

The CORD WEEKLY

VOL. NINE NO. 17

WATERLOO LUTHERAN UNIVERSITY

FRIDAY, JANUARY 24, 1969

Library gets two more floors

The building of the Fine Arts Center will be pushed back to allow for two more floors to be added to the library.

This was one of the recommendations of the sub-committee on campus planning.

In the report, the committee suggested the classes in the basement of the library be converted for library use by December 15, 1969.

The librarian Erick Schultz said the library now only serves 1/6 of the student body. He said if no more space is provided the library will be forced to halt book purchases.

The expansion will cost about \$800,000. Schultz wants the two extra floors to be completed for 1970-71. If this were done the

library would still be adequate for only 5 years.

Schultz said if new courses are added more space to allow for more books will be needed.

The committee rejected Ruth Zinck's bid to have the Fine Arts Center begun first. The Center will be started when and if funds are available after the library is expanded.

The site of the new building was not decided at the meetings. It was recommended by architect Karl Kruschen that the Center be located across from the library. This site would allow for the greatest flexibility of use.

The Fine Arts Center would be utilized for mass classroom teaching. The Amphitheatre would seat 500 people. There would also be a projection booth.

The new building was proposed to give music facilities, and area for art exhibitions, and for a proposed course in movies.

The conversion of the old SUB to a student services area, an administration building, a place for the Graduate School of Social Work and one for the Business School, a science building and a university chapel were also suggested.

Ed Auger, Chairman of the committee, said the recommendations will now go to the Board of Governors for approval.

Last week the Board of Governors gave its approval to two more floors to be added to the Teaching Building. The building will now be five floors with a potential of seven.

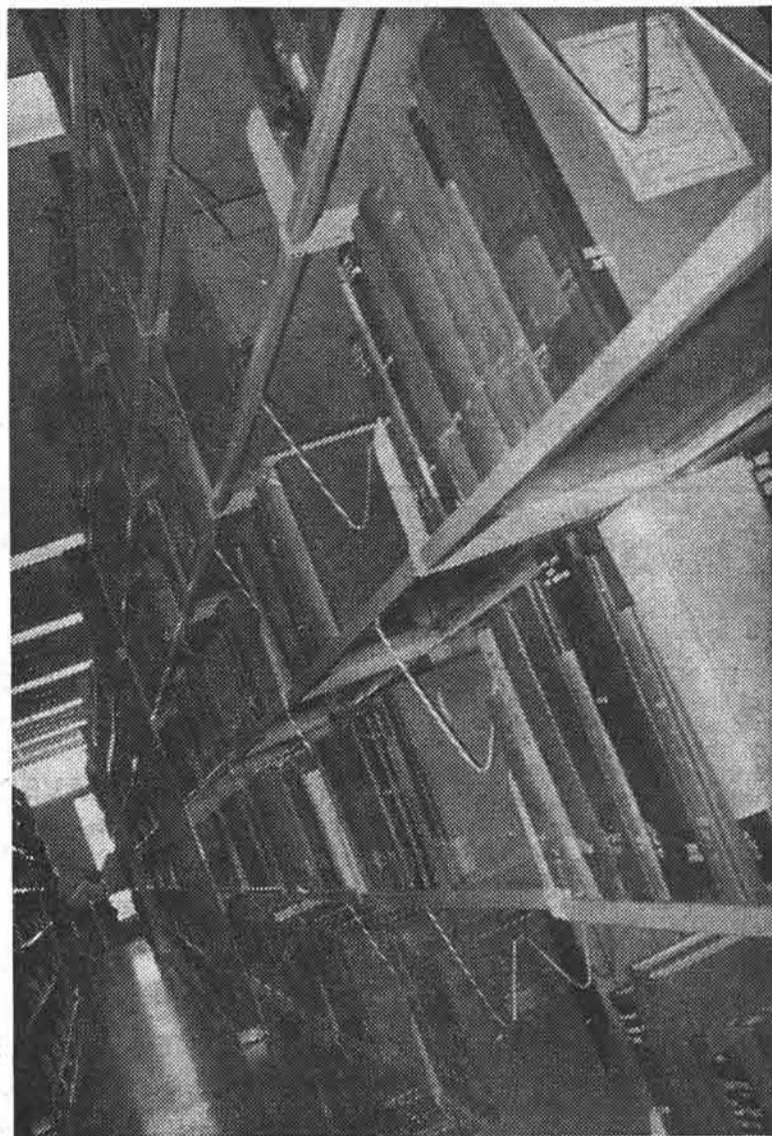


Photo by Moxley

More floors . . . more books

WLU gets new school of religion

Plans are being made for a new school tentatively called the School of Religion and Culture at Waterloo Lutheran University. It will be the only one of its kind.

Dr. Norman Wagner, Acting Director, outlined its purpose. "It will be a meeting place for the best in all contemporary ideas and methodologies — a focal point of culture."

"The school hasn't officially opened," he said, "but we're just phasing into it." As a step in this direction, the departments of Near Eastern Studies and Religious Studies have been merged. The school will be comparable in structure to the School of Business and Economics. It will still be part of the Arts Programme, but will have a separate administrative entity, reporting directly to the Senate.

It is felt this school is needed because "although Religious Studies is no longer compulsory, we are really concerned about taking a serious and responsible look at the whole question of religion — its origins and its contemporary manifestations," said Wagner.

To facilitate this, the structure will be comprised of four major divisions, East Asia, the Mediterranean, Western Civilization, and Religion in Contemporary Culture. Comparative religion will not be taught, as often done, with the presentation of Christianity as the ultimate and all others only reflections of primitive beliefs, Wagner said.

Non-denominational is a key term here. What will be provided is a solid academic background. Ordination is not a concern, but if that is a student's goal, it will

be up to the individual to work out with his own denominational headquarters.

The faculty will also show the lack of any specific influence by a particular denomination. No appointments have been made yet, but experts in all fields are being sought, Jewish or Christian.

The new school will have the authority to prepare students for B.A. and M.A. degrees. It is expected that clergymen will come to upgrade their theological training, but again it will not be dominated by the clergy.

The structure will be open-ended so a student may take certain courses for interest, without the restrictions of pre-requisites. If a student wants an M.A. he will present his qualifications and be told what is still needed. Everything will be considered on an individual basis.

Field trips also play an important role. Wagner is interested in expanding annual field trips such as the one planned for the month of June, 1969. Twenty-five students (of any discipline) will spend a week in Arab territory, two in Israel, and the last in Greece and Rome. This will be separate from the biennial archaeological trip (more emphasis will be given to archaeology). This trip will constitute a course (Near Eastern Studies 34) with full credit. Wagner is presently trying to obtain scholarships to help finance the trips.

As Acting Director, Wagner will work in an administrative capacity for eleven months a year and also continue to teach (possibly at the first year level). He is interested in working off-campus, in becoming involved with all aspects of cultural life. He will be informing students of courses before registration in order for them to know what is involved and to choose responsibly. Students will be involved in the determination of courses and the evaluation and revision of the curriculum.

Although there is a tentative name, a permanent one is being sought as well as a design to symbolize the purpose and emphasis of the school.



photo by Personal Studio

Where to this year?

Teach-in postponed

The teach-in on Education at WLU for Feb. 7 and 8 has been postponed.

In a meeting of the Arts Faculty Council on the 12th of January, a motion was passed suggesting to those interested students sponsoring the teach-in to make a postponement of this project to a weekend or to the middle of Dead Week.

John Kuti, one of the students organizing the project said, either of these suggestions would kill the teach-in.

Kuti said, "There is a Conservative Club convention on the weekend of the 7th and 8th that will take up most of the room. The next weekend is the beginning of Reading Week and any project could not succeed because most students go home."

Kuti said he met with those students who initiated the teach-in. He said, "We have decided to try an idea proposed by one of the faculty, namely to postpone the teach-in to March 17th, 18th and 19th. The Cultural Affairs Committee had scheduled these three days as a teach-in or protest."

