

UBC withdraws from CUS—new union?

VANCOUVER (CUP) — The year's last, and biggest, referendum on membership in the Canadian Union of Students turned against the national union when the University of British Columbia voted Wednesday 2,946 to 1,701 to leave CUS.

The withdrawal leaves CUS with 21 members, 19 less than it had before its annual congress last summer. There are about 70,000 students in the 21 universities which are still members.

Fraser Hodge, incoming UBC student president, believes the withdrawal of UBC's 21,000 stu-

dents means the death of CUS. He said UBC would take the initiative to form a union of the dissident schools which have left CUS and formulate "policy that is acceptable to at least the majority of Canadian students."

Peter Warrian, CUS president, declined Hodge's obituary: "I don't think the UBC withdrawal spells the end of CUS, it brings things to a head."

"A clear choice is in front of people now if there is to be a national student union with its organizational base as student unions with mandatory member-

ship. I think that union will be very much what CUS in policy and structure has been — possibly somewhat reformed, but not that dramatically."

"The alternative to that is a voluntary union with individual membership which would be smaller but with a harder political line," Warrian said.

Hodge had opposed continuing membership in CUS to work for change in the national union because "the idea of working for change from within just doesn't work."

The future of CUS will be de-

ecided at a meeting of the union's National Council in Toronto, Mar. 21-23. A working paper from the national secretariat has suggested there are three possible courses for the union: a social democratic union, which is essentially reforming what the union is now; a voluntary union of radical students; or a service union similar to what CUS was ten years ago.

Warren feels "the option of a social democratic union is both possible and political appropriate at this time."

He emphasized the point that

people overrated CUS's effect on the student movement: "A lot of people have felt that through smashing or 'moderating' CUS it is possible to stop or redirect the radical student movement in Canada. I think that is mistaken."

"There will continue to be disruptions in universities, alienation of sections of the business community regardless of what CUS does or does not do because so much of that is not within CUS's control. In fact, that control does not lie with any one group of people."

The CORD WEEKLY

VOL. NINE NO. 24

WATERLOO LUTHERAN UNIVERSITY

FRIDAY, MARCH 21, 1969



photo by Bej

Bill still boss at WLU.

OUS—CUS: two for price of one

The Canadian Union of Students has received a big boost from the Ontario Union of Students. Students attending the OUS conference at London voted to re-integrate the Ontario Union of Students with CUS in an effort to make the provincial union relevant to national problems in education.

The move may have been little more than a last-ditch effort to save the faltering national organization whose membership has declined sharply in the past year.

The resolution, which was prepared by the Glendon College delegation, was passed by a vote of 11 to 4. In effect it means that any university belonging to OUS will become a part of the CUS structure. The resolution claims that the OUS is too campus oriented to effectively challenge the existing social structure.

The OUS executive will draft details of integration this summer and its proposals will be presented at a conference of members during or after next fall's CUS congress.

If integration is achieved, a campus will be able to avoid affiliation with CUS only by withdrawing from the OUS as well.

Newly-elected Jim Kehoe of the University of Windsor is a prime backer of integration. "I believe the student union has a very great role to play in changing the university."

Bill Ballard, past president of SAC, told the OUS conference that if students are sincere about radical change they must operate from without the system, and stop "playing games."

Ballard was heckled from the floor and met considerable opposition to his views during the rest of the conference. Ballard said he was "sick of hearing militants talk about changing society when the militants never follow through with their grandiose plans for takeover."

Lauren Marshall, president of SAC, described the OUS conference almost a total loss. The people who were there were "pie-in-the-sky types" who you just couldn't reason with, she said. She said she planned to have an-

other referendum in the fall to see if students favoured a return to CUS.

New VP-PC

Lauren Marshall, President of the Students' Administrative Council at Waterloo Lutheran, was elected Ontario Regional Vice-President of the Progressive Conservative Student Federation recently.

Miss Marshall drew heavy support from all parts of the province.

Elected President was Alan Pope, a WLU graduate now in second year law at Osgoode. Pope headed the first majority model Parliament at WLU when he was an undergraduate.

Second Vice-President is Larry McCoy, also a WLU graduate, now in first year law at Dalhousie University.

As Vice-President, Miss Marshall will be travelling to all the clubs in Ontario to get them organized for next year.

Davis announces guidelines—teacher college integration

Agreement on general guidelines for the integration of the Ontario Teachers' Colleges into universities has been announced jointly by the Honourable William Davis, Minister of Education, and Dr. A. Davidson Dunton, Chairman, Committee of Presidents of Universities of Ontario. It will now be open to any university of Ontario to enter into negotiations with the Department of Education leading to the integration of a Teachers' College into a university.

The guidelines state that the universities of Ontario accept the principle enunciated in the MacLeod Report that Teachers' Colleges in the Province of Ontario should be integrated into the universities with the aim that all teachers in the Province shall eventually hold a university degree as well as receive the best professional training available. The guidelines add that the universities recognize that teaching is an important profession and they are concerned that its status

shall be upheld and further enhanced.

General conditions to be followed in individual agreements are set out in the guidelines. These include conditions relating to buildings and facilities, capital and operating grants, admissions of students, the structure of the teacher-education facility and of its Advisory Committee, staffing questions and certification and curriculum. These are outlined below.

Land, buildings and facilities of an existing Teachers' College adjacent to a university will be transferred to the university. Planning and construction of new buildings required to provide teacher education in a university will be done by the university in the same manner as with other university buildings.

The intention is that operating costs shall eventually be paid on a formula basis as is done at present with other operating grants to universities. However, the formula system will not be

introduced until the universities have had some experience with the operation of a teacher-education facility. In the meantime, the funds, capital and operating required for teacher education will be paid 100 per cent by the Government of Ontario, through the Department of University Affairs.

Each university will have an Advisory Committee to advise the senate or other appropriate university body on the teacher-education operation. The Advisory Committee will comprise persons named in part by the Minister and by the university, and by any other bodies that may be provided for in each agreement. The individual agreements will also specify the matters with which the Advisory Committee will deal; staffing policy and curriculum are likely to be included.

The university will be free to admit to the teacher-education program any student who satisfies the normal academic admis-

sion requirement set by the university.

There is no need for a uniform organizational structure for the teacher-education facility throughout the Province, the guidelines say. Whether there will be a college or a faculty of education, or some other structure, will be a matter for decision by the university concerned, in consultation with the Department of Education.

All entirely new appointments to the teacher-education facility in a university will be made in accordance with the procedures of the university concerned. However, the initial appointment of the head of the facility will be made in consultation with the Department of Education, and all existing members of the teaching staff of a teachers' college who wish to join the faculty of the university following integration will be continued in employment by the university for a minimum period of four years. Provision is made to protect the salary and pension rights of Teachers' Col-

lege staffs after integration. If at the end of four years a former member of the staff of a teachers' college is not continued on the university faculty, the Department of Education will use its good offices to attempt to secure alternative employment for him.

Members of the teaching staff of a Teachers' College integrated into a university may be encouraged to take study leave to enhance their academic qualifications, and the Department of Education will make an agreed contribution to provide financial assistance for staff members to whom study leave is granted.

