They want to degree and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values

that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So student are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group their most striking characteristic is timidity. They're short on balls. Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the governor and legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch-phrases like "professional dignity" and "meaningful dialogue."

THEY COPPED OUT

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 out. 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's the Vietnamese war. It gets some opposition from a few 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 chicken-shit. 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.

At any rate, teachers are short on balls. The classroom offers an artificial and protected environment in which they can exercise their will to power.

Your neighbours may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the state legislature may shit on you; but in the classroom, by God, students do what you say-or-else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim — anytime you choose — you can keep 35 students up for night and have the "pleasure" of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with a title page, MLA footnotes and margins set at 15 and 91.

RESPECT FOR AUTHORITY

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear — fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for authority. The white bwana's rith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance and parade a slender learning.

Finally, there's the darkest reason of all for the master-slave approach to education.

The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white man so fearful of integrated schools and neighborhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in perverted and vitiated forms.

PERVERSION IS INTELLECTUAL

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us their perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter — sanitized and abstracted, thoroughly divorced from feeling. You get "sex education" now in both high school and college classes; every one determined not to be embarrassed, to be very up-to-date. These are the classes for which sex, as Feiffer puts it "can be a beautiful thing if properly administered." And then of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo. The sexuality he purveys, it must be admitted, is at least better than none at all.

UNDERNEATH THE PETTI-PANTS

What's 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. I don't insist that ladies in junior high school lovingly caress their students' penis (some-day maybe); however, it is reasonable to ask that the ladies don't by example and stricture teach their students to pretend that they aren't there. As things stand now, students are physically castrated or spayed and for the 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 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 mean time 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.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an uglier and more timely word, you can only program them.

HANDS IN SOME CLAY

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms, they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe." And then the teacher graded him A, B, C, D, or F, while he danced



in front of her. That's not education. That's not even training. That's an abomination on the face of the earth. It's especially ironic because Milt took the dance class trying to get out of the academic rut. He took crafts for the same reason. Great right? Get your hands in some clay? Make something? Then the teacher announced that a 20 page term paper would be required — with footnotes.

At my school we even grade people on how they read poetry. That's like grading people on how they perform at intercourse. But we do it. In fact, God help me, I do it. I'm the Simeon Legree of the poetry plantation. "Tote that iamb Lift that spondee". Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their attitudes toward school and my residue of UCLA method are turning them off.

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 16 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're 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 usual-

ly 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.

ORGANIZE FOR 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've 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 reach 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 coloring 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 what Mr. Charlie has done to your mind.

Jerry Farber originally wrote this article for an underground paper in Los Angeles where he teaches English. He wrote protest songs and was involved in the civil rights movement before joining the academic world.

A Complete success

WLU's 1968 Winter Carnival—full of m



Photo by Glandfield

Some people came as the strangest thing to the Mardi Gras . . .

Winter Carnival — WLU's special highlight of the year — completed its 1968 season as the most successful in history. The carnival received nationwide newspaper and television cover-

age as a result of the increasing fame which it has achieved in its eight-year life span.

The one single event which has directed the greatest public attention to Carnival, and to WLU, is of course the Queen Pageants. This year, there were twenty-three contestants representing most universities across the nation.

Liz Chapple, a twenty-year-old psychology student at the University of Windsor, was selected by the judges as Miss Canadian University. She was the recipient of the grand prize: a 1968 Torino, donated by Ford Motor Company. The first runner-up was Kathy Williams of the University of Toronto, followed by the University of Saskatchewan's Dorothy Wood. Jane Storey, of the University of Waterloo was selected Miss Congeniality.

Carnival officially began Wednesday afternoon with the arrival of the queens at Toronto Airport. The same evening, four-hundred people packed the T.A. for an animal dance starring Arthur Conley.

On Thursday, a new wrinkle was introduced to Carnival with the holding of a civic luncheon for the queens at Tien Hoa Inn. This was sponsored by the mayor of Waterloo and other officials.

The only event considered to



photo by Whitred

Hardy souls braved the cold rain to come outside for the barbeque

SOUND—OFF

by Phil Atkins and Samm

What are you putting off till tomorrow that you should be doing today?



Richard Dansiger
Geography Grad,

Attacking Samm who is sitting across from me in her mini-skirt.



Samm Racz
Anthropology II

Lowering my hemlines.



Martin Consky
Photography I

To be fair to all departments in the school, I should give each equal time. But at this moment, I should be studying for an English 20 test instead of filling out this silly questionnaire.



John Kuti
Existence XXIII

The only things I put off are things that are a waste of time, like lectures, college girls and getting my hair cut.



David Little
Economics III

May I!

I know there is something I am putting off, but I'm not sure what it is. Ask me tomorrow.



Don Moore
General Arts

Cancelling my car insurance.



Jack LeBreton
People I

Having a hate session for a certain instructor.



Boots Orme
Polisci II

Booze, broads and prestige.

emories for everyone

have been less than successful was the Four Preps' concert on Thursday night. Peter Batson, Carnival publicity chairman, said: "The concert was not a success. The performers were late arriving and for the first time in Carnival concert history, we didn't have a full house."

Four hundred enjoyed an afternoon of skiing at Chicopee on Friday. Meanwhile, back at WLU, the Pageant judges were faced with a difficult decision in the selection of Miss Canadian University. The choice was so difficult, in fact, that their schedule ran one-and-a-half hours overtime, resulting in a delay in the start of the Pageant.

The presence of the steel band from Antigua met with a resounding ovation — the standing-room only crowd wouldn't let them leave the stage.

Saturday represented the climax of Carnival with the major daytime event being the enlarged Gymkhana. This spectacle, which attracted such nationally-known drivers as Bill Brack and Graham Hill, was the centre of activity on campus for three or four hours, competing only with the broomball game for an audience.

A record number of applications was received this year for the snow sculpture competition, which was won by East Hall. Their massive effort, a robust Eskimo with a canine companion, and entitled "Chimo," was awarded first prize of fifty dollars and the O'Keefe Trophy. Second place went to South Hall's "Polar

Scene," while French House's "Mush" took third prize.