"The Cultural Affairs Committee will have to be contacted about this but we hope they will be receptive to this idea," Kuti said. "I think the only way the teach-in can now succeed is with this cooperation from Cultural Affairs."

BOOZE ON CAMPUS

This Saturday in the Dining Hall, WLU gets a pub. That's for one night only.

The pub was approved for the same night as Mardi Gras but no other nights are planned for the pub.

Regulations for the beer will be the same as any pub. Here you will have to show either a birth certificate or

drivers licence which says you are 21.

The cops will be there to fine you and close the place up if you don't get some proof.

If this turns out, the prospects for having a permanent pub or 20th century drinking regulations on campus seem bright.

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MORNING or EVENING

Students reject Prexy's Council

REGINA (CUP) — University of Saskatchewan students here reversed themselves Tuesday (Jan. 21) at an emergency meeting called over continuing negotiations with their administration.

About a quarter of the 4,000-student campus turned out to come down slightly in favor of closing the negotiating sessions as their union and the administration try for a settlement in the fees fight here.

Last week the campus voted for open meetings. However, the administration replied that open sessions would force it to maintain its position on refusing to collect student union fees because of student union support of the newspaper, The Carillon.

In a complicated supplementary motion, the students also enabled the union to break off negotiations if it wishes.

The motion also authorized the union to collect its second-term fees on an interim basis to operate a reduced program of activities and continue publication of The Carillon.

Other sections of the motion called for programs to educate the Saskatchewan public on the issues by linking with public organizations, publishing papers and speaking to as many groups as possible.

With the student stand clarified, negotiations were to continue behind closed doors Wednesday (Jan. 22). The openness question brought Monday's opening session to a halt.

Eight Regina campus students and eight administrators are involved in the talks. There were threats of a student strike last week if no agreement was reached.

Meanwhile at the university's sister campus in Saskatoon, student leaders were awaiting more concrete action from Regina before responding to the Board of Governors Dec. 31 statement on the Regina union and its paper.

At one point, student councilors were contemplating joint negotiations with the administrations of both campuses to settle the administrative role in collecting student union fees. However this was dropped pending more concrete developments in Regina.

COMMENTS FROM SOME GRADUATES IN YOUR AREA:**—ALLAN SHAVER****Grad. Reading Speed 2050**

I enjoy reading more and also do more extra reading on school subjects.

—VOLKER FRANZKE**Grad. Reading Speed 2303**

Course very efficient
Instructor excellent

—PETER JOHN PACE**Grad. Reading Speed 1405**

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—IAN COLIN BOWIE

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The Canadian Indian WILL find a way

Doug Woodley, a third year English student at WLU, graduated from Toronto Teachers College five years ago. He was hired as a teacher by the Indian Affairs Branch. In September 1964 he began a two-year term at Oswaburgh House, an Indian Reservation in northwestern Ontario. In 1966 he was transferred to Sandy Lake, a larger reservation in northwestern Ontario where he was principal at an eight classroom school until July 1968.

These are his impressions of that five year term spent with the Indians.

In the last ten years, the plight of the Canadian Indians, reported in scandalous terms, has sold a lot of newspapers.

Journalists, dressed in the latest winter fashions, fly into one or two northern communities for a few days, and then leave, never to return. Their facile conclusions and misinformed generalities are shocking.

Wasp Background

In 1964 I was twenty years old. I had been born and raised in Toronto with the usual white anglo-saxon protestant background. Aside from a love of the Canadian Shield country and an interest in teaching children, I was totally unprepared for what was to come.

Irony: Geographic Centre

Northwestern Ontario, the area north of the railway line lying between the Manitoba border, the Hudson's Bay Coast, and James Bay is the geographic centre of Canada.

Ironically it is also the most undeveloped area of Canada.

From the CNR line north, there is little but fresh water and trees, mainly black spruce and poplar. As you go north, they decrease

in height from over one hundred feet to less than two feet along the marshes around the sea coast.

Nine Feet of Snow

It is in villages on the larger lakes that most of the area's approximately five thousand people live. The people are Indians of Ojibway and Cree heritage plus a few scattered and transient whites.

There are no roads in the area. The villages, about twenty in all, are accessible by canoe in summer, tractor train in winter, and bush plane for about 10 months of the year. An average winter's snowfall would be around nine feet.

Life Expectancy Low

Up until 1940 the Indians seldom lived in villages. Instead, they lived in large family groups of twenty to thirty, which moved from camp to camp with the seasonal changes.

They supported themselves by hunting, fishing, and trapping.

Infant mortality rate was high and life expectancy was low.

Christianity was a vague word; native traditions and mythologies were more substantial.

Education, by our standards,

was non-existent. They spoke Indian and knew English as well as the ordinary white man knows Ojibway.

Longing and Regret

Today in this area every person over thirty-five will speak of the old days with longing and regret. Within their lifetime their way of life has unalterably changed.

The great majority of the people now live in villages, large by their standards. An average sized village numbers around four hundred people. Sandy Lake, the largest, has eight hundred.

Welfare cheques amount to perhaps seventy-five per cent of the Indian's income. The bottom has fallen out of the fur trade.

Birth Rate Twice as High

The birth rate is enormous. On a percentage basis, it is twice as high as for the rest of Canada. And it is still increasing. In Sandy Lake last year about 60 babies were born. Thanks to the efforts of an Oakville and a New Zealand nurse, all are alive.

Tuberculosis should be under control in another few years, but mental illness is showing an alarming increase. No one seems to know what to do about it. The women, especially, have problems. They get "Shack Fever" from living in a rundown shack, day after day, year after year. There is no birth control and they have one child after another, from age sixteen on.

Mennonite Phophets: A Hit With The Girls

Christianity has been shame-

fully handled. In Sandy Lake, there were four churches in conflict with one another.

The Roman Catholics were more friendly with the United Churches than in most other communities. The Mennonites, led by a bunch of Pennsylvanian prophets of doom, mostly male and under twenty-five years of age, were making a big hit with the teen-aged girls. Everybody despised the Pentecostals.

Unscrupulous White Man Out to Save Your Soul

The Indians were well acquainted with Hudson's Bay Store personnel and free traders, so they knew that most white men were crooks.

They are now beginning to catch on to the fact that there is no one as unscrupulous as the white man out to save souls.

The old chief's wife was dying of cancer. Since she had been a most formidable woman in her time and was related closely to over half the community, her last few weeks were sad for all.

We visited her; we shook our heads; we let the ducks go north without bothering to shoot at them.

Travesty of Christianity:

But then the Mennonites, the young Americans, began to drop over to the house. Prayer meetings were held for six hour stretches. They were trying to convert her on her death bed. What a coup it would be if the chief's wife saw the light.

The last week of the old lady's

life was a horrible travesty of Christianity.

The day after she died, while the family, and most of the village sat around in grieving silence, the United Church minister and the Mennonite lads nearly came to blows outside the house over who would bury her.

Education Dialogues

Education is an entirely different story. All children, from six to sixteen, in these villages go to school from September to June. In the summer the buildings are used for recreational purposes. Communities are setting up proto-school boards that are usually called School Committees. The parents and the teachers are having long dialogues that can make these schools very exciting places to know in the future.

Nowhere in Ontario can a teacher be so unrestricted by the conventions of our society. But more and more the teachers are finding it necessary to work within the value system, which I personally found admirable, of the Indian people.

The main problem with education in this area is that it is incomplete. After grade eight the children are sent to high school, often as far away as Waterloo.

Of course, no one gets very far after grade eight and they return, with Beatle hair cuts or mini-skirts to Sandy Lake at the age of sixteen. They possess a little, dangerous knowledge.

No Store, No Churches, No Hospital, No School

A few communities however, have neither stores, nor churches, nor hospitals, nor schools. They are the strangest, and to me the happiest ones. Indians, like everyone else, have their conservatives.