The guidelines record the Minister's right to grant Ontario teaching certificates to graduates of a teacher-education program, and to prescribe the conditions requisite for certification. However, the universities will establish their own programs of teacher-education at both the elementary and the secondary level, subject to the ordinary procedures for new program approvals.

Samm sez
by Samm

Dear Samm:

My friend has a problem again! He madly falls in love with a girl at first sight. He makes passionate passes at her but as usual he gets shut down. Then he gets into an extreme state of depression and takes his feelings out on his friends.

HE'S OVERFED AND UNDER-SEXED.

Dear Over and Under:

Chirrup friend; It's almost Easter time and with it comes all kinds of goodies to nibble on.

Dear Samm:

I have followed your advice about letting my fingers do the walking. Now I have callouses on my fingers. What have you got to remedy that?

FINGERS-WON'T DO.

Dear Roadfinger:

If your skull were thicker you could use your head.

Dear Samm:

This column, a girl like you
Should never, never do
Writing about such things
As double-barrelled ding-a-lings!

MOTHER GOOSE.

Dear Mother:

When the weather's hot and sticky
That's no time for dippin' dicky
But when the frost is on the pumpkin
That's the time for dicky dunkin'.

Dear Friends and J.W.:

A hearty good-bye to all, and J.W. your file is in the darkroom.

Cord thanks

A great many people have worked hard this year to produce this newspaper. The people to blame or thank are: Ron Bohaychuk, John Kuti, Paul Matteson, Brian Crawford, Joe Fox, Pete Jackson, Don McNeil, Anne Welwood, Kyra Kristensen, Dorri Murdock, Inga Moreland, Shane Belknap, Jean Lapp, Barb Reid, Carol Reid, Herminio, Helmuth Fischer, Anne Marie (Samm) Racz, Ursula Fischer, Laurel Stuart, Don Baxter, Ray Smith, Laurie Valentine, Dave McLeod, Bill Ballard, Jim (Boots) Orme, Bill Pattie, Lauren Marshall, Ulla Lehvonen, John Varley, Ed Auger, George Haggar, Jamie Brown, Garry Engkent, Jef Fry, Jerry McLaughlin, Brian Sommers, John Andrews, John Weaver, George Stan, Paul Wemple, Jake Arnold, Cliff Levy, Hans DeVos, Pat Box, Warren Roche-man, Danny Haughn, Dave Fairfield, Jim Wilson, Bill Smith, Phil Atkins, Don Moore, Steve Craig, Jeff McGregor, Keith Thatcher, Jim Moxley, Denis McDonald, Bob Willson, Dave Glandfield, Paul McLean, Paul Robert, and all the people at CUP.

Ontario and Duke Streets
Phone 742-1404 Kitchener, Ontario



WATERLOO SQUARE - Phone 743-1651

TIEN 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

**Support Cord
Advertisers**

**2 DOUBLE BEDROOMS
LIGHT HOUSEKEEPING
for
SUMMER STUDENTS
Call 744-1528
After 7 p.m.**

CAPITOL

Continuous from 1 p.m. Daily
1:30 — 3:35 — 5:40 — 7:50 — 10:05

**"ONE OF THE YEAR'S 10 BEST"
HAIL JOANNA**

**'The Graduate' — 'Bonnie and Clyde'
This Year It May Be 'Joanna'**

HOLLIS ALPERT, SATURDAY REVIEW

Genevieve Waite as

"JOANNA" COLOR

RESTRICTED TO PERSONS 18 YEARS & OVER

WATERLOO

Evenings 7 & 9:10 — Mat. Sat., Sun. 2 p.m.

**NOMINATED FOR
3 ACADEMY AWARDS**

Best Original Screenplay — John Cassavetes
Best Supporting Actor — Seymour Cassel
Best Supporting Actress — Lynn Carlin

"FACES"

RESTRICTED TO PERSONS 18 YEARS & OVER

LYRIC

3 Showings Daily — 2:00 - 5:20 - 8:30

2nd BIG WEEK

**NOMINATED FOR
4 ACADEMY AWARDS**

**"2001:
A SPACE ODYSSEY"**
IN TECHNICOLOR

Decisions! Decisions!

One of them should be a buying decision

As a college student, you learn to make decisions. One of the most important should concern life insurance... from Aid Association for Lutherans. AAL is a fraternal life insurance society for Lutherans... and that's a big advantage to the Lutheran student.

When it comes to life insurance, Lutheran college students get a bargain. That's because of age and good health, and because AAL's rates are low to begin with.

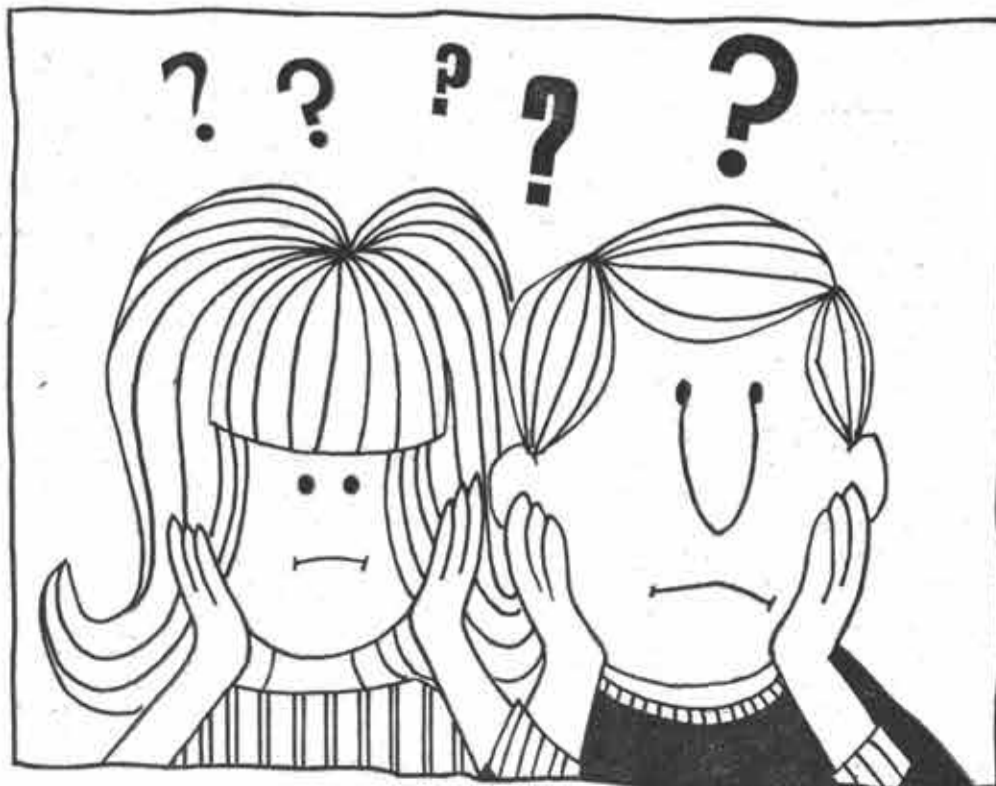
Another reason... Lutheran students can have certain guaranteed purchase options that assure them of being able to buy additional insur-

ance later on regardless of health. AAL representatives (who are Lutheran) serve all 50 states and five provinces of Canada... we're the largest fraternal life insurance society in America.