Carnival '68 wound up with Saturday night's Mardi Gras Ball, an impressive and colorful event attended by a capacity crowd.

Throughout Carnival week, camera crews were present at all major activities. Included among these was a crew from the CTV network. Their footage is expected to be shown on After Four on either February 10 or 17.



Photo by Vair
The animal dance on Wednesday night attracted one of the largest crowds ever to fill the T.A.



photo by Whitred
This Lotus Europa was one of the attractions at the Gymkhana.



photo by Vair
The crowd nearly climbed onto the stage on Wednesday



photo by Le Breton
The winning sculpture — Chimo, the Super-Eskimo!



Photo by Glandfield
The Mardi Gras. Notice the girl in glasses who came dressed up as a student going to a cornroast.

Hi-Line counselling service starts next week

An experimental telephone counselling service called the Hi Line has been set up on campus.

In a special interview, Gary Warren said here that "It is the first service of its type on a university campus in the world."

Beginning next Monday, and for ten weeks thereafter, students will be able to call the Hi Line for advice on any problems any time between 7 p.m. and 7 a.m.

"We have about thirty trained volunteers manning the phones," Mr. Warren said, "and we are encouraging people to phone up and discuss any problems at all. We are trained for all problems

including suicides. The organization is not calling itself a counselling service per se, because we are not professional counsellors, but we are concerned and trained in communication, listening, and human involvement."

The volunteers underwent an arduous three month training course under Rev. A. Evans, William Blair of the Los Angeles Suicide Bureau and Dr. Don Morgenson, and the training will continue throughout the experimental session for new members as well as the present staff.

"At no time whatsoever do we attempt to answer any problems or place any values on anyone," Mr. Warren said. "As our motto says, 'The greatest good we can

do for others is not to reveal our values to them, but theirs unto themselves."

Mr. Warren went on to say that all calls would be kept on a first name basis only and that a list of professionally competent people would be available to the caller if a referral is needed or requested.

"We are making a limited study primarily and a feasibility study after the ten weeks operation," he said. "We are keeping a detailed record of all our manoeuvres and planning as well

as the outcome, because we have had innumerable requests for information from all sorts of interested parties."

Call 742-6792

"Cards will be given out with the pertinent information in the near future," Mr. Warren said, "and we ask that all students make an effort to get and keep their cards. What's more, if any student feels a need to talk to an interested person about anything at all, he is encouraged to call use anytime at 742-6792."

The group is not primarily

made up of students with psychology majors. There are semi-narians, business students and artists, and many volunteers are still needed.

"We have tried to get all types, because often psychologists are too much of a psychologist and not enough of a person," he said.

Mr. Warren is one of four members of the steering committee under Rev. Evans and Pastor Urdall. He is a second year pretheology student with a psychology major.

Quit school, get an education

LONDON, ONT. (CUP) — A University of Western Ontario student has quit school in order to get an education.

Allan Fraser, a third year honors English student, and current editor of Folio, Western's literary magazine, quit because he felt his knowledge now was "inadequate for the studying of English Literature."

"My reasons for quitting have been building up for the last six years," he said. "I feel I have to quit in order to gain the background knowledge necessary for

the course."

"Students really aren't capable of handling the material they are given when they enter university. The only time they do have the opportunity to study in depth is in graduate school."

Fraser said that his decision has been received well by all of his professors.

"They have been very useful in helping me set up a program of study so that the next twelve months will be fruitful."

Fraser plans to join his brother, a professional artist who lives

in Barrie, Ontario. He will pursue his studies in Ontario. Next summer he plans to go to Vancouver to work at part-time jobs while studying. The following summer he intends to go to Europe and will return to Western in the fall, again in third year English.

Fraser is currently preparing a general theory of education, making critical comments on the university system. The theory will embrace the entire education system beginning with public school, he said.

Students... Save 10% on any purchase

Free Lifetime Insurance on all Diamonds

**WHY GIRLS
LEAVE HOME**
(to get married)



Model TR 112125 — \$125.
from the "Diamond Treasure" Collection
created by

COLUMBIA

See this and other glorious diamond treasures
priced from \$100 to \$5,000

Visit us for your free brochure
"How to Select your Diamond"

Design Copyright

OPEN A STUDENT CHARGE ACCOUNT!

WALTERS CREDIT JEWELLERS

LIMITED

151 King St. W. Phone 744-4444 Kitchener
Stores in Galt, Guelph, St. Catharines, Brantford
and Kitchener

SWAN CLEANERS LTD

SHIRT LAUNDERERS

Corner King and University

10% Student Discount

... the nearest cleaners to the University

BERKLEY TAVERN

SMORGASBORD

1405 King E. Kitchener

NOON \$2.00
EVENING \$3.00
WEEKEND (Noon) \$2.25
NIGHTLY After 9 P.M. \$1.25

BANQUET ROOMS AVAILABLE

FLY TO EUROPE - CHEAP

If you are planning to visit Europe this summer, don't pay commercial prices. CUS is offering reduced rates on both flights to England and guided tours of Europe, including all the western tourist traps and several countries of Eastern Europe.

The flights for London leave and return on the following days:

CHARTER FLIGHTS:

All Toronto/London return (Eastern Region)

No. 1 MAY 27	returning SEPT. 9	\$230.00
No. 2 MAY 30	returning AUG. 28	\$245.00
No. 3 JUNE 10	returning SEPT. 4	\$212.00
No. 4 SEPT. 7	one-way	\$128.00

GROUP FLIGHTS:

Based on 50 or more passengers

No. 1 MAY 26 - Winnipeg - London	\$317.00
SEPT. 3 - London - Winnipeg (western region)	
No. 2 JUNE 6 - Halifax - London	\$244.00
SEPT. 2 - London - Halifax	
No. 3 JULY 4 - Toronto - London	\$303.00
SEPT. 5 - London - Toronto	

The tours, ranging in cost and length from \$204 (18 days) to \$418 (36 days), cover at least six and as many as nine nations.