Fed Up With White Man

From time to time a few families, fed up with the white man, pack up their scant belongings and go off to an untouched lake or section of a river valley where they make their camps.

I visited a few of these for a short while. Although I was well known to most of the camp's people, I was not especially welcome.

Both the hosts and I realized that the differences were too great even for the friendship to dissolve. There were differences of hygiene, of sex mores, of language. The white man cannot understand the mystic relationship of man to land.

Indian Instinct

From time to time I went out on the hunt with many different Indians in this area. Even after several weeks of camping with one man there remained a barrier. It was a profound distrust. He would not have mended it if he could. It served to protect the Indian's instinctive values that more than once saved both our lives.

Forest fires are common every year in this territory. Lightning starts them and winter extinguishes them. Thousands of acres are burned every year. It has been so since the glaciers left.

Once he and I were following the Cobham River through an area that was burning.

The river we were following was about fifty yards wide. On both sides spot fires munched on blood red logs. Billows of yellow and white smoke choked out the dawn. The wind was blowing in hard erratic gusts and often sparks shot across the canoe.

Since the boat had an outboard motor and several containers of gas, I was doubtful about continuing up river. It seemed that the safer path was to turn and retreat to the fire-free area of a narrows down river.

Mumbling in Ojibwa

But the Indian refused to turn. Nor did he offer any explanations. His facial expression for-

(Continued on page 8)

Moncton strike vote results not released

MONCTON (CUP) — Confusion reigned at l'Universite de Moncton Tuesday (Jan. 21) as students split on whether to strike to strengthen demands for the resignation of administration president Adelard Savoie and four of his executives.

The two-day strike vote ended Tuesday but External Vice-President Bernard Jauvin said the results will not be released "until recent events are cleared up."

"The vote was close," Jauvin said, "but I can't tell you which side won."

Faculty executive resignations and a threat to withdraw financial support by the university's largest contributor faced students as they went into the second day of voting.

They also learned Tuesday that a Board of Governors meeting remained in session all day "to decide action to be taken against last week's occupants of the science building."

An emergency general meeting was scheduled for Wednesday morning and will decide, pending

results of the board meeting, what the next move will be.

The 1,400-student campus has been in a state of turmoil since Saturday (Jan. 11) when 100 students occupied the science building and demanded more government aid for french-language schools in the province.

Faculty support for student demands reached a peak Friday, when after a seven-hour meeting, the faculty association recommended formation of an arbitration commission consisting of three students and three administrators.

The faculty also:

- supported student demands for federal aid, although they did not support the occupation itself,
- called for a three-day campus-wide study session to discuss the crisis.

- demanded better facilities and co-management of the university by students, faculty and administrators.

- demanded publication of the university budget, now a confidential document.

Students went along with facul-

ty demands and were going to leave the building voluntarily but were forced to devise new tactics when they learned late Friday night Savoie had rejected the faculty proposal for an arbitration commission and had called police to clear out the science building.

Saturday morning 60 city police and a number of RCMP arrived on campus, but their task was simplified when students decided to leave without resistance.

A few hours later, at a meeting attended by 300 students, the student council voted unanimously in favor of a strike "until administration president Adelard Savoie and four of his executives resigned." Their decision was put before the campus Monday and Tuesday.

Faculty support grew Saturday, the first day of the teach-in, when faculty joined student demands for Savoie's resignation.

But student-faculty solidarity was short-lived.

Sunday the faculty began to split over the student council call for a general strike and Monday

morning the faculty executive resigned fearing "radical action" by faculty.

The issue was further complicated Monday when Jean Louis Levesque, the university's largest contributor, announced he is withdrawing support from the university.

The announcement, coming ironically during a student struggle for more financial aid, will swing faculty support further away from the students, according to Moncton student leaders.

The controversy centres around student demands that the government give the school a grant of 32 million dollars over the next two years and that half the provincial education budget be set aside for french-speaking education.

According to one student spokesman, the university has received only 1 million dollars during its first five years. While the university of New Brunswick was given 22 million dollars last year.

Some 35 per cent of the New Brunswick population is french-speaking.

Student brief demands end to gov't grants

OTTAWA (CUP) — Carleton University students demanded "outright gifts of financial help to students be abolished" Wednesday (Jan. 15) in one of five presentations made at the first public hearing of the Commission on the Relations between Universities and Governments.

CRUG plans to hold public hearings until April 1 in major centres across Canada, examining briefs "from all interested persons and organizations" on the subjects of university autonomy and university-government interaction.

The commission, headed by Dr. Donald C. Rowat and professor Rene Hurtubise, is a co-operative venture by the Canadian Union of Student (CUS), l'Union Generale des Etudiants du Quebec (UGEQ), the Association of Uni-

versities and Colleges of Canada (AUCC) and the Canadian Association of University Teachers (CAUT). Representatives from each of these groups — one from the student organizations and two from the professional organizations — make up the steering committee that acquired \$150,000 from the Ford Foundation in November, 1967, to finance the study.

The four-hour hearing Wednesday dealt with briefs from the Carleton University senate; the Carleton faculty association; the Carleton student council; Miss Pauline Jewett, head of the Institute of Canadian Studies; and Davidson Duntun, administration president of Carleton University and co-chairman of the Royal Commission on Bilingualism and Biculturalism.

The briefs discussed the advantages of federal rather than provincial control at the university level, means of ensuring university autonomy — thought by all to be a basic necessity — and improvement of student financing.

Opinions on student aid varied from comments by the students that outright grants "smacked of socialism" and would be unacceptable to the public at this time, to a strong plea by Jewett for more direct federal support of university education, direct grants to students, and abolition of tuition fees.

Her argument for federal control assumed that "university education is for the nation," not the provinces, and to get the best education, a high degree of mobility across the country is need-

ed. Such a proposal, she said, "is politically feasible, educationally desirable and constitutionally possible."

The student presentation authored by Carleton members, was confusing and somewhat less liberal than the administration brief. It was met with muted laughter and blinking disbelief by the audience made up of faculty, administration and students.

Duntun said: "I didn't hear some of the brief but what I heard I didn't understand."

After wading through the brief, Hurtubise told the students: "I'm surprised you haven't gone further."

The Commission will meet next on Jan. 27 at Queen's University then swing through Ontario. A precise time-table is not yet available.

The CORD WEEKLY

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Get smart Administration

Administrations never learn. Last year this university showed the dubious side of it's character when it's hiring and firing techniques were shown to be in a terrible state of malpractice and injustice. This year the university has occasion to look at itself and question it's procedures again.

The professor this year is Darrol Bryant.

Aside from some nebulous motives which no one can prove or disprove, there are those methods of categorizing professors which must be questioned.

Dr. Healey said, in effect, a Ph.D. means a professor is a better professor and of more worth to the school than a professor without this label. We, along with some professors question this. A Ph.D. does not make a good teacher. The more you have of them, the more prestige the school will have. This does not make the teaching better.

Earlier this year President Peters said this school would concentrate on contracting professors who could teach and work with the students. He said because of the situation we are in at WLU we can afford to get the best teachers and hang the prestige. Someone it appears doesn't agree with him.

How many other teachers will be let go because they don't have a Ph.D.? How many Ph.D.s will be hired not because they are good teachers but because they are labelled experts? This year the faculty and the students must demand a re-evaluation of the methods of contracting professors.

According to the Canadian Association of University Teachers, non-renewals account for more disputes than any other form of complaint. They also say this is due to undemocratic procedures.

We think WLU can lead the way to democratization. A committee made up of students and faculty to decide who is let go and who is kept would represent the factions of the campus most affected by such decisions. The way it stands now no one is really sure where his first consideration should go.

Also a unified system of hiring and firing for all the university must be provided. The variations lead to discrepancies and trouble.