Take time to talk to an AAL representative soon. Let him show you the advantages of starting a life insurance plan at your present age. And have him show you how dollars saved with AAL do double-duty... provide protection for you while helping support Lutheran benevolent causes. Aid Association for Lutherans, where there's common concern for human worth.

Theodore H. Luft Agency
86 Wedgewood Drive
Kitchener, Ontario, Canada

Aid Association for Lutherans  Appleton, Wisconsin
Fraternal life Insurance



CAUT censures U. of New Brunswick

MONTREAL (CUP) — The Canadian Association of University Teachers Saturday formally censured the administration president and board of governors of the University of New Brunswick for their mishandling of the Strax case.

The censure vote passed 36-3 at a special council meeting held here Saturday. The censure is the second one imposed by CAUT in its 10 year history and comes less than a year after similar action against officials at Simon Fraser University. That particular censure was lifted this fall. The CAUT had repeatedly tried

to intervene in the Strax case since the physicist was suspended from teaching in September. He was suspended without charges laid against him and without any provision for arbitration. He was then ordered to leave the campus by the courts on request of the university and when he failed to do so was found guilty of contempt of court and the injunction against him became permanent.

Last month, a CAUT delegation visited UNB, to iron out the dispute but failed in its mission. After the visit, the CAUT set three conditions which the university administration would have

to meet to avoid censure. They included initiation of binding arbitration into the case, suspension of the university injunction against Strax and payment by the university of all Strax's legal fees.

Colin B. MacKay, administration president at UNB, refused to comply with the requests. MacKay is also president of the Association of Universities and Colleges of Canada.

The censure involves CAUT recommending to its members that they avoid teaching at UNB, notifying other faculty associations of the censure, and placing ads in various educational and

professional journals informing the academic community of the censure.

The University of New Brunswick information office released a statement Monday labelling the censure "indefensible and unwarranted." The statement with the name of the university as signator, said the legal action taken against Strax was a simple "exercise (of) the normal rights" of the university. The recourse to the courts, it said, was to "prevent disruption."

After saying it regretted CAUT

censured without "further discussion," the statement said: "The responsiveness of the university to a reasonable and acceptable resolution of the issues should not be in question."

The university was also upset that the CAUT did not take up MacKay's offer of limited non-binding arbitration in response to its three conditions. The statement said acceptance of the proposal might have led to a "mutually acceptable resolution of the issues arising out of the suspension of Professor Strax."

Student press suppression condemned

SAN FRANCISCO (CUPI) — The United States Student Press Association has severely criticized S. I. Hayakawa, acting administration president of San Francisco State College, for his heavy-handed muffling of the Daily Gater, student newspaper here.

The Gater has been a strong supporter of the four-month-old student strike at S. F. State and a harsh critic of Hayakawa.

Hayakawa suspended operations of the paper Monday saying he did so because the student council board of publications is ineffectual. Members of the board

say it does function but Hayakawa is upset because it has not reported to the administration through the strike and more importantly, has not "dealt with" an underground newspaper appearing on the campus.

The Gater has continued publishing despite the suspension and now its staff members may face disciplinary action.

In a telegram sent to Hayakawa Wednesday, Robert Johnston, executive director of USSPA, said: "The United States Student Press Association cannot condemn too strongly your arbitrary and irrational suppression of the . . . Daily Gater. The suspension Monday constitutes the most blatant attack of the rudimentary expression of free speech yet seen at San Francisco State and betrays your devotion to martial law over any semblance of learning, teaching, or discussion, let alone the free exchange of ideas."

"In this action," the telegram continued, "you have clearly and intentionally, backed by the force of arms, cut off every voice on the campus but your own, thereby announcing your intention of listen to no one but yourself. We hesitate to say, under these circumstances, what San Francisco State College might best be called, but an 'institution of learning' it most certainly is not any more."

The Gater's funds — along with all student government funds — were frozen by a court order taken out by the administration. Continued publication of the paper has been made possible by student contributions and by the willingness of the paper's printer to wait to be paid for his work. The Bank of America, which holds the student fees, has requested a court order to free \$40,000 for various student activities, including the Gater.

New social work faculty announced by Dean Rahn

Dean Sheldon Rahn today announced the appointments of new faculty members to the Graduate School of Social Work.

New appointments include Grace Chellam, D. S. W., currently teaching in Human Development Sequence at the School of Social Work in Florida State University; and Harvey Stalwick, Ph.D., a former full time field teacher at School of Social Work, UBC. Stalwick's special teaching area is Social Environments and Social Policy.

Returning after a year's absence is Francis Turner, D.S.W., after being Development Direc-

tor for the undergraduate social work education program at Memorial University, Newfoundland.

Turner is the author and editor of a new best seller, "Differential Diagnosis and Treatment in Social Work" (New York: The Free Press, 1968; 644 pages), which won excellent acceptance as a major reference volume for practitioners in both Canada and the United States.

Dean Rahn said fourteen full time faculty positions are planned for 1969-1970. Most of these positions are already filled. Announcements with regard to the vacancies still existing will be made later this spring.

Robarts to aid summer jobs

TORONTO (CUP)—Ontario premier John Robarts, disturbed by the bleak outlook for students seeking summer employment, has said he will send a personal appeal to 30,000 provincial employers to "hire a student."

Over 375,000 Ontario students are expected to be turned loose on the summer labor market, compared to 325,000 last year. Over 50,000 of those seeking jobs last year were disappointed.

"It is clear that unless substantially more is done this summer

to expand employment opportunities, at least 60,000 of our young people could experience the frustration of a jobless summer," Robarts said.

He pointed out that if students are expected to pay part of the cost of their education, they must have the opportunity to work.

Officials from the federal department of manpower and the Canadian Union of Students have indicated they expect the student employment situation to be as barren in other provinces as it is in Ontario this summer.

Archeologist to teach at WLU

Lawrence Toombes, leading archeologist and scholar, has been offered a contract by Waterloo Lutheran. He would replace the position now held in teaching by Norman Wagner, thus allowing Wagner to devote more time to plans for the New School of Religion and Culture, and administrative duties.

Toombes has not yet returned the contract signed, but he expressed great interest and en-

thusiasm for the position.

The well-known archeologist worked around Shechem for several years and made great findings.

Norman Wagner, head of the Near Eastern Studies Department, also found a great many relics of civilizations in his diggings.

Wagner will place some of these findings on display in the library on April 1.

SFU SDU statement during trial of SFU 114

Today in this courtroom we are witnessing how the Simon Fraser administration attempts to deal with those problems arising out of an irrational, authoritarian and privileged admissions system.