For further information, contact Penny Oliver or Roger Sanders in the Student Union office.

WLU's My Fair Lady starts Wednesday night

My Fair Lady, the longest running Broadway musical of all time will appear here next week. George Thompson, from the WLU public relations department and director of the play, said "This musical played ten years on Broadway, and has been translated into fourteen languages including Russian."

"This performance should be one of the most exciting ever," he said. "We have two raised revolving platforms for the set, just like the Broadway show. In fact, I guess this is the most elaborate set ever seen around here."

Mr. Thompson has been a leader in local theatre for four years now and has been the director of six major productions. The set

has been constructed carefully from his own designs.

John Evans will have the lead, playing the part of Higgins. Evans has appeared in six major roles on campus and last year won the Actor's Guild award for the best performance in a leading role. He has worked in the K-W Little Theatre and the Operatic Society with notable success. Last summer he was Artistic Director of the Muskoka Playhouse.

The part of Eliza will be played by Mary Jane Smoothy, a first year student from London. Miss Smoothy has appeared in London Little Theatre, and had the lead in her high school production "The Pajama Game." She studied dance in the Banff School of Fine Art this year. Both Miss Smoothy and Mr. Evans are accomplished singers, dancers and actors.

Alfred Doolittle will be played by Ian Richmond from Streetsville. Mr. Richmond had the leading part in Death of a Salesman. Chris Mee, who played Biff in Death of a Salesman, will play Pickering.

A thirteen piece orchestra led by Captain Derek Stannard will be on hand to supply professional music. Captain Stannard is the leader of the Royal Canadian Concert Band.

The show is produced by Sylvia Dubecki, a first year student and graduate of Waterloo Collegiate. Miss Dubecki has been very active in all aspects of the theatre.

Students will be able to see the show Thursday, Friday and Saturday of next week, at 8:15 p.m. in the Theatre Auditorium.



The Cast is rehearsing furiously for next Wednesday's opening.



Mary Jane Smoothy, Eliza Doolittle practises in comfort.

on the shelf

by Jim McDonald

Bonnie and Clyde, by Burt Hirschfeld

This book is based on the screenplay, "Bonnie and Clyde", so the comments made here are true for the movie also.

Without doubt, this is an eloquent example of disaster passing as art. The whole thing must have started as a put-on but evidently the culturally depraved literary and movie community has taken it seriously. And alas, this is only the beginning. They seem to have taken Pierre Berton's new book "The Smug Minority" seriously too. What is going on?

The keynote of "Bonnie and Clyde" is boredom. It is not only because the writer is a master of the pulp style cliché and trite, superficial phrasing but because there is no plot.

There is just a story about two warped kids making a bloody shambles of the Midwestern countryside. True excitement is conspicuously absent. It is well faked by various gunfights and car chases but there are no crucial values at stake. The killers are not portrayed as insidious butchers of human life but as innocent, romantic heroes. This reversal of morality — this persistent stress on their naivety can only suggest that the author imagines it wasn't their fault. "The times were hard", he guesses philosophically. This approach doesn't excite, it leaves one cold.

Believe it or not, Bonnie and Clyde are supposed to be genuine tragic figures. Should we pity them and not their victims?

Do we blame the mean, heartless bankowners for the state that the country is in? Do we believe that Bonnie and Clyde are "just folks" and the money they steal is really theirs? The author implies that we should. It also seems as if he regrets to have them killed at the end but he gets his satisfaction by trying to make Bonnie's death sexually attractive. This is outright perversion but it is not incongruous with the rest of the book.

Somewhere in the story there are "funny" episodes but they are difficult to find. Only when the episodes are taken out of context is this possible. They are "funny" in context if one chooses not to make value-judgements, i.e. — to read without thinking. The perpetrators of the new style of so-called art — the black comedy mode — are hoping the reader will do just that. It is rather a dirty trick played on a rational intellect but people aren't rational they say. A comic situation in a story like this is irrelevant and insignificant. It wouldn't normally be selected if the artist was making an anatomy of the psychologically disturbed mind of a murderer. The purpose here is to use the comic situation to force the reader to identify in some way with the characters. The author wishes to show that life is so grotesque, absurd, and uncontrollable that anyone could be Bonnie and Clyde — fate could make this happen to anyone. The author, and in the case of the movie, the director and writers, wish to escape value-judgements themselves and try to have the reader or viewer do the same. By looking at the favorable reception of "Bonny and Clyde", it unfortunately appears that they have succeeded.

BRIDGE SPORTS SHOP

96 UNION ST. E.
WATERLOO, ONT.

Victoriaville and Sherbrooke hockey sticks, Cooper Weeks and Spalding gloves, sweaters by Unique, Cresting done on the premises. Skates sharpened.

SPECIAL GROUP PRICES

Call Paul or Red — 743-4272

Holiday Ranch

Group Sleigh Rides and Hay Rides

4 Team HORSES

plus CLUB HOUSE

Phone Mrs. Lesperance 664-2616

20 HORSES TO RENT

Bridgeport to Bloomingdale,
turn right, follow the signs

THE ORIGINAL

DESERT® BOOT

in sand, brushed leather
(genuine plantation crepe soles)

MADE IN ENGLAND

by
Clarks
OF ENGLAND



Parr & Waller Shoes

150 King W., Kitchener

745-7124

Referendum next Thursday

Constitution for the Federation of Students

ARTICLE I: PREAMBLE

There is hereby established the Federation of Students of Waterloo Lutheran University, hereinafter referred to as the Federation, and the Students' Administrative Council of the Federation, hereinafter referred to as the Council, and the Student Judiciary, hereinafter referred to as the Judiciary.

The Council and Judiciary shall derive their duties and responsibilities from this, the constitution, with autonomy in regard to its policies, personnel and finances. The Council shall be subject to its electors and to the Board of Governors of Waterloo Lutheran University. Waterloo Lutheran University shall be hereinafter referred to as the University.