The criterion for contracting and not contracting must also be changed. At present it means little and leaves the way open for situations such as we are now experiencing.

The faculty and the students must stand up for what is theirs. The administration which fails to act now must count itself responsible for it's fate.

A time for action

Some things are relative to conjecture which, when taken in light of this relativity, mean that little can mean anything in light of anything based on relative conjecture. Without this, however, we are left in a maze of nothingness.

Nothingness must relate to such insignificant conjecture, however, because of the fact we are taken into its grasp upon emerging wet, grotesque, and relative. But by emerging in such a fashion we necessarily must think that to be relative must mean more than the nothingness which we have relegated ourselves.

A relegation to being relative within nothingness is really a degradation of the outwardness which we are first concerned with when nothingness is the only binding force containing our relativity conceived in insecurity. The insecurity with which we can deal with outwardly and with admitted injustice is contrary to all laws.

Does this insinuate that outrageous fortune is but a flask of misleading history delving into yesterdays containing shadows of relativity? We think not.

There is more to such a task than dealing in uncertainty and degradation which, if we can be truthful, is senseless. But we can discover the answer within the concrete of our mind. It is here that the nothingness of relativity can be judged and found to be unjust in the light of the knowledge which opens by a system of laws.

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.

First answers to back page

1. Champion.
2. The Colour Yellow.
3. Streak.
4. Jael.
5. Bill Boyd.
6. Princess Winter Spring Summer Fall.
7. Buckwheat.
8. Gyro Gearloose.
9. Midnight.
10. Wendy.
11. Chop Chop.
12. Dragon Lady.
13. Moon.
14. Mighty Manfred the Wonderdog.
15. Gabby Hayes.
16. Sgt. O'Hara.
17. Trusted Scout.
18. Clayton Moore.
19. Neil.
20. Henrietta.
21. Kerbies.
22. Avalanche.
23. Monstrel.
24. Song.
25. Lasso (rope).
26. Loki.
27. Woo Woo Woo Woo.
28. Dom Deliego.
29. Pa Hoo (wolf who stands by water).
30. Knife (hidden behind his back in his belt).
31. Kleinburg.
32. Ee-ah-kee.

forum

33. You Bet Your Life.
34. Peter.
35. Beagle Boys.
36. Daisy.
37. Telepathy.
38. Iceman etc. Mr. Mzlpklpz.
39. Doing an experiment (chemical).
40. In his lab.
41. Superboy.
42. Pat Butron.
43. Flub-a-Dub.
44. Jingles Jones.
45. Gale Gordon - Mr. Conklin.
46. Leroy.
47. Lamont Cranston.
48. King Fish.
49. Taxi driver.
50. Lightning.
51. Walter Denton.
52. Philip Boynton.
53. Zazu Pitts.
54. My Little Margie.
55. Claude Reins.
56. The weed of crime bears bitter fruit. Who knows what evil lurks in the hearts or men the shadow knows!
57. Fred Allen.
58. Walter Cronkite.
59. Richard Burton.
60. Wes Brook van Vacheen.
61. Fred Gillis.
62. Chester.
63. Ronald Reagan.
64. College Musical All-Stars.
65. Mae West.
66. Chef.
67. Percy Kilbride.
68. Ray Bolger.
70. Chip n' Dale.
71. Brutus & Pluto.
72. Snidely Whiplash.
73. Nell Fenwick.
74. Annette Funicello and Tommy Kirk and Don Grady.
75. Stan and Olli.
76. Slip Mahoney.
77. Louie.
78. Tom Corbett.
79. Ming.
80. Buster Crabe.
81. Les Brown.
82. Toast of the Town.
83. Ruby Keeler (Eleanor Powell, Ginger Rodgers).

84. 4 Lads.
85. Cogi Grant (Snooky Landson).
86. Patti Page.
87. Forte.
88. Allison.
89. Wild Bill Davis.
90. Amos.
- 91.
92. Corporal Paperelli.
93. Penny.
94. Faye Wray.
95. Stardust.
96. Willie.
97. Silverstone.
98. John Beresford Tipton.
99. Show of Shows.
100. W. C. Fields.

SCOTT UFFILMAN,
172 Lincoln Rd.,
Waterloo,
742-8580.

Mr. snow queen

Great are the efforts to put this small campus on the map, to show its impotence to the world. And so, it's going to happen again. Another grinning board will be posted as the elite Miss Canada during the WLU Winter Carnival and more fun will be had by all, under the leadership of the prize snow bunny.

In more civilized centres, people choose a king and queen to reign over their festivals, but the timid colonials, still smarting from the loss of 'mother,' choose instead to elevate only the female, under whose feet the males may grovel in pre-pubescent delight. It seems, however, to be an honest reflection of the society, one to be accepted as a quaint local custom, one which no female would want to alter.

PAUL ROBERT, Jr.

P.S.: Perhaps WLU should pursue and develop this activity to its ultimate conclusion. Without doubt, a very exciting contest could be held here for Mister Snow Queen.

Davis on leadership campaign

Minister of University Affairs, William Davis is gearing all his decisions on education to winning the leadership of the Conservative Party.

Tim Reid, MPP from Scarborough-East and a member of the official opposition told the WLU Liberal Club Wednesday night, "Robarts will not be the leader of the Provincial Conservative Party in the next election and Davis is after his job."

"In the leadership fight Davis cannot win at this time," Reid said, "but Davis is off on a leadership campaign, based on an analysis of those in the party who choose the leaders. It is popular in the Conservative party to be anti-student."

Reid said Davis rationalizes his stand.

"Taxpayers are fed up with revolting students," Davis said, "and unless the students buck up, government spending on education will be cut."

Reid said Davis labelled U of T students who marched on Queen's Park as "money grabbers."

"But these students were not concerned just for themselves and their student aid. They were concerned with those who didn't get to university," Reid said.

"In a democratic society, the autonomy of our universities

ought not to rest on the benevolence of a Minister of the State," said Reid.

Reid is introducing a Bill entitled *The Universities Commission Act, 1968-69*, in the Ontario Legislature.

This bill abolishes the Dept. of University Affairs and reconstructs the governing bodies of the university.

Reid wants to abolish the Board of Governors and Senate and replace them with a Governing Council. This Council would consist of 41 members:

- 1 member appointed by the Prime Minister
- 1 MP and 1 MPP (ex officio)
- the mayor or reeve of the community
- 10 professors or associate professors (elected every 4 years)
- 10 assistant professors or lecturers

— 7 students elected by students

— 1 member of the administrative staff (secretary, janitor, etc.)

— 4 alumnae (business types)

— president of the university (ex officio) and 1 member appointed by the president.

Reid said, "The implications of this Council would be that full-time faculty would have majority and, therefore, on academic questions the faculty could control academic standards."

Reid's proposed bill does not concede to student power. "The seven or eight students don't have a block on the Council," Reid said, "but their representation is meaningful to student power."

"My bill satisfies no one but everyone will accept it as third best. That's democracy."

Calendar of Events

THURSDAY, JAN. 30th, 8:30 p.m., Room 2C4

Inter Varsity Christian Fellowship

Wesley Roberts, University of Guelph

"A Thinking Man's Faith"

* * *

Remember IVCF's Winter Weekend at Camp of the Blue-Ox Feb. 2-9. Phone Doug Porter for information 742-6269.

Change in name of paper planned

The Cord Weekly editors are considering changing the name of the newspaper. The trouble is, we need suggestions.

Instead of running a name-it-and-claim-it contest we would like people to send in suggestions.

The Cord is not really a name that implies anything about Waterloo Lutheran University or the students. We think something which would give our off campus readers some indication of the campus and students would be more appropriate.

If any one has any suggestion please submit them to the Cord office in the Student Union Building. There is no contest for the person who comes up with the name we will use.

We want creativity in your suggestions.