The November occupation of the administration building cannot be separated from the Four Demands. It is our unaltered conviction that we were acting with a valid and legitimate case that demanded direct action after all other attempts to effect meaningful change had been exhausted. Therefore, we can offer no apology to this court or to anyone else for the action taken. The Four Demands that call for a just, higher education admissions policy remain as relevant and as important as ever. Our struggle continues around these demands:

(1) Freedom of transfer within the B.C. educational system and automatic acceptance of program and course credits from all B.C. colleges with academic programs and from high schools with a Grade 13 program.

(2) The opening of all administration files to a student investigating committee to determine the extent of alleged discrimination and to ensure the redress of all individual grievances.

(3) The establishment of an elected parity student-faculty admissions review board which would hear all appeals, set new academic-only entrance criteria, and make all final admissions decisions.

(4) An end to the school construction "freeze", the repeal of Bill 86 and an end to the unequal financing of education which favours upper and middle class sectors of the population.

On the second day of the student occupation a general meeting of the Simon Fraser Student Society voted overwhelmingly to support the Four Demands and the action of occupation. In the weeks following the police occupation of Simon Fraser campus many trade unions from the lower mainland voted to support our struggle around the Four

Demands. We distributed leaflets and our newspaper ISSUE outside union meetings and at factory gates. As we were able to explain our case we found evidence of growing support. For the demands do not just concern students, they affect every working man and woman in B.C.

The demands raise basic questions concerning the class nature of the university. People are beginning to ask such questions as: Who goes to university? Who pays for universities? and Who controls those universities? At stake lies the fundamental question: Whom do universities serve? The wider struggle to which we are committed is to make the universities serve the working people.

The movement around the Four Demands involved students from different campuses and individual supporters. The issue of university admissions policy affects everyone. Inside the occupied building all those who supported our actions were our comrades. We were all students of Vancouver City College. We were all students of the University of B.C. We were all being denied admission. Any attempt by the prosecutor to discriminate against individuals must be regarded as a diversion from the real issues facing this court

which we have attempted to explain.

Today we appear in this courtroom because the ruling academic body of the university, the SFU senate, refused to engage in rational dialogue. Rather than discussing the real grievances of countless students, the senate acted in a most arbitrary and arrogant fashion. Rather than entering into serious negotiation with the students on the basis of their proposals for the solution of real problems, the administration called in the forces of the state. By laying charges that same administration may hope to divert the students' struggle away from the real issues. The student protest is then presented as a challenge to "law and order".

In all this, of course, the authorities have the ready support of the bourgeois media which is only too happy to malign, slander and vilify the developing student movement in English Canada.

By these people we are accused of challenging "law and order". Workers have learnt the same lesson when they fought to defend their rights and interests.

Today we plead guilty to disturbing that order which maintains an irrational, authoritarian and privileged admissions system.

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 Board of Publications.

Office: Student Union Bldg. Phone: 744-5923

Member of Canadian University Press

editor-in-chief: John Andrews

managing editor: Phil Atkins

news editor: Anne Welwood

features editor: Bill Pattie

photo editor: Jim Wilson

sports editor: Paul Matteson

fine arts editor: Don Baxter

circulation manager: Paul Wemple

advertising manager: Jeff Fry (744-8681)

publications chairman: Rick Wilson

OUS—out to lunch

With the question of CUS membership being tossed around like a hot potato SAC finds themselves faced with quite a difficult problem. That is are they going to be a member of a student union which has faults and try and correct those faults, or are they going to sit on the sidelines and wait for others to do it; only considering readmission when the union suits them.

Whereas OUS is definitely out to lunch, CUS isn't and to not consider re-entry into that organization would definitely be a mistake. But we're not that sure that SAC would recognize it as a mistake.

It has become apparent that SAC's new system of representation has sacrificed quality for quantity. Council meetings now are usually filled with useless bantering over trivia (ignoring the main portions of the questions they face) and motions on half-thought-out ideas. Yet, this doesn't seem to matter much now as past president Ballard is usually there to tell members how to make their motions in correct form and then amend them to make them assume the guise of feasibility. We hope he's there next year when SAC will really begin work "on its own."

One of the major problems is that no one on SAC save one or two has the faintest inkling of the duties their jobs entail. Even if a good knowledge of Robert's Rules was shown, this would be encouraging. However it is apparent that some of the members aren't willing to do the necessary homework.

Perhaps it could be that the members are not too sure just who is responsible for what. Council this year has few Aungers of Varleys who are capable of doing an efficient job of the questions at hand without being told. Right now only one thing is certain—unless some work or organization is done over the summer, SAC next year will be little more qualified than to deal with the left overs of last year's Council.

We'd like to say bye to a few close friends but we ain't got none

This being the last issue of the CORD for this year, it is time that we said goodbye to a few of our campus regulars, who stick to us like wallpaper every year. First on our list of goodbyes, is a goodbye to the good old Winter Carnival Committee, which sits ominously in its formidable office 365 days a year, 24 hours a day, and lets us take a sit in the middle of August, only with its learned approval. We all live in fear of them, so goodbye to them. Secondly, goodbye to good old Mother George Haggar. (Will it really be goodbye this time?) We will miss your never ending spew of heavy words which nobody understands and nobody reads, but everybody is supposed to have read. How can we forget Old Koot in this sentimental epitaph. Good old Koot, who like Mother Goose's pumpkin child, changed from a responsible lacklustre during the campaign, to a good old clever name caller immediately thereafter. And many thanks to Bohaychuk, his helpful ally. He can call names too, altho not nearly as good as the Koot. But he's learning. He even comes in every week and shows us how to run this paper. Thanks a lot.

So to all you mothers everywhere, a happy goodbye. If we're lucky, we won't see you next year.

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.

Purdon dislikes WLU set-up

The Cord:

Since being elected to office a number of suggestions have been brought to my attention.

Below is a list of them and why they should be considered.

1) This year (1969) and next year, final examinations are extending a few days into the month of May. This means that students who are living in apartments and have examinations in the last few days must either move, breaking a study program or pay an extra month's rent. Could it not be changed so all final examinations are completed by April 30 in 1970?

2) A point that was raised at Health Services last Wednesday by Dr. Baker. He stated that the healthy level of humidity is 31%. Our residences, he expects have a humidity of around 8% making

students much more susceptible to disease. Could humidifiers be put in all residences? The higher moisture content would lower heating costs and increase the health of our students.

3) With the library being open until 1:00 a.m. could the Arts Building be left open until that hour and on Sundays. In prior years students could walk quite conveniently from residence to the library, but with the new Central Teaching Building must go out of their way to get to the library.

4) With the Arts Building closed late in the evening and on Sundays students have no way of phoning from the library. Could a pay phone be installed in that building?

I hope these suggestions will be seriously considered as I feel they are for the betterment of the university.

Sincerely,
R. A. PURDON.

Circle K club gives prints

The Circle K Club in keeping with its tradition of service to the university community presented two prints on Wednesday night to the university. The two framed prints have been given to the university for inclusion in its permanent art collection.