ARTICLE II: OBJECTIVES AND PURPOSES OF THE FEDERATION

The objectives and purposes of the Federation shall be:

- To promote the welfare and interests of the students of Waterloo Lutheran University,
- To promote the best possible intra-university co-operation and communication,
- To develop among the students of the University the sense of personal and community responsibility and to promote their concrete involvement in society,
- To participate as fully and as actively as possible within the University community in the decision-making concerning University life,
- To develop among the students the practice and spirit of responsible government.

ARTICLE III: MEMBERSHIP OF THE FEDERATION

There shall be two categories of membership in the Federation:

A. Regular Members

Every undergraduate and graduate student attending the University who pays the Student activity fees, shall be a regular member, unless his membership is revoked by the Trials Division of the Judiciary.

B. Honourary Members

Such persons as Council may, from time to time elect, shall be Honourary Members.

ARTICLE IV: PRIVILEGES OF MEMBERSHIP IN THE FEDERATION

A. All members shall be entitled to:

- make reasonable use of the Federation's property,
- participate in General Meetings of the Federation,
- attend all meetings of the Council, except those meetings which are held *in camera*,
- enjoy such other privileges as may be conferred in the constitution and bylaws.

B. Regular members shall be entitled:

- To vote at General Meetings of the Federation, or in Executive, and Council elections or by-elections, or any referendum of the Federation,
- To establish and/or join organizations under the sanction of the Council,
- To propose or second amendments to this constitution, in accordance with Article X,
- To nominate or second candidates for Council,
- To hold office or stand for election on the Council.

This Constitution in no way infringes upon the members' rights as a Canadian Citizen.

ARTICLE V: GENERAL MEETINGS OF THE FEDERATION

There shall be a general meeting of the Federation chaired by the Speaker of the Council, within seven days of the receipt of: a) the instructions of Council by a two-thirds majority, or b) a request signed by not less than 10% of the Regular members. In no case shall a general meeting be held on a Saturday or Sunday or Statutory Holiday. The agenda of a general meeting shall be restricted to the motion(s) or business for which the meeting was called, and such motion(s) and business shall be clearly defined.

Voting at the meeting shall be done by show of student card. Procedure followed shall be in accordance with Robert's Rules of Order.

ARTICLE VI: REFERENDA AND RECALL

A. Referenda

- Upon the receipt of a petition signed by ten (10) per cent of the regular members of the Federation, the Council must call a referendum, within one month, on the matter presented in the petition, if the matter falls within one of the following categories:
 - the initiation of new legislation
 - the annulment of legislation
- In order to initiate legislation or annul such legislation:
 - fifty (50) per cent of the regular members of the Federation must vote,
 - the matter set forth in the petition must be approved by an absolute majority of the votes cast.
- For the Council to call a referendum on its own a 2/3 majority of the voting members of the Council must vote for the calling of the referendum.

B. Recall

In order to recall an elected member of the Council, the following procedure is to be followed:

- If the member is a representative of a faculty or school, a petition signed by ten (10) per cent of the regular members of the faculty or school must be presented to the Council.
 - If the member is a member of the Executive Board, a petition signed by ten (10) per cent of the regular members of the Federation must be presented to the Council.
- A referendum must be called by the Council within two weeks.
- For a representative to be recalled,
 - fifty (50) per cent of the regular members of the faculty or school must vote,
 - an absolute majority of the votes cast must be in favour of the recall.
 - For an Executive Board member to be recalled:
 - fifty (50) per cent of the regular members of the Federation must vote,
 - an absolute majority of the votes cast must be in favour of the recall.

C. All voting done in referenda and recalls must be supervised by the Electoral Committee of the Federation.

ARTICLE VII: STUDENTS ADMINISTRATIVE COUNCIL

A. Structure

- The voting members of Council shall be:
 - The President,
 - The Vice-President,
 - The Treasurer, and
 - A number of representatives elected from the various faculties and schools which comprise the University.
- The Boards of Council shall be:
 - The Executive Board,
 - The Board of External Relations,
 - The Board of Publications,
 - The Board of Student Activities,
 - The Homecoming Board,
 - The Winter Carnival Board.
- The following shall be *ex officio* (non-voting) representatives to the Council,
 - The Dean of Students, as a representative of the Administration,
 - A member of the Faculty, elected by the members of the Faculty Council, as a representative of the Faculty.

B. Representation

- The regular members of each faculty or school shall be represented on the Council according to the following method, based on the most recent enrolment figures available:
 - one (1) voting representative per every 200 regular members or portion thereof.
- This method shall be subject to review by a committee of the Council upon the establishment of a new faculty or school within the University.

C. Duties

- To promote the objectives and purposes of the Federation and to safeguard the individual privileges of the regular members of the Federation.
- To administer the finances of the Federation and to control, maintain, and safeguard the property of the Federation.
- To represent the members of the Federation at public functions.
- To exercise ultimate control over the operations of all Boards and Committees of the Council.
- To act as intermediaries between the University authorities and the Federation, and between the Civic authorities and the Federation in matters under the jurisdiction of the Council.

D. Powers

The Council shall have power:

- To enact, amend, and enforce bylaws according to the constitution,
- To collect from regular members of the Federation a compulsory fee and to administer these and all funds accruing to the Council,
- To engage in any legal commercial undertaking

1968 GRADUATES

are invited to become

Elementary School Teachers

THE MISSISSAUGA BOARD OF EDUCATION

offers graduates

\$500. AWARD

(ten awards may be granted)

to:

- attend an Ontario Teachers' College or an Ontario College of Education (elementary school option) for one year
- upon successful completion agree to teach in the public schools of Mississauga for two years

Forward applications by March 15, 1968 to

SUPERINTENDENT OF PUBLIC SCHOOLS,
MISSISSAUGA BOARD OF EDUCATION,
90 DUNDAS STREET WEST,
MISSISSAUGA, COOKSVILLE, ONTARIO.

Application forms available from the above address or the Student Aid Office of the University.

HAMILTON

Board of Education

An Expanding System Requires

Secondary School Teachers

In Most Subject Areas

We are particularly interested in applications from prospective teachers of Mathematics and Science.