Johnson proposes new changes in loan system

Dear Mr. Stewart:

Thank you for your letter of 25th November asking for any ideas aimed at improving the Ontario Student Awards Program. To provide new ideas is a challenging task and after much writing and thinking, I wish to state that from my viewpoint I consider the program has worked effectively so far this year, and considering the administrative difficulties created by the nature of the program very effectively indeed. Perhaps our wisest course would be to leave the program unchanged for next year, making those minor changes which were discussed at the workshop on 4th November. There are unanswered questions concerning the program, however, which make a realistic evaluation of its worth impossible at the present time.

My major criticism is the difficulty of auditing the accuracy and truthfulness of the information given on the application form. I have not formed an opinion regarding the amount of cheating which may be taking place since there are almost no facts on which to base an opinion. There is no question, however, that the opportunity exists and human nature being what it is, many will be tempted and some will yield. Also there is some expectation that the amount of cheating will increase as individuals learn the mechanics of the program.

The second criticism I would make is that the program provides individuals with public money on the basis of need, where in fact need does not exist. Again facts are not available to determine the magnitude of the sum involved. Also in a few cases it does not provide sufficient aid where need does exist. These cases are very few at Waterloo Lutheran University, and in the majority the student and/or the parents have not made any provision for university education, fully expecting the tax-payer to "foot the bill".

We should, therefore, not ignore major changes which might lead to major improvement. In considering major changes we need first of all to define the purpose of the program. "Toward insuring equality of educational opportunity" is I suggest too general to serve as a definition of purpose. The phrase "universal accessibility" also has the same weakness.

Perhaps we could agree to define the purpose under these headings;

- A. Increase the educational level of the people of this province.
- B. Increase the technological knowledge of the population.
- C. Maintain and strengthen those values of our society which are sound, such as; pursuit of truth, freedom of speech, freedom of movement, reward for effort in the common good, assistance to the needy.

Items A and B can be achieved by using any of the ten methods outlined in Appendix (A). There may well be other methods which would achieve the purpose of A and B. Achieving item C is a much more difficult undertaking. Here in our social value system is found a conflict; reward for effort and assistance to the needy. Our society has usually rewarded work with money, certainly not always in proportion to its social value, although the tendency has been in this direction. We have also tried to assist the needy. Need has little if any social value yet we reward it as we do work, with money. Here is our conflict. Since this conflict is built into our value system it must be accepted as it is. We must design a program which allows for this conflict. Like all human solutions to problems the answer will not be perfect.

The method of providing financial aid I wish to

suggest is briefly as follows. The student would be assessed on the basis of his actual earned and then saved resources, that is money he has earned and saved by working. The amount of earnings to be verified by a statement from his employer and later by a T4 income tax slip. The amount saved would be matched by a grant, dollar for dollar, although the proportion could be altered up or down in accordance with anticipated number of applicants, anticipated summer savings and anticipated budget for grants. The balance of the direct costs of university would be met by a loan. Interest would be charged on this loan from the date of borrowing. I would somewhat favor the prime rate of interest current at the time and fluctuating with the market. An argument might be made for having the interest lower than the prime rate, say one or two percent lower. I do not consider it socially sound to provide interest free money. A few examples follow:

Table I			
Total Costs	\$2,000	\$2,000	\$2,000
Earned Savings	500	1,000	Nil
Loan	1,000	Nil	2,000
Grant	500	1,000	Nil

There are a few problems in this method of allocating financial aid which I have foreseen, probably many I have not. I would like to have it critically examined and see if I can provide an answer to the criticism.

One problem I have foreseen is the case where the individual has been unable to obtain work and so savings are nil. The answer to this problem might be the establishment of a provincial work force. One project it could start on to-morrow would be cutting and burning the dead elm trees which are a blight on our landscape and a menace to any healthy elms.

The comparative cost of this program with the present one can be estimated from existing information. Data for a group of 100 students is recorded in Table II. The grant and

Table II			
Present Method		Proposed Method	
Loan	Grant	Loan	Grant
Average			
\$508	\$537	\$1,110	\$350

loan amounts for the proposed method were calculated by using the summer savings reported for 1968. The small size of the group should be appreciated and they are not a representative or random sample of our student population. The object here is to present the idea not the details.

As suggested by the figures of Table II the proposed method could result in a reduction in grant per student. There would, however, be an increase in the number of students applying. Also as already mentioned the proportion of grant to savings can be easily altered.

There would be a large increase in the amount of loan money needed to finance this type of program. It would, however, be an investment not only in the future of our province, but in the other meaning of the word investment, in that there would be a return on the money. Also the fact that interest was charged would discourage individuals who did not need it from applying for it on the basis that it was "free money".

The awarding of aid to married students would present a very slight problem under the proposed scheme. This is a problem under the present program. The fact is we have three types of married students and only one method of assessment. These three types are; both partners students; one part-

ner student and one working; one partner student and one not working. Once this is appreciated the problem in terms of the new program is fairly easily solved. In the first two cases a married student would be treated as any other student. The third case would require a more generous method of assistance.

This gives the "bare-bones" of a program which I feel would have great advantages over the present program. Briefly these are:

1. It would help students who are prepared to help themselves.
2. It would retain the value system of our society.
3. It would reduce greatly the temptation to cheat.
4. It would be a simpler program to administer and audit than the present program.
5. It could be operated within a given budget.
6. It would maintain the student's feeling of self-respect and independence.
7. The proposed scheme is probably more politically saleable than the present program.

The major criticism of this program is, I believe, that the needy who could not or would not help themselves would receive little or no assistance in the form of a grant. The unsecured loans would be available to them. In my opinion these individuals are not the concern of the Department of University Affairs but of the Social Welfare Department. We can only reap disaster if we attempt to change our institutions of higher learning into welfare institutions. Certainly we are our brother's keeper, but this must be within reasonable limits if our society is to prosper. We are still living on a planet where many people are competing for a limited supply of material resources. I do not think we should be greedy, wasteful or selfish and our society has these qualities, but it also has the opposite of these qualities, which counter the former to some extent and upon which we should attempt to build a more worthy society.

In closing I wish to express my appreciation to you for asking for my thoughts about the O.S.A.P. Certainly the forthcoming discussion and the facing of the facts presented by the present program attests to the integrity and worth of our society and in turn of your Department.

Sincerely yours,
James A. Johnson
Director of Placement & Student Aid.
Appendix A.

Methods of allocating financial aid.

1. Equal amount of each student.
2. Awarded on the basis of marks in the previous year. (Example British Columbia scholarships)
3. Awarded on the basis of work prior to entry. (Example D.V.A., Independent student).
4. Awarded on basis of agreeing to a commitment after graduation. (Examples Mental Health Grants, R.O.T.P.)
5. Credit, no security, no interest. (Example Canada Student Loan).
6. Credit, no security, interest.
7. Need determined from theoretical resources of parent. (Example O.S.A.P. Dependent Student)
8. Need determined from actual resources of parent.
9. Need determined from theoretical resources of student. (Example, O.S.A.P. Independent Student)
10. Need determined from actual resources of student.