One print—an engraving, is by the noted Canadian printmaker, Charlotte Brainard, and the other a woodcut is by an Englishman Tadeck Beutlich. Miss Brainard is considered by many to be the

U of W library sit-in ends

WATERLOO (CUP)—The library study-in at the University of Waterloo ended quietly late Wednesday night after Radical Student Movement leaders decided their point had been made.

The protest, which began noon Wednesday, was called to dramatically point out the lack of study space and books in the library.

"We made the point we went in there to make, now we'll wait a few days for some action," said Cyril Levitt, one of the leaders of the protest.

The student council supported the sit-in at its meeting Wednesday night despite objections

from student president John Bergsma who had earlier condemned the action. He later refused to sit on a student council-RSM joint negotiating committee that will approach the administration in an effort to iron out the dispute. Bergsma said his conscience prohibited his approval of confrontation tactics. The joint committee met fruitlessly with administration president Howard Petch Thursday night and another meeting is planned for Monday.

Petch has said the problem has been studied and little further can be done until the university is able to find more money.

G.I.'s protest Viet Nam war

Last Thursday, March 13, the Waterloo Committee to end the War in Vietnam (CEWV) called a meeting to prepare for the Easter March for Peace on April 6. The significance and effect of these demonstrations is becoming more and more evident, especially in view of the fact that the plans for the April 6 march were initiated by American G.I.'s themselves. Last October 26th when overwhelming numbers all over the world demonstrated, Canada too gave an amazing demonstration of solidarity with the demand to withdraw U.S. troops and end Canada's complicity. Now, with the upcoming International Day of protest, in solidarity with protesting American G.I.'s not only Canada's economic and moral support for the American war effort is being protested but also military assistance. Messrs. Trudeau and Sharp have both repeated offers to send troops to Vietnam for "peace-keeping." However, these "peace-keeping" troops are being trained in counter-insurgency, and guerrilla warfare. At the meeting of the CEWV, the guest speaker Joe Young, executive secretary for the Vietnam Mobil-

ization Committee, stressed the importance of the April 6 action. Joe Young himself has long been active in education and organizing Canadians about their country's role in the war. However, he brought out that this is not just another student mobilization. This one was started and will be led by soldiers.

In the past, the American authorities have been aware of the growing disenchantment with the excuses offered for the American involvement in the war, and these authorities have been trying to curb the leafletting and circulation of anti-war material among the soldiers. However, they have not been successful. There are many examples of the attempt to stop this so-called subversion, by court martial and intimidation but it has been unsuccessful. On October 1, an important victory was won by the protesting G.I.'s when Allen Meyers a private at Fort Dix was found "not guilty" at his court martial of the charge of disobeying an order prohibiting distribution of leaflets. The leaflets in question were published by the Philadelphia Student Mobilization and entitled "Support our

foremost printmaker in Canada today. She is the winner of many art awards and her work is included in the collections of the National Gallery, the Department of State, The Department of External Affairs, and the University of Toronto. Mr. Beutlich is a print and tapestry maker of international repute whose works are included in the permanent collections of The Museum of Modern Art and The Metropolitan Museum both in New York.

The prints were accepted by Mr. Colin McKay—Director of Educational Services, representing the university president, Dr. Peters.

The two prints will shortly go on display at some vantage point on campus.

David DePoe interesting

Is the University Student revealing as a social critic? David Depoe, former member of the Company of Young Canadians thinks so, and at the teach-in in IEI on Tuesday, March 18, he told WLU students all about it.

"I'm not just an individual being, I'm affected by all the structures around me in society. Hell, I can't stop with my responsibility to myself. A whole lot of people should get together and sit down and decide what's wrong with this system."

"So your courses are a bunch of shit. Some of you get together and say so, then try to find out why and say 'we want something better.'"

Depoe left the CYC last year because "the government wasn't really interested in changing the status quo, just in letting a lot of kids bang their heads against the wall over small issues. 'The CYC were really scared of me so they didn't touch me too much.'"

He also had something to say about social workers. The philosophy of social work taught in the University has not solved the problems of poverty. What they're doing now is just a "band-aid solution."

Depoe left the future of society in the hands of the university students. "It's up to us to decide how the money and resources of our country are to be used. We should make the start in the questioning of processes."

Men in Vietnam, Not Those Who Send Them There."

So, with a background of dissatisfaction, court martials, harassment, and educating among the G.I.'s themselves, the results will be demonstrated on April 6, on an International Day of Protest. Easter Sunday is a traditional day of peace. This Easter will also see an action aimed at the bringing about of peace so that the Vietnamese may determine their own future. The Waterloo CEWV plan to go to Toronto on April 6, they will take part in the Toronto demonstration demanding the withdrawal of American troops, and the end of Canadian complicity. The group is organizing all those interested in demonstrating.

So long
Johnny
Bergsma

Words

by Ray Smith

I have heard a lot about the Haggar fiasco of last year and I have watched the "Bryant affair" at close quarters. One mistake (Haggar) is understandable but to make exactly the same one only a few months later seems to be almost deliberate idiocy. But, of course, Dr. Healy and our beloved Dean Tayler are only accidentally idiotic, in fact they are very clever men. I think it more likely that Mr. Bryant has been treated in the way that he has because he dares to get involved in changing society. He dares to escape from the womb-like security of the podium and challenge his students to be involved in society. He challenges them to analyse our society as it actually is. The big crime however is that he does not back off when students respond. It is not his "academic brilliance" that constitutes the challenge, it is the man himself. He is a threat to this institution and to society. Thus he is removed.

To look at Mr. Bryant's experience this year in terms of a conscious conspiracy between faculty and administration would be simplistic. It is the direct result of the actions of a group of men operating within a system that has its foundation in exploitation. They (Dr. Healy, Dean Tayler and their colleagues) are as much victims of this exploitation as Mr. Bryant. Understanding that exploitation is a two way street and that in a capitalist society all are victims necessitates not a paralysing sympathy with "all men" but a recognition that some people actively or passively participate in the perpetuation of this system, and a more resolute determination to destroy it. That means revolution, and of course revolution means violence. They say that the ends can never justify the means. The defeat of Hitler demanded violence, for example. The destruction of our present society can not be carried out without violence. So to accept revolution is to see the need for violence.

Violence can take many forms. To remove by popular vote, a man from a position of power is violent. The manner in which Mr. Bryant has been treated is violent. Revolutionaries are often pointed out as being men who have an excessive interest in violence. This is not the case. The revolutionary recognizes that most of those who have most of the wealth, and thus power, are not going to be persuaded by national argument to give it up. They believe that they have a right to own what they do. They will resist to the death anyone who says they have no right to have more than anyone else. To attempt to change the fundamental bases of a society is to attack its economic base.

Others are simply perplexed and ask why is revolution necessary at all. Is it not possible, they ask, to use this system to change the system? This has been attempted in Britain and has failed. Yes there is a welfare state but that is not enough. In Canada a man has to insure against sickness and save for his child's education. Thus he feels responsible and involved. If these functions are taken from the individual the political structures have to be changed so that he is still responsible and involved. In Britain the political system has not been changed. The result of this is frustration and finally apathy. The government and big business have absolute power the voter can only whisper once every four or five years. In fact his vote is only important in so far as it gives an appearance of democracy to an essentially undemocratic system. To attempt to change the system with the system is like knocking a nail in with a nail, all you get is two bent nails.