Representatives of the Hamilton Board of Education will be on campus to interview Graduating Students

on

Monday, February 26, 1968

We invite you to arrange an interview through the
Office of Mr. Robert Wagoner
Director of Placement and Student Aid

Mr. D. A. Cooper

Superintendent of Secondary Schools

Mr. C. T. Lowe, Q.C.

Chairman, Board of Education

Dr. G. E. Price

Director of Education

necessary, to achieve the purposes of Council,

4. To form Boards and standing Committees whose terms of reference shall be determined in By-laws; and such other committees as it may deem necessary to conduct its business; to cooperate with other University bodies in the formation of Joint Committees; and to delegate representatives to serve on bodies outside the University,
5. To provide for the appointments of Chairmen of all Boards and Committees of Council,
6. To delegate any of its powers, while retaining the right of ultimate control within the jurisdiction delegated it by the Federation,
7. To call General meetings of the Federation in accordance with Article V, or referenda in accordance with Article VI,
8. To ratify all proposed constitutions and revisions thereof of clubs, societies and organizations seeking recognition of the Federation,
9. To determine the amount of money which may be granted to any recognized club, society or organization, on the basis of the amount of benefit that shall be derived by the whole Federation,
10. To legislate for the maintenance of good order on all occasions on Federation property and when officially representing the Federation,
11. To employ personnel to assist the Council to achieve the goals of the Federation,
12. To execute the articles of this Constitution.

ARTICLE VIII: STUDENT JUDICIARY

- A. The purpose of the Judiciary shall be to handle all cases of Student misconduct other than those cases which have been dealt with in civil or criminal court or the Dean of Students office; and to judge the constitutionality of legislation of the Council.

NOTE: Misconduct shall be defined as any act

which is alleged to be a breach,

- a) of the rules as laid down in the Student Handbook,
 - b) of this Constitution.
- All members of the Judiciary must be regular members of the Federation.

B. Trials Division

1. The Members of the Trials Division shall be as follows:

- a) The Chief Justice who shall:
 - i) be a Senior student, ie. a student who has successfully completed two full academic years at a University,
 - ii) be chosen according to the following procedure:
 - (a) The prospective Chief Justices shall apply in writing to the President of the Council.
 - (b) The applicants shall be interviewed by the members of a selection committee composed of the President of Council plus 4 other members of the Council, who shall recommend to the Council the most suitable applicant.
 - (c) On the basis of the recommendation of the selection committee, the Council shall appoint the Chief Justice.
- NOTE:** A Chief Justice cannot be removed from office except upon conclusive proof of behaviour not befitting that office. Should a charge of this nature arise, the accused shall be tried by the Council, and can be removed by a vote of 2/3 of the voting members of the Council.
- iii) act as the Judge at trials,
- iv) have access to all records and files of the Trials Division and Constitutional Division,
- v) ask the defendant or witnesses any ques-

tion(s) which have not been clarified,
vi) be impartial in administering Justice in the Trials Division,

vii) not be a member of the Council or of any of its boards or committees.

- b) The Assistant Chief Justice who shall:
 - i) be chosen in the same manner as the Chief Justice,
 - ii) assist the Chief Justice in the performance of the duties of the Chief Justice.
 - c) The Council Attorney shall:
 - i) be a Senior student,
 - ii) be chosen in the same manner as the Chief Justice,
 - iii) act as prosecutor on behalf of the Council, the Federation and whomsoever else shall lay charges,
 - iv) be responsible for the investigation of charges brought against any student, club, organization or society to be brought under the consideration of the Trials Division, and shall have access to all records and files of the Trials Division,
 - v) if the matter at hand is within the jurisdiction of the Judiciary, be responsible for the laying of formal charges against the accused student, club, organization or society,
 - vi) summon the accused, indicating the date, time and place of trial, the nature of the charge, and his right to call witnesses,
- NOTE:** If such accused is a club or executive of such a body the chief executive member will be forwarded the writ which shall state all the involved members who must appear.

(continued on page 14)

Why two years with Cuso may put you five years ahead in your field.

For one thing, there's the kind of experience you gain, working in your own field overseas in a developing country for two years. The salary is low, but almost invariably you get broader, more varied experience, and get it earlier than you would in Canada. You learn to handle responsibility—and prove it—in a job that lets you test your knowledge, prove your theories, experience the challenge of a different culture. And it is a challenge, working through Canadian University Service Overseas to help close the knowledge gap that exists between developed and developing nations. Right now, about 900 Canadians are working for CUSO—a non-profit, independent organization—in 40 developing countries around the world, spreading their technical and professional knowledge wherever their particular skills have been requested. But for every request that's filled, so many go unanswered—for lack of people like you. How about it? Would you like to play a small but important part in the nation-building that's going on in Africa, Asia, Latin America and the Caribbean? If you have a degree, a diploma or a certified skill, you can contribute to their progress—and your own—with CUSO.

Want to know more? Tell us what you can do.
We'll tell you where you are needed.

(A-68)

I am interested in learning more about CUSO and the kind of overseas work available. My qualifications are as follows:

I (will) hold.....
(degree, diploma, certificate or other verification of skill)

In from
(course) (university, college, trade or technical institute, etc.)

Name.....

Address.....

..... Prov.....

Send to:
Mr. Fred Nichols,
Department of Student Affairs,
University of Waterloo Lutheran,
Waterloo, Ont.



Sunday Movie

Pumpkin Eater

with

Anne Bancroft
Peter Finch

FEB. 4

8 p.m. I E I

University Billiard Academy

Corner University and King

LADIES WELCOME

Confectionery - TV

Open Daily 8 to Midnight
Sunday 10 till Midnight

RECORDS

Popular, Classical,
Jazz, Folk, etc.

(Special orders given
prompt attention)

STUDENT DISCOUNT ON
LPs 15% OFF LIST PRICE

George Kadwell Ltd.