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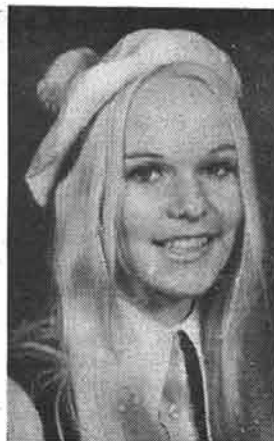
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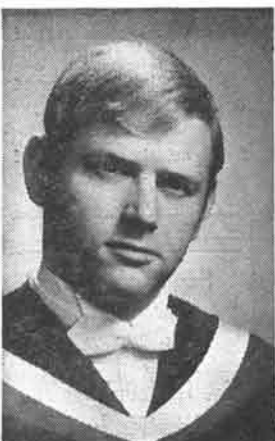
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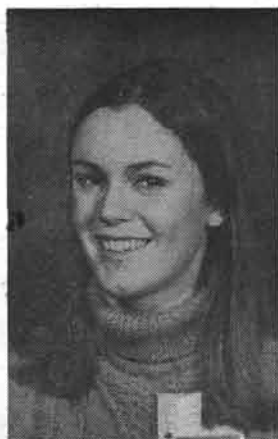
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U of Manitoba



JUDY HAYES
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LYNN FRECHETTE
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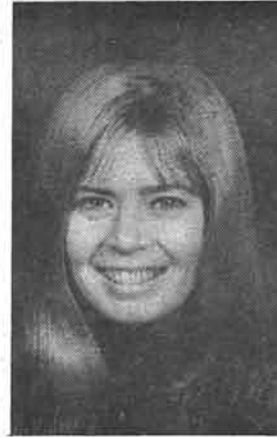
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JAN. 27th — I.B.M. — Mr. Winslow
JAN. 28th — ONT. DEPT. OF ENERGY & RESOURCES
JAN. 29th — ALLSTATE INSURANCE — Mr. Kelly

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

JAN. 30th — GULF OIL — Mr. Watson & Mr. Kordiuk
JAN. 31st — CANADIAN CANNERS — Mr. Cronkwright
FEB. 5th — FACELLE — Mr. Crosbie
FEB. 6th — CENTRAL MUTUAL INSURANCE
FEB. 7th — CLARKSON & GORDON — Mr. Armstrong
FEB. 11th — CANADA PACKERS — Mr. Renouf
FEB. 11th — ONT. CIVIL SERVICE — Mr. McLellan
FEB. 12th — MOSS, LAWSON CO. INVESTMENT DEALERS
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FEB. 13th — GROlier LTD. — Mr. Ferguson
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LIBRARY SCIENCE SUPPLEMENTAL EXAMINATION

Thursday, January 30, 1969
7 p.m.

Consult list below for classrooms

SURNAMES	ROOM NO.
A, D, E	Library 1
B	Library 2
C	Library 3
F, G,	Library 4
H, I	Library 5
J, K, L	Library 6
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Shane Belknap
Dorri Murdoch

What are your views on holding a teach-in at this university?



Oh fine! I think it would be very productive. I would be in favor of any kind of exchange.

Dr. Morgensen



I think a teach-in can always be a worthwhile educational experience. It's important you have a good controversial topic and speakers representing every spectrum of the topic.

Dr. J. F. Little

I think it's a superb idea. It depends on how it's handled of course.

Prof. Joel Hartt



I'm in favor of a teach-in but not on a teaching day. Saturdays I'd be free to participate.

Prof. T. R. Maxwell



I'm in favor of it. Maybe the administration will learn something.

Prof. Durst



I'm in favor of it. In fact it was on my suggestion that we try it — on a weekend though.

Dr. M. Dolbeer

Depends entirely on topics suggested. In regard to particular one, it takes more than two days. Concentrate on a particular aspect of the teach-in. Something that you could draw some conclusion on.

Prof. R. Langen



I think we should have a teach-in — at least in principle.

Mr. Ballin



Women's sports

by Kyra Kristensen

On Tuesday, January the fourteenth, the WLU women's basketball and volleyball teams played their first home game against Ryerson. The volleyball team after a weak start finished strong to take the best out of five series in three straight games.

The basketball team was losing after the first half but with an upsurge of team spirit and fan support WLU went onto win 34-28. Sally Folland was our top scorer and Nora Hill's shooting was 100 per cent on.

Thursday, January 16, WLU travelled to Guelph to play the farmers. The volleyball team won the first three games in the best out of five series. They played a strong game.

The basketball team outplayed Guelph and defeated them 31-20. First string guard Kyra Kristensen was injured after intercepting a long pass on her thumb.

This weekend Waterloo University is holding a tournament. Tish Koeber is out for the season having injured her foot. Tish is a second-year varsity player and her absence will be missed.



The Girls

Photo by McDonald

The Indian can help us live a better life

Duke Redbird is a Chippewa Indian. He may be one of the few Indians who realizes the plight of the Indian and is doing something about it.

Last week Redbird was at the University of Waterloo as part of a nationwide speaking tour on the Indian in the 21st Century. While in Waterloo, he was interviewed by the Cord.

Redbird has been active and creative in art, theatre, poetry, and dance. He was Vice-Chairman of the National Indian Council and the Canadian Indian Youth Council.

If there is hope for the Indian in the Canadian bureaucracy called the Indian Affairs Department, it lies in Duke Redbird.

The vertical view of the world

"The Indian is a pacifist," said Duke Redbird. "We are not brought up with that express purpose in mind but in the end we are pacifists."

"There are many reasons for this, but the first one is the first part of our life. The Indian is carried on the back of his mother. This gives us a different attitude to the world. It's all vertical."

Redbird said this makes the Indian have an eye/mouth orientation to life as opposed to the white man's hand orientation. The Indian works things out with his mind and doesn't use his hands.

"The Indian has a language to comply with his first views of life. The necessity of having insight into his surroundings and his ability to cope without using his hands makes some of the

white man's words inconsequential to his philosophy."

Redbird said the word "why" is not a part of the Indian language.

"If you ask the question 'why' you will almost always get a lie for an answer. People are put on the defensive when they are asked 'why.'"

"The Indian does not ask this. Instead he will change his terms of reference. There is no way one can lie if the terms are changed to explain a situation. A white man calls a bicycle broken if a wheel is off it. An Indian will change the terms and call it a unicycle. There is no difficulty in asking why the bicycle is broken."

To the Indian, said Redbird, the house is strictly functional. It is only needed to keep the rain off the Indian and keep him warm. He wants it to do the necessary things unlike the white man who wants the house to do things it was never intended to do.

The Canadian Indian will find a way

(Continued from page 3)
had any further suggestion. From time to time he mumbled to himself in Ojibwa.

After several nerve-racking hours the fire was left behind.

Certain immolation

The next day, in a freezing rain on the return journey I saw that

the fire had burnt entirely down both sides of the river. Burnt logs choked the narrows through which we had passed the previous morning.

A retreat the morning before would have meant certain immolation.

The Indian had known it all would have meant certain immolation.

Resourceful People

I find it very hard to sum up my experiences in the north.

But I'm sure that we'll hear much more in the future from Canada's Indians.

They're beginning to discover the world to the south and they're resourceful people.

Three weeks after I'd left the north I got a phone call from my brother in Ottawa.

"Doug," he said, "Two of the most amazing fellows came in to see me today. They say their names are Stan and Louis and they're friends of yours from the north."

I asked him how much they wanted.

"How did you know?" he asked. "They want two hundred dollars."

"Don't give them a cent."

"But how are they going to get home?" he asked.

"They'll find a way."

The Indian gets the last century

"The Indian does not feel any status with personal material wealth. The white man thinks himself better than the next if he has more, but the Indian feels status if he gives things away. Material things are finite and in time will break or wear out. We can not identify with things that are not eternal. They must be replaced or repaired and the Indian has never had to do this. We identify with the eternal like the sun, lakes and the moon."

The Indian does not want the 19th Century the white man is trying to force on him. Redbird said the Indian feels he is a 21st Century man living in the 20th. Added to this the whites are relegating him to the last century. He also called the Indian Act apartheid.

"I don't agree with the system of reservation. It is time the In-

dian had full rights like the white man and his special rights were taken away. The longer we have these special arrangements the longer we will be the way we are."

"There should be something like an Indian Development Corporation to help solve Indian problems. The Indian affairs can't provide the things we need like a special department of the government."

"The bigger department of Indian affairs has made it more difficult to function on the reservations. We don't really need it."

Redbird said the major differences between the white and Indian was creative and intuitive. The whites also function under a masculine mystique, he said.