Another objection that is often raised, not against revolution but to the ideology, is that man is not an automaton and the revolutionary says he is. To say that man is genetically, historically, socially and culturally conditioned is not to say that he is a puppet with some mysterious fate pulling the strings. It is in fact merely a truism. The revolutionary by his actions declares that man can take charge of the factors that condition him and fundamentally remake them. To do this he does not have to mystically step out of his conditioning, which of course is impossible. For it is this conditioning that gives him the know how to do this. It is this conditioning that makes him alone an animal of infinite possibilities. Indeed it is those who oppose revolution that condemn him to the status of an automaton.

Now I would like to give some words to the people who have shown interest in and friendship for me since my arrival in Canada. I thought about naming you but to thank each of you individually would take more space than I have. Thanks a-lot to all of you. You have put up with my ravings and my homesick meanderings with remarkable fortitude and kindness. Many memorable things have happened to me, many of them confusing. You helped to make them and aided my understanding. One of the greatest pleasures is of course to thank you in print.

Finally a few last words for that hairy pict of Scots extraction Mr. Robert Brennan. Every con-game eventually turns back on the perpetrators. The confidence trick we have been playing on women has come full circle. The women have taken advantage of the subtle power we unwittingly gave them and now they are tricking the pants off, and the semen out, of us. The tragedy is that no one is really sure who is fooling who.

Six parents fined 250 dollars: SGW

MONTREAL (CUP)—The parents of six juveniles found guilty of mischief in connection with the violent uproar at Sir George Williams University last month were ordered Wednesday to pay \$250 each in fines.

The six, three boys and three girls, all 17 years of age, were ordered to refrain from participating in unauthorized assemblies until they turn 21 and to report to probation officers weekly until June 1.

Social Welfare Court Judge John Long was critical of the parents—all of whom said they disagreed with their children's actions—for "lacking . . . firm authority." He said the parents had contributed to "the delinquency by not exercising firm discipline in keeping their children out of the university."

Defence lawyer Richard Shadley, who defended five of the six, said the parents couldn't be entirely responsible and said: "Perhaps the university did far more to conduce the children to the delinquency than the parents did, by allowing them to remain in the building and by leading them to believe they were doing right by negotiating with the leaders of the protest."

The parents have a week to pay the fines. One other juvenile arrested on February 11 has been detained pending the results of a psychiatric investigation.

Meanwhile, the preliminary hearing into the charges laid against Kennedy Fredericks arrested along with 89 other adults the same day as the juveniles, continued in another Montreal court building. Frederick's hearing is now in its third week.

At that session, university prosecutor Claude Armand Sheppard revealed the university would press additional charges against various students for damages to the faculty club and the cafeteria at Sir George. He said charges would be laid as well against some persons not arrested in connection with the destruction of the computer centre.

Sheppard said the damages occurred during the occupation of

the seventh floor faculty club (it was held for a week in support of the computer centre occupation) and on the night of the destruction. He estimated damages to lounge and cafeteria furnishings at \$25,000.

At Wednesday's preliminary hearing, the court heard testimony from Donald McPhie, director of the university's food services and the man who called

the police the night the affair blew up. He described the damage to various parts of the building and said the occupiers broke into the cafeteria to get chairs and tables to be used as barricades.

He also described how one student approached him that night with fears that "radical" elements were close to taking over the situation.

In — Fest

by Cassandra

This week I have abandoned my usual polemic and have devoted this space to a letter I received that will probably draw little interest from the mental and moral eunuchs which host this institution. My only hope is that some of you that still have the ability to read and have a differing mind will somehow despite the intellectual morass that surrounds this institution receive a "message" from the following letter:

Dear Cassandra:

This is the year of student involvement, of students being fully accepted as participators in their university government. Mr. Ballard and his council have been telling us this since September and the cry is being picked up by the new president Miss Marshall. By quietly working within the existing structures and by participating in negotiations Mr. Ballard assured us that we would achieve full recognition of student interests. These promises would be filled mostly at the department level. Mr. Ballard reiterated many times that we are a "living example" of how the administration appreciates our not adopting radical or confrontation tactics. We were subsequently told that we (the students) have been given a full participatory role in the university.

BULL SHIT! S.A.C., past and present, has been so thoroughly entranced with images of structure and its own glorious ambition that it forgets the facts or refuses to see them.

Let me describe some recent events in the Political Science Department as an example of how students are still "white niggers".

Karl Aun recently resigned as Chairman of the Political Science Department and the announcement was made at a faculty meeting, where the elected student representatives were present. It was then communicated to the Political Science Union and the expectation was that students, as a full participants in the department, would have a chance to voice an opinion as to the chairmanship.

It would be a concern for joint consultation between professors and students in the Department. Yet not one professor attended the Union meeting which discussed the issue, even though they were informed.

Nevertheless, a lengthy and serious discussion occurred and a recommendation drawn up. One of the student representatives was mandated to convey our feelings to the Department.

But what happened at the next meeting? Not full participation, that's for sure. There was no recognition of student interest in the departmental meeting. Dr. Aun announced that Dean Taylor would be calling together the faculty of the department to choose the new chairman. No brief from the students was to be submitted. No students would be allowed to vote or even speak at the meeting which would decide the chairmanship.

So much for S.A.C.'s dreams of student participation! They are as false as the words of those who told us they had achieved it.

The more we are told things change the more they remain the same.

Sincerely,

Name withheld upon request.

It seems to me that the author of this letter underwent through time a heuristic process whereby his delusions of co-operation, participation and good faith were shattered. Upon reading this letter I felt that it is probably too late to do anything now but my mind jumps ahead. What will this type of "good faith" lead to in the future? We must think of the future and act now if students really want to control their own future and emancipate themselves from their "white niggerness".

Arbitration

MONTREAL (CUP) — McGill University principal H. Locke Robertson and political science lecturer Stan Gray have reached agreement on the composition of a three-man arbitration committee to hear Robertson's charges against the activist professor.

The commission is the next step in dismissal proceedings initiated against Gray last month. It follows along guidelines set by the Canadian Association of University Teachers to govern dismissal proceedings.

The three academics from outside the McGill community are l'Abbe Noel Mailloux, Andre Morel and Walter Tarnapolsky.

Mailloux, a psychology professor at l'Universite de Montreal, is a past president of both the Quebec and Canadian criminology societies.

Morel is a law professor at l'U de M as well, and Tarnapolsky is dean of law at the University of Windsor.

No date has been set for the beginning of the hearings but the commission—by agreement between Gray and Robertson—will meet in open session.

RECORDS

Popular, Classical,
Jazz, Folk, etc.