Waterloo Square, 744-3712
Fairview Park, 742-1831

MORROW CONFECTIONERY

103 University Ave. W.
POST OFFICE
Groceries -- Sundries

Depot for

BELMONT
CLEANERS & TAILORS

Phone 742-2016

(continued from page 13)

- vii) have the right to challenge any prospective jury member, by questioning his impartiality,
 - viii) have the power to subpoena witnesses,
 - ix) have the right to examine and cross-examine witnesses,
 - x) ask such questions that have been submitted to him by other members of the court in relation to the case,
 - xi) make a charge to the jury after all witnesses have been heard,
 - xii) enforce the decisions of the jury, and shall be able to lay charges of contempt of court if the aforesaid decisions are not adhered to by the convicted student, club, organization or society,
 - xiii) appoint, if he desires, one or more assistants to assist him in the execution of his duties.
- d) The Students' Attorney shall:
- i) be a Senior student,
 - ii) be selected in the same manner as the Chief Justice,
 - iii) act for the defendant if the defendant desires official council, or may act in advisory capacity,
 - iv) have access to all records and files of the Trials Division,
 - v) have the right to challenge any prospective jury member, by questioning his impartiality,
 - vi) have the power to subpoena witnesses,
 - vii) have the right to examine and cross-examine witnesses,
 - viii) make a charge to the jury after all witnesses have been heard, and after the Council Attorney has delivered his charge,
 - ix) appoint, if he desires, one or more assistants to assist him in the execution of his duties.
- e) The Sergeant at Arms shall:
- i) be chosen by the Chief Justice, Council Attorney and Students' Attorney,
 - iii) choose at random and subpoena a minimum of 20 students from the roll of regular members of the Federation to serve on jury duty for any case,
 - iv) clear the court room on request,
 - v) read the writ against,
 - vi) administer the oath or swearing in,
 - vii) forward any written questions from the Jury to the Council Attorney.
- f) The Clerk shall:
- i) be chosen by the Chief Justice, Council Attorney and Students' Attorney,
 - ii) record the proceedings of the case,
 - iii) be responsible for the keeping of all records and files of the Trials Division.
- g) The Jury shall:
- i) be composed of eight regular members of the Federation chosen among those members called for jury duty,
 - ii) decide the verdict and declare the punishment if any, unanimous decision being required to sustain any decision,
 - iii) ask any questions of the accused by submitting them in writing to the Sergeant who will, in turn, submit them to the Council Attorney.
2. Action in the Trials Division may be initiated by a written complaint to the Council Attorney in any of the following ways:
- a) through a private complaint of an individual student,
 - b) through the Dean of Students,
 - c) through the Council.

3. The Defendant may:
- a) represent himself, select any regular member of the Federation to represent him, use the services of the Students' Attorney to defend him, or obtain outside professional assistance. If a person other than the Students' Attorney be used, that person shall be accorded all the rights and privileges of the Students' Attorney.
 - b) ask that the trial be held *in camera*.
4. The records and files shall be kept under permanent file, in the care of the Clerk. The names in the records of trials for each session shall be destroyed at the end of the following session. The records shall be open only to the Chief Justice, Trials Division, the Council Attorney, the Students' Attorney, and the Dean of Students.
5. The Powers of the Trials Division:
- The Trials Division may:
- a) impose fines of up to and including fifty (\$50.00) dollars,
 - b) restrict the privileges of membership of a convicted regular member,
 - c) declare suspension or dismissal from all or any extra curricular activity of the Federation, Council, or Affiliated Societies,
 - d) recommend suspension of a regular member from classes,
 - e) recommend the expulsion of a regular member from the University,
 - f) summon with a writ of Contempt of Court, anyone convicted by the Judiciary but who refuses to comply with the requirements of his punishment.
6. Appeals
- The Defendant may appeal any decision of the Judiciary in a written letter to the Dean of Students. Cases are subject to appeal only:
- a) where the jurisdiction of the Trials Division is contested,
 - b) where the impartiality of the Jury is contested,
 - c) upon the discovery of new and relevant evidence.

C. Constitutional Division

1. The Constitutional Division shall be headed by the Chief Justice: Constitutional Division, who shall be chosen in the same manner as the Chief Justice of the Trials Division, and shall chair all meetings, and vote only in case of a tie.
2. There shall be one and only one member from among the regular members belonging to each faculty or school of the Federation. They may not be elected members of the Council, but shall be chosen by the regular members of their faculty or school.
3. The Constitutional Division shall:
- a) review the constitutions, bylaws and statutes and advise which should be revised or repealed because of inconsistency or atrophy,
 - b) determine the constitutionality of the decisions of the Council if requested to do so by one or more elected representatives of the Council.
- NOTE 1:** The term of office for all members of the Judiciary shall be from September 1st to August 31st of the following year. The persons may, however, be chosen in the preceding spring.
- NOTE 2:** The members of the Judiciary cannot be removed from office except upon conclusive proof of behaviour not befitting that office. Should a charge of this nature arise, the accused shall be tried by the Trials Division.
- D. The Chief Justices shall appoint the Chief Elec-

toral Officer and his deputies, by written application and interview. The Chief Electoral Officer and his deputies must all be regular members of the Federation.

ARTICLE IX: ELECTION COMMITTEE

There shall be established an Election Committee whose purpose shall be to administer and supervise Executive elections, Council elections, and by-elections and referenda deemed necessary because of vacancies, removals and/or resignations from the Council.

1. The Election Committee shall be composed of the Chief Electoral Officer and four deputy officers appointed by the Judiciary.
2. All aspects of the nominations, campaigns and elections shall be conducted under the supervision of the Election Committee.
3. The Election Committee may adopt, publish or have published any campaign and election rules that may be necessary in addition to, but not in contradiction of, those herein set out.
4. The Chief Electoral Officer shall:
 - i) be in complete charge of all federation elections and his decision shall be final in all matters not covered herein,
 - ii) vote only in case of a tie,
 - iii) in the event of his resignation, submit such resignation to the Judiciary at least seven days prior to the closing of nominations for any election, and if he resigns after the seven day period he will not be eligible to run for an office in that election,
 - iv) maintain complete impartiality,
 - v) be given authority to enforce any regulations of the Canada Election Act not included herein.
5. In the event of the resignation of the Chief Electoral Officer, the Judiciary shall appoint one of four deputy officers as acting Chief Electoral Officer and open applications for Chief Electoral Office as soon as possible.