Change the white philosophy

According to Redbird, who is not a Red Power advocate, the philosophy of the white man must change. The Red Power people

will draw attention to the problems but the philosophy must change. "Whites must remember or be told we don't want to be assimilated."

"We can help the whites learn to live with themselves here in North America. We had to adapt and as a result we have changed from our Asian ancestors. The white man will also change here and be more like us."

"Within the Indian community lies the key to living in a technological community such as we have now. We know what is needed to function in this type of community and we can help."

Redbird hopes to be able to encourage new techniques in dealings with the Indians. He said "the rear-view mirror concept under which the Indian Affairs department works will not alleviate any problems."

"Society must allow people the maximum of freedom. Through a better education — and this is where we must begin — people will know better how to live."

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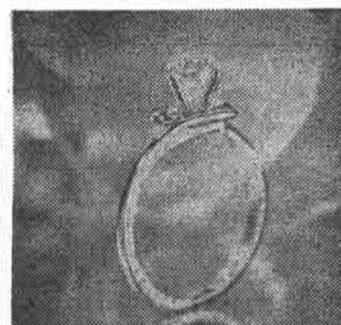
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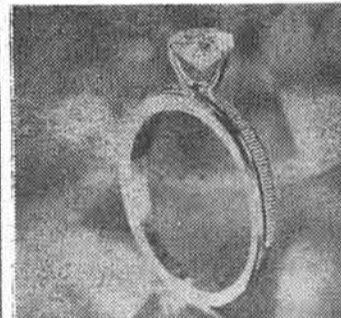
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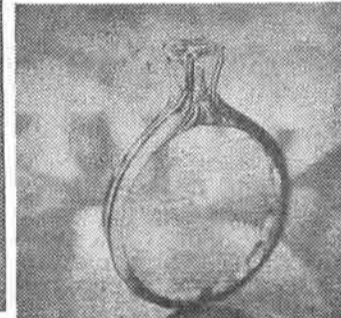
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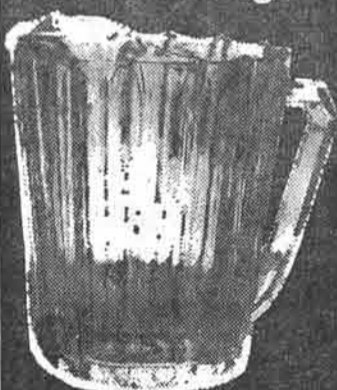
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ART DISPLAY

February 10 — March 15, 1969

Persons interested are requested to submit entries for this annual exhibit of talent. Categories include paintings, sketches, sculpture, photography, mobiles and other handicrafts. Pick up an entry form from the Main Desk, Library and submit entries by Feb. 3, 1969.

Intramural b-ball equals junior varsity

Intramural basketball started off with a bang last week. The calibre of the teams equals Junior Varsity.

The first game of the season was a victory for the Jaundice Jumpers over the Seminary Saints 54-32. Passmore and Ginsberg led the scoring with 14 and 13 points respectively. Baker and Tartaglia were the mainstay of the Jumpers defense.

Game two was a smashing 39-8 victory for the Red Wagons over the Green Reeds. Without doubt John Skinner was a star scoring 18 points, followed by Fats Broh-

man with 11 and Bob Hamilton added 7. The Green Reed did not have any high scorers.

In the third game the Yellow Boys fell to the onslaught of the Blue Boys 39-29. Bobby McMullen shone for the Blue Boys scoring 12 points. Wayne Heslop's great defensive play was significant in the final quarter. Best player for the Yellow Boys was Al Dunn, who accounted for 12 points.

Last Wednesday the Red Guard who were a powerhouse in football, bowed to the Green Guys 35-17.

The Blue Swampers swamped

the Yellow Rags 46-21. Swampers unleashed a powerful attack that saw Bellingham get 10 points, Crowley snag 6, and Dagavertis bag 21 points. Dag put on an exhibition of sharp-shooting. For the losers Fielding netted 11 points.

The Saints, playing their second game, added a little poise to their attack as they dropped the Green Reeds 38-21.

The 4 stars of the first week were Dagavitis, Passmore, Skinner and Ginsberg. The fans number almost 38, as team support grows.

This week's Wednesday's games were cancelled, but action was high on Monday. The Jumpers pulled an upset as they thrashed the Red Wagons 41-24. Ex-varsity player Herb Stan was a super star as he dunked 14 points. Ginsberg added another 9 for the Jumpers. Bobby Hamilton tried in vain for the Wagons with 10 points.

In game two the Blue Boys walked over the Green Guys by 46-23. McMurray netted 10 points, while Chatterson hit for 16 points.

In the final game the Red Guard won a squeaker from the Yellow Boys 30-22. It was a two man battle with the Guard's Hume against the Boy's Dunn.

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Cinema Scope

by Valentine

CANDY

Vulgarity is the means and the end of "Candy." At least saying that grants that the film has a purpose which is really more than it deserves. Perhaps the novel of the same name by Terry Southern and Mason Toffenborg effects a social satire like its ancestor, *Candide*, yet the heavy hand of Christian Marquand, the director, suppresses any satirical bite that the film might have had.

The film is a series of non-coherent episodes in which Candy is seduced by a Mexican gardener, a poet, a general, a hunchback, a cameraman, a surgeon and also her father and uncle. In these episodes, Candy is, in polite terms, naive, but more honestly she should be called stupid. Eva Aulin seems a natural choice to play the beautiful but simple Candy.

Richard Burton is the poet whose purpose is to "celebrate the desire of the ecstasy of the human spirit." The human spirit is not all the poet celebrates because he suffers from satyriasis which finally finds expression with a life-size doll. The greatness of his poetry must also be questioned as he exults the name Candy because it has the "spirit and sound of the Old Testament." This is the first time that Burton has played a combination of Tiny Tim, Mephistopheles and a grouper, and it is his last, I hope.

Ringo Starr's forte has never been acting but he is so hopelessly terrible in the role of the Mexican gardener that his lack of talent is beyond belief.

The comic flair of Marlon Brando is utilized in this movie with Brando cast as a guru-Christ figure who breaks his fast with beer and salami when Candy is not looking. Feeling mystically attracted to Candy (C equals masculine force AND Y equals female) he guides her through the stages of wisdom and you know what those stages are!

Subtlety is not a mark of Marquand, and throughout "Candy", the phallic symbol looms and casts its shadow. But it is in the hospital that the symbol becomes ridiculously overbearing. Like a matador the surgeon obscenely parades a bloody finger (the same one that won the Pueblo crew an extra beating).

The humour of the film is generally back-room comedy such as, "Listen honey — why don't you put a meter on it and we'll all get rich?" The most effective satire in the movie was on the military. As well as being satirical most of the episode was humorous but the calibre set by that scene did not last for long.

Candy, at the end of the film, walks before the persona of her seductions who are sitting in a field while on her white gown, flowers grow. You can almost feel an elbow in the ribs and hear a voice whispering "Get it? She's gathering rosebuds while she may!!"



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Hawks back on winning way

The basketball Hawks bounced back from their disappointing one point loss to Osgoode by picking up two significant league victories in last week's basketball action. The team extended its OIAA record to four wins and one loss by trouncing the Laurentian Voyageurs 103-69 and the Ryerson Rams 86-68.

A dismal non-conference record of 0-5 and a rare defeat in league play indicates the shaky start the squad had but things are looking up. Sandy Nixon is having a great year and can be counted on to direct the team on the floor as well as hitting for over 20 points a game. Bob Bain is also consistent but the main reason for the team's apparent resurgence is the development of some of the freshmen. Chris Courtland has been the most impressive of the rookies. He has shown ability in shooting from the outside and under the basket, as well as just plain hustle.

Wally Escott faltered after a good start but appears to be recovering. Big Clyde Ingram still has a long way to go but is improving with every game. Mike Reed is also showing the benefits of experience. Mike Moffat played a great game against York early in the year but has been disappointing as of late.