(Special orders given
prompt attention)

STUDENT DISCOUNT ON
LPs 15% OFF LIST PRICE

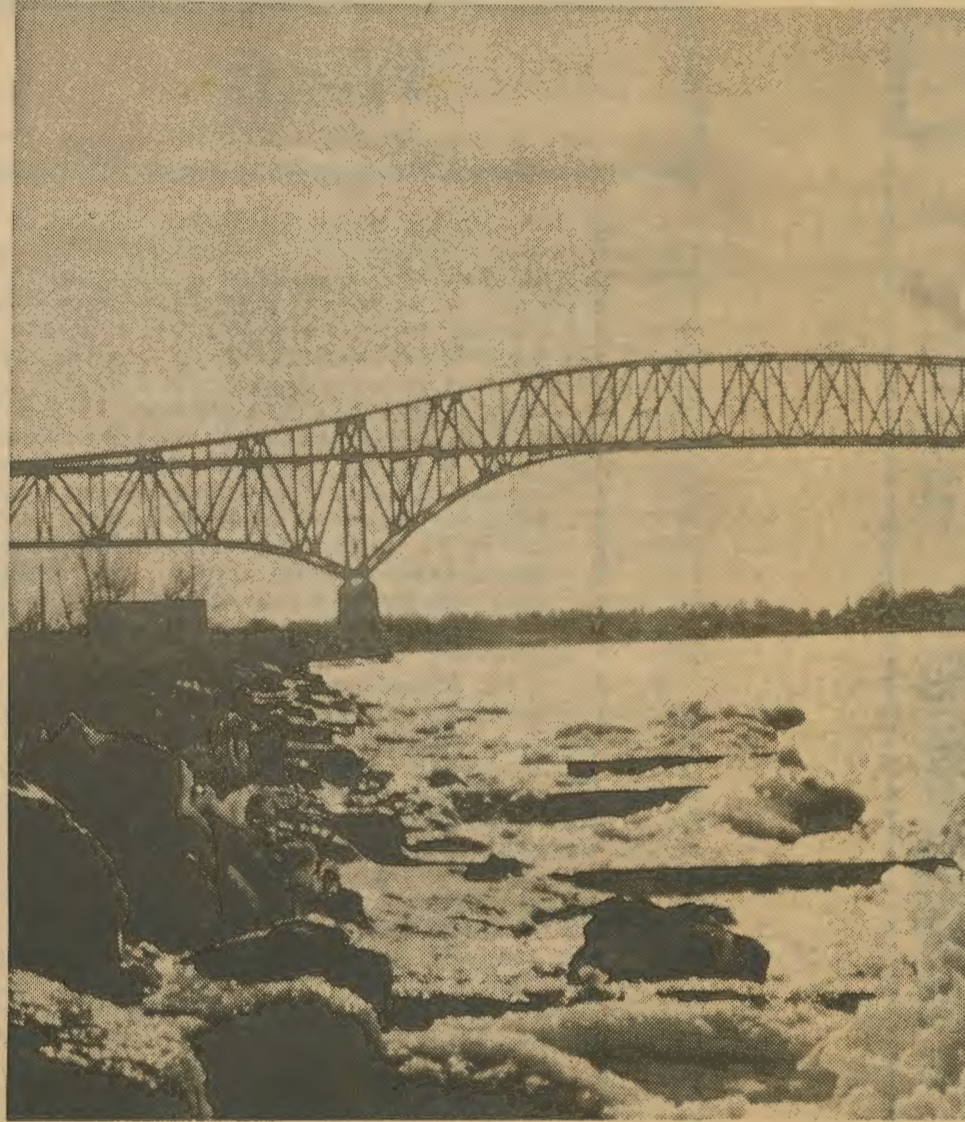
George Kadwell Ltd.

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

TIM HORTON DONUTS

OVER 50 VARIETIES

Delicious Fresh Ground Coffee — Hot Chocolate
UNIVERSITY and WEBER, WATERLOO



FIRST PRIZE — Bridge of Friendship



THE CORD PHOTO CON



SECOND PRIZE — Edward English by



AS ALWAYS

The madding crowd,
Far into obscurity,
Consequence of darkness
From unfaltering pace
Falters.

Tradesmen, happy on dry bones,
Eject insularity on heavy rope.
Far from simple minded
Simply complex he is.

What ensues from unsophisticated
straightforwardness?

Amorality.

Tragic for young and other seeds;
With pessimism overwhelmed
By falsehood and passion.

But depression is physically endured
In the mind.

Reminisce of before;
Notwithstanding dark or damp,
Or tomorrows universe penetrated by
yesterdays world,

And all the blackness that it oozed
From deep within its rotten soul,
Then ask if you are wont to live
In this jaded, foreign hole,
The one we call the world.

Herminio

THE DARK ONE

From the low veldt and blazing bundu
To the bracken and the baked red soil.
Two worlds live in five spheres,
Where one once lived with spirit free;
It's only culture from far-off lands.

That one feared; both death and shame,
Most with pride but few with passion
It hunted, laboured and often fled;
It lived and died inspired by nothing.
Then a change came to it's home.

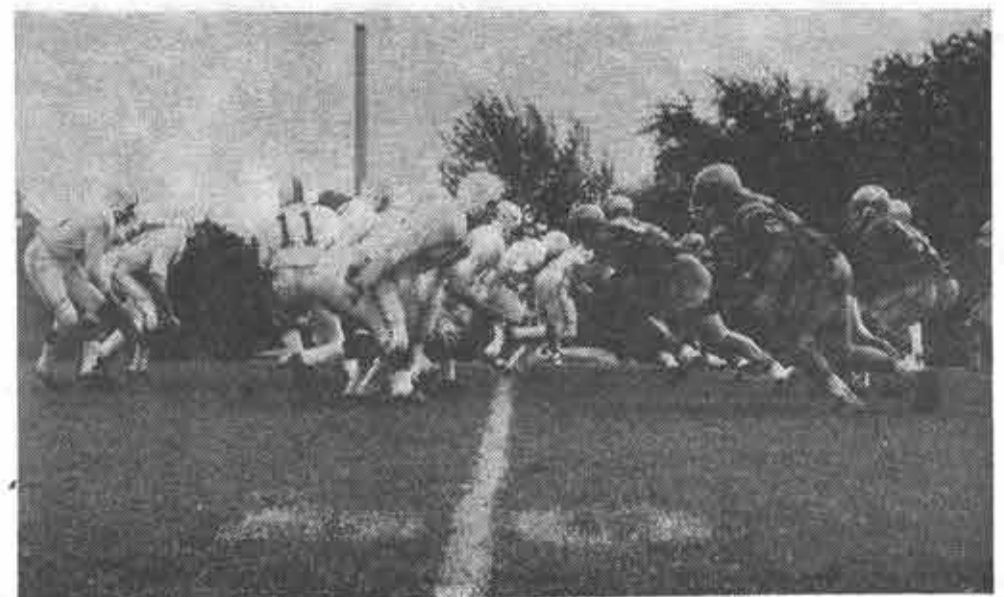
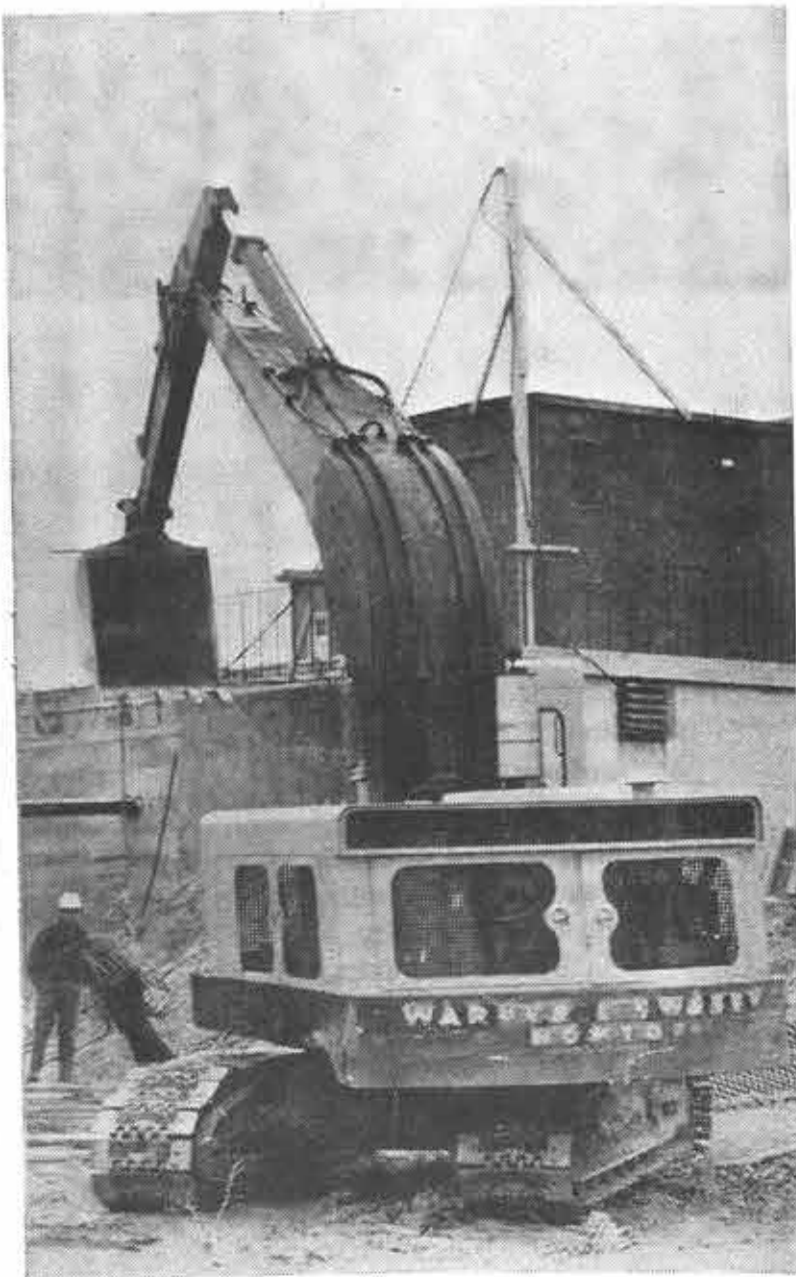
That one lived by someone else then;
An outsider poaching on no-mans land.
But nothing is sacred; all is ours;
Our need is great and theirs is nought.
We have art and achieve great things!

Now we come to the barren present.
Looking at a fruitful future we crow.
Once they died like flies we say—disease;
And they killed each other—but what
consequence?

Today we are saviours—and Mowgli is dead!

Herminio

Supplement: '68-'69 at WLU





Lament for the Leaves

They cling to the branch, hesitating
 — their lives lived —
 And if they could — or, had time enough
 to speak —
 They'd simply sigh: "It's over."
 Before the wind tore them away
 — leaving them free at last
 to begin their fast, fateful, flight to the
 end.

Paul Crouse



The Spire

SPIRE, forgotten symbol of man
 reaching,
 hoping for un-death.
 Spire, perfect symbol,
 diverting your blind climb
 with carved beauty, with static eddies,
 with lavish temporality
 —as though to live extremely now
 were not to die.

Beverly Coltart

The Director

by Beverly Coltart,

(Mrs. Beverly Bald),
107 Alexandra Ave.,
Waterloo, Ontario

The balloon floated upwards in a colourful swoon, bumping its red head on the ceiling just above the director.

"The important thing is learning to organize our experience," he said, allowing the smoke from his tiparillo to form an imaginary string on the balloon.

The interviewer crumbled down some notes with the purple crayon the director had insisted on her using.

"Involvement," he continued. He polished the word with his tongue, as though it were one of his favourite dinner plates and had to be made shiny and new each time he put it on display.

"Theatre must involve the individual and not treat him as a vegetable. For generations, drama has simply performed in front of people. In happenings, the individual must choose which experience he will have."

As if to make his point, the director used a nearby sword to stir in the forest of balloons rooted to the leg of his footstool, and watched soberly as a yellow balloon ascended to join the red one on the ceiling. The journalist added to her purple notes.

"People aren't involved enough in their daily lives. They go to the office and come home and watch television and let it amuse

them and shape them." The director lit another cigar and leaned back to watch the balloons huddle on the ceiling.

"Happenings cultivate more meaningful experience — varied experience," he said. The quote became immortalized in crayon.

"I personally prefer to write happenings which are tightly structured. Within the happening, the units are carefully ordered, but within the units, anything can happen. Is that clear enough?"

Without waiting for an answer, he got up quickly and crossed the floor to ring the doorbell. Opening a clothes closet, he stepped in.

"People are wasting their lives," he said, his voice somewhat muffled by the closet door. "They aren't involved in what they do. They don't participate — feel." These last words were nearly lost in the sound of a gramophone being started in the depths of the closet.

"They're vegetables!" he screamed over the John Philip Sousa march. "Would you like a martini?"

He crossed from the closet to a rather ordinary looking bar and poured some blue liquid over a Bicks Sweet Mixed Pickle.

"Communication via the traditional drama is dead," he announced, giving the woman the drink and replacing her purple crayon with an orange one. "We must teach people to organize

their experience so they can communicate."

"Suburbia is killing the intellect. Conformity is a poison which throttles the individual," he growled, leaving his Bicks pickle drydocked at the bottom of his glass.

"My happenings make people come alive! They participate, experience, live probably for the first time. Sight, sound and touch work independently to achieve a mural of rich sensation!"

The director had stood up during this verbal exertion and now sat down and began rummaging beneath his chair. At last, a pair of ballet slippers were drawn out of the mystery of the chair's flounce, and he carefully laced them onto his feet.

"You see," he said, "involvement is life." He flexed the toes of the slippers and stretched them out at leg's length to look at them.

"Happenings allow individuals to create experience. There is no reality separate from experience."

Here, he stood again, and bowing to a photograph of a crowd of people, he picked up the sword.

He thrust two or three times at an already-shredded lampshade, and then ran the journalist through.

He sat down again to watch the blood drip on the fallen orange crayon.

"It's surprising how many people aren't living," he said.



Letter for a lover