ARTICLE X: AMENDMENTS TO THE CONSTITUTION

1. Amendments may be proposed by Council or by a petition of not less than 10% of the regular members. If the amendment is proposed by Council, it must have received the approval of two-thirds of all voting members of the Council.
2. Proposed amendments must be posted on Council bulletin boards at least 96 hours prior to the commencement of voting on the amendments.
3. All amendments must be passed by a two-thirds majority of the total votes cast by the regular members of the Federation.
4. Amendments are subject to approval of the Board of Governors.

ARTICLE XI: COMMENCEMENT

This constitution shall come into effect when approved by two-thirds (2/3) of the polled votes cast in each school or faculty, and ratified by the Board of Governors of the University. All situations not dealt specifically in this constitution and its bylaws shall be governed by **Robert's Rules of Order, Revised**.

* General Henry M. Roberts, **Robert's Rules of Order Revised** (seventy-fifth anniversary edition; Toronto: The Ryerson Press, 1951).

ARTICLE XII: AFFILIATED COUNCILS

The various schools and faculties which make up the University may, if they wish, establish societies to further the particular interests of their particular school or faculty. Once the school or faculty society has had its constitution ratified by the Council of the Federation, that school or faculty society may pursue its own interests, as long as their aims, objectives, and activities do not conflict with those of the Council of the Federation. Any aims, objectives or activities that appear to be in conflict with those of the Council shall be submitted to the Judiciary for a decision.

ARTICLE XIII: INTERIM COUNCIL

The present members of the Students' Council of Waterloo University College, (plus the President of the Seminary Society (the A.U.N.T.S.) of Waterloo Lutheran Seminary, the President of the Social Work Students' Association of the Graduate School of Social Work) shall continue to be the Council of the Federation until the Reports Dinner of the 1967-68 Students' Council of Waterloo University College.

Cord Staff Requirements

February 1968 to January 1969

A number of the present staff is graduating this spring and we want to replace them with students who will be able to learn their jobs quickly and be responsible workers. Experience not necessary.

POSITIONS ARE AVAILABLE FOR:

Reporters: news, features, sports, entertainment; desk men; layout assistants; circulation assistants; general office staff; typists.

There are also some editorial positions open.

Contact Bill Burns - Editor-in-Chief
578-2354

or come to the general staff meeting — CORD office,
SUB, next Monday at 7:30.

SUPPORT YOUR
ADVERTISERS

EVELYN WOOD READING DYNAMICS COURSE

Regular Classes held in
KITCHENER and HAMILTON

One class per week -- 2½ hours, for 8 weeks.
Practice in your own time. Use study material.

THIS COURSE CAN HELP YOU

- Increase reading speed 3 to 10 times
- Improve memory and retention
- Cut paperwork, note taking

- Study effectively at 1000 w.p.m.
- Read a short novel in 30 mins.
- Get a better degree!!

A Government
Approved Course
Fees Tax
Deductible
Special Student
Rate

Evelyn Wood

READING DYNAMICS INSTITUTE

41 King William Street Hamilton

TELEPHONE
525-
5630

Sale Cont'd of
PENS, MARKERS
PAPER, CARBON, etc.
at the
**UNIVERSITY
BOOKSTORE**

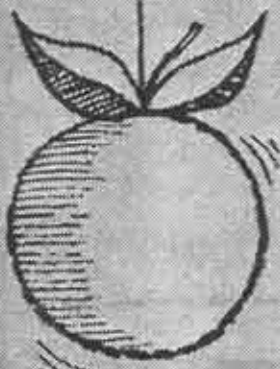
also

See our New
Record Bar

Music on Course
Music Performed Locally
Conversaphone Language
Method
Folk Music of
Joe and the Fisch
Buffie St. Marie
Joan Baer
Circus Maxims
etc.

Waterloo I.G.A.

Heinz

Tomato Juice48-oz. **3 for 99¢**Shirriff's Assorted
Dessert Powders5-oz. pkg. **6 for 99¢**Top Valu
Wieners1-lb. vac pak **53¢**

The
Plum
Tree

and

The Plum Tree Too
Waterloo Hotel
18 ALBERT ST.
WATERLOO

Looking for an air of adventure?

Breathe deeply at IBM.

A sense of challenge and adventure is something that seems to be lacking from a lot of jobs these days. Not so with jobs at IBM.

We're involved in one of the biggest, most exciting adventures going . . . progress!

Basically—IBM creates, builds and sells information processing systems. Because the "information explosion" is revolutionizing practically every aspect of man's activity, IBM is intimately involved in some very exciting activities: education . . . medicine . . . space . . . defense . . . urban planning . . . just to name a few.

As an IBM employee, you will be concerned with one or more of these fast-changing areas, right in the course of your job. You'll get involved—really involved. Because of

your abilities and training, you will have the opportunity to make things happen for people—revolutionary things—in a way and at a speed that was considered impossible just a few years ago. This will be your business career.

Naturally, there are other benefits: good salary; continued education; room for personal growth and achievement; recognition. Combine these with the personal satisfaction you'll get from doing a vital job well—and you have what adds up to a pretty unusual career opportunity.

Talk to your Placement Officer—make it a point to see the IBM representative on campus. Ask a lot of questions.

Find out how you can become part of the greatest adventure the world has ever seen. Or if you can't do that, just write:

Manager of Placement
and Personnel,
IBM Company Limited,
1150 Eglinton Avenue
East, Don Mills, Ontario.

We'll be waiting to
hear from you.



IBM
International Business Machines Corporation

WHATEVER YOUR IMMEDIATE COMMITMENTS, WHATEVER YOUR AREA OF STUDY, SIGN UP NOW
FOR AN ON-CAMPUS INTERVIEW WITH IBM, FEBRUARY 5th AND 6th.

To Old Koot
Love, Five at French House

**GERRY'S SHELL SERVICE**

100 King St. N.
Waterloo, Ontario Phone 742-1351
Licensed Mechanic

As I See It

by Rich Danziger

Sports Editor

While trying to hash through my Geography 330 project (a trip to Australia through a world of frozen people — unreal huh!) in breezed a couple of flying enthusiasts from the U of W. "How would you like to learn how to fly?"

"Yeah that's it. I'll fly to Australia. Now let's see, I'll leave Toronto International and . . ."

Actually the U of W has a students' flying club and they are looking for members. The club is expanding and it does own its own Cessna 150 aircraft. The main idea of the club is to raise enthusiasm for amateur aviation and to train students to fly.

Come to think of it most students seem to be able to fly quite well without lessons and even without airplanes.

The club welcomes all WLU types and will be having a general meeting on Monday, February 5 at 8 p.m. in AL 116. Membership costs \$1. and allows the use of the club plane if you can fly it and maybe even if you can't. Just think, you may be the next potential Red Barron, swooping and soaring through the air, shooting down Air Canada planes and generally raising havoc.

The club charges \$8. an hour solo flight and \$15. dual. Learning how to fly will cost you \$375.00 and about 3 months of your time. Ground school will cost you \$10. and is given at the U of W.

This is my last column for the year (O.K. you can stop cheering), and it's been a good experience writing for the CORD.

Coaches Knight, Lockhart, and Thompson have been very co-operative in providing information and have always had something to say on any situation.

As the situation appears right now, the B-ball Hawks seem headed for a crack at the National Championship.

Personally, I feel the Hawks are Number 1 and will win the National Championship.

Hawks down Guelph Gryphons

Led by the Hawk's new scoring sensation, Dave Baird, WLU B-ballers romped over the inept Guelph Gryphons 107-65.

The Guelph quintet are probably the most spastic excuse for a basketball team in the OQAA and their loss was a true team effort.

The game in Guelph was practically a replay of their match here in January as the Hawks jumped out in front early and stifled any threat of a comeback with a good court press. They scored eight points before Guelph was able to hit the scoresheet with two foul shots, but the six point spread at this time of the game was the closest the Gryphons came to winning. Terry Valeriotte and Dave Horton are good ball handlers but Guelph couldn't cope with the Hawk's press and gave the ball away several times. By virtue of their

hustling defence and well-drilled offence the Hawks were ahead 60-35 at halftime.

The Hawks opened up with both barrels after the mid-point rest and tore the Gryphon's zone apart with slick plays and accurate shooting. The Guelph effort was reduced even further when Fred Promoli, Horton and Valeriotte were fouled out about the ten minute mark.

John Thompson and his Junior-Varsity team finished the game and although they were outscored, gained some valuable experience. The dying moments of the game provided the Gryphons with their only scoring spree of the night when they hit for six points in a row.

Besides Baird's 26 points, the Hawks scoring was shared by Cuttiford with 18, Nixon with 16 and 15 for each of Sleeman and Bain.

In the preliminary game, the Junior-Varsity team won handily by a score of 85-65. The Junior-Varsity team built up a lead of eleven points in the first half and outscored Guelph 45-34 in the final stanza to preserve the win. Rod Radebenko led the Hawk's scorers with 20 points.

CAPSULE COMMENTS

After tonight's league game against Ryerson, the Hawks play three tough ones in a row . . . they get a chance for revenge in the friendly confines of the TA against the St. John Fisher team, who beat them earlier in the season in Rochester, on Saturday night against the number one ranked team in the country, the Windsor Lancers, on Tuesday, and next Saturday, the Hawks play in the match-box called Hart - House Gymnasium in Toronto against the Blues — the week should provide the best basketball of the year for the Hawk's supporters.

T'EN HOA INN

FAMOUS FOR CHINESE FOOD AND AMERICAN CUISINE

Licensed Under LCBO

Recently Renovated

Take Out Orders and Reservations

Phone: 742-4488, 742-4489

Corner Weber and Bridgeport Road

FORWELL SUPER VARIETY

You Need It
They've Got It
corner King &
University

How To Study . . . And Why!

TWO L.P. RECORDS TO HELP YOU MAKE BETTER GRADES

About
the
Author



BERNICE McCULLAR, A.B., M.A.: Mrs. McCullar was named woman of the year in Education by the Georgia Federation of Women's Clubs. She was given the Quill Award for her series "HOW TO MAKE BETTER GRADES IN SCHOOL". She has won the Collins award for Excellence in Education Writing and several Fraternity awards for Writing and Outstanding service to Education.

COMMENTS - NATIONALLY KNOWN EDUCATORS Dr. Benjamin Fine, Education Editor, North American Alliance of Newspapers.

"We all agree that this is among the finest projects we have seen in this field . . . They deserve a tremendous amount of acclamation."

Dr. Claude Purcell: Former Supt. of Schools. "Listening to these records could make the difference between success and failure to a student. Every parent should have his child listen to these fantastically important messages".

COMMENTS - PARENTS & TEACHERS

"The impact is tremendous" (Mother)

"I would rate it superb" (Teacher)

"You have made an outstanding contribution to my family" (Father)

"We think it is fabulous" (Teacher)

Ten vital messages that will Guide and Motivate young people toward better grades

- * 1. Why
- * 2. How to Listen
- * 3. How to take Notes
- * 4. How to do Homework
- * 5. How to Speak Better
- * 6. How to Write Clearly
- * 7. How to Read More
- * 8. How to get Better Marks on Exams
- * 9. How to Handle Grownups
- * 10. How to become more Self-confident

* Each message is separated so that they can be played one at a time, completing the entire series in 2 or 3 weeks.

How To Study And Why

Two 12" LP Records — Ten 8 minute talks only **\$9.95**

I enclose \$9.95 for these 2 Record Albums **HOW TO STUDY AND WHY**. Please rush them right away.

(Please enclose cheque or money order)

Name

Address

BENCO, P.O. BOX 904, KITCHENER, ONTARIO