The Laurentian game was of the "no contest" variety as the Hawks finally began to do some serious rebounding and as a result dominated the game. The first string doubled the visitor's score after one quarter but the Voyageurs moved within five points of the lead when Coach Lockhart began to substitute. By half time, however, the Hawks regained their poise and had a 52-39 lead.

In the second stanza the Hawks picked off virtually all the rebounds and the lead widened. The excitement came in the final minutes when the fans clamored

for the 100th point. With 1:30 remaining the Hawks had 94 points and couldn't seem to buy a basket. Wally Escott came into the game and hit for 7 straight points to put the score into three figures. From here on it was only a question of whether Daryl Blackie would score his first points of the season or not. After blowing four free throws and several set-ups from his team mates he finally dropped one in.

Sandy Nixon led the Hawks' scoring with 25 points followed by Escott and Coulthard with 19 each.

The Hawks didn't look as good in the Ryerson game as the Rams played surprisingly well. The Hawks dominated the boards but failed to convert the rebounds into points. Ryerson put up a good zone defence and had little trouble with the Hawks' press. The Rams also out-hustled the WLU heroes and only hot outside shooting kept the Hawks in the game.

The Hawks jumped into a quick lead but the visitors tied the score at 28 with four minutes remaining in the first half. It was 38-38 at the mid-point break and after seven minutes of the final half the Hawks had a slim 52-51 lead. This was the turning point, however, as Chris Coulthard hit for 2 quick outside shots to put the home team in front by 5. Ryerson quit hustling and its defence wilted for the remainder of the game.

The game was moved by an excessive number of fouls, technicals, travelling violations and even goaltending, as referees McPherson and Dechow ruled with an iron hand.

Bob Bain has been off form of late, but appears to be recovering as he and Nixon shared the high scoring honours for the Hawks with 25 points each. Chris Coulthard hustled both ways all night and contributed 14 points to the cause. Dave Oxley was the main factor in the Ram's efforts as he hit for 30 points and collected most of his team's rebounds.



photo by Smith

Sharp defensive play stopped Ryerson in Tuesday's game.

The Hawks play at York Saturday afternoon instead of enjoying Winter Carnival festivities and are back in the TA on Wednesday against the Windsor Lancers. This could be the best game of the season as the Lancers are always good and the Hawks are anxious to avenge the loss suffered at the hands of Windsor in the season opener. Come early if you want a seat.

The Hawks play at York Saturday

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We are the sons of sorrow

We and You

We are the sons of Sorrow, and you are the

Sons of Joy. We are the sons of Sorrow, And Sorrow is the shadow of a God who Lives not in the domain of evil hearts.

We are sorrowful spirits, and Sorrow is Too great to exist in small hearts.

When you laugh, we cry and lament; and he

Who is seared and cleansed once with his Own tears will remain pure forevermore.

You understand us not, but we offer our Sympathy to you. You are racing with the Current of the River of Life, and you Do not look upon us; but we are sitting by The coast, watching you and hearing your Strange voices.

You do not comprehend our cry, for the Clamour of the days is crowding your ears,

Blocked with the hard substance of your Years of indifference to truth; but we hear

Your songs, for the whispering of the night

Has opened our inner hearts. We see you Standing under the pointing finger of light,

But you cannot see us, for we are tarrying

In the enlightening darkness.

We are the sons of Sorrow; we are the poets

And the prophets and the musicians. We weave

Raiment for the goddess from the threads of

Our hearts, and we fill the hands of the Angels with the seeds of our inner selves.

You are the sons of the pursuit of earthly Gaiety. You place your hearts in the hands

Of Emptiness, for the hand's touch to Emptiness is smooth and inviting.

You reside in the house of Ignorance, for In his house there is no mirror in which to

View your souls.

We sigh, and from our sighs arise the Whispering of flowers and the rustling of Leaves and the murmur of rivulets.

When you ridicule us your taunts mingle With the crushing of the skulls and the Rattling of shackles and the wailing of the

Abyss. When we cry, our tears fall into the

Heart of Life, as dew drops fall from the Eyes of Night into the heart of Dawn; and

When you laugh, your mocking laughter pours

Down like the viper's venom into a wound.

We cry, for we listen to the moaning of the

Poor and the grieving of the oppressed weak;

But you laugh, for you hear naught but the

Happy sound of the wine goblets.

We cry, for our spirits are at the moment Separated from God; but you laugh, for your

Bodies cling with unconcern to the earth.

* * *

We are the Sons of Sorrow, and you are the

Sons of Joy... Let us measure the outcome of

Our sorrow against the deeds of your joy Before the fact of the Sun...

You have built the Pyramids upon the hearts

Of slaves, but the Pyramids stand now upon

The sand, commemorating to the Ages our

Immortality and your evanescence.

You have built Babylon upon the bones of the

Weak, and erected the palaces of Nineveh upon

The graves of the miserable. Babylon is now but

The footprint of the camel upon the moving sand

Of the desert, and its history is repeated To the nations who bless us and curse you.

We have carved Ishtar from solid marble, And made it to quiver in its solidity and Speak through muteness.

We have composed and played the soothing

Song of Nahawand upon the strings, and caused

The Beloved's spirit to come hovering in the

Firmament near to us; we have praised the

Supreme Being with words and deeds; the words

Became as the words of God, and the deeds

Became overwhelming love of the angels.

You are following Amusement, whose sharp claws

Have torn thousands of martyrs in the arenas

Of Rome and Antioch... But we are following

Silence, whose careful fingers have woven the

Iliad and the Book of Job and Lamentations

Of Jeremiah.

You lie down with Lust, whose tempest has

Swept one thousand processions of the soul of

Woman away and into the pit of shame and

Horror... But we embrace Solitude, in whose

Shadow the beauties of Hamlet and Dante arose.

You curry for the favor of Greed, and the sharp

Swords of Greed have shed one thousand rivers

Of blood... But we seek company with Truth,

And the hands of Truth have brought down

Knowledge from the Great Heart of the Circle

Of Light.

* * *

We are the sons of Sorrow, and you are the

Sons of Joy; and between our sorrow and your

Joy there is a rough and narrow path which

Your spirited horses cannot travel, and upon

Which your magnificent carriages cannot pass.

We pity your smallness as you hate our Greatness; and between our pity and your

Hatred, Time halts bewildered. We come to

You as friends, but attack us as enemies; And between our friendship and your enmity,

There is a deep ravine flowing with tears And blood.

We build palaces for you, and you dig graves

For us; and between the beauty of the palace

And the obscurity of the grave, Humanity

Walks as a sentry with iron weapons.

We spread your path with roses, and you cover

Our beds with thorns; and between the roses

And the thorns, Truth slumbers fitfully.

Since the beginning of the world you have

Fought against our gentle power with your

Coarse weakness; and when you triumph over

Us for an hour, you croak and clamour merrily

Like the frogs of the water. And when we

Conquer you and subdue you for an Age, we

Remain as silent giants.

* * *

You crucified Jesus and stood below Him,

Blaspheming and mocking at Him but at last

He came down and overcame the generations,

And walked among you as a hero, filling the

Universe with His glory and His beauty. You poisoned Socrates and stoned

Paul and

Destroyed Ali Talib and assassinated Madhat Pasha, and yet those immortals are

With us forever before the face of Eternity.

But you live in the memory of man like Corpses upon the face of the earth;

and you

Cannot find a friend who will bury you in

The obscurity of non-existence and oblivion,

Which you sought on earth.

We are the sons of Sorrow, and a sorrow is a

Rich cloud, showering the multitudes with

Knowledge and Truth. You are the sons of

Joy, and as high as your joy may reach, By the Law of God it must be destroyed

Before the winds of heaven and dispersed

Into nothingness; for it is naught but a Thin and wavering pillar of smoke.

—Secrets of the Heart
by Kahlil Gibran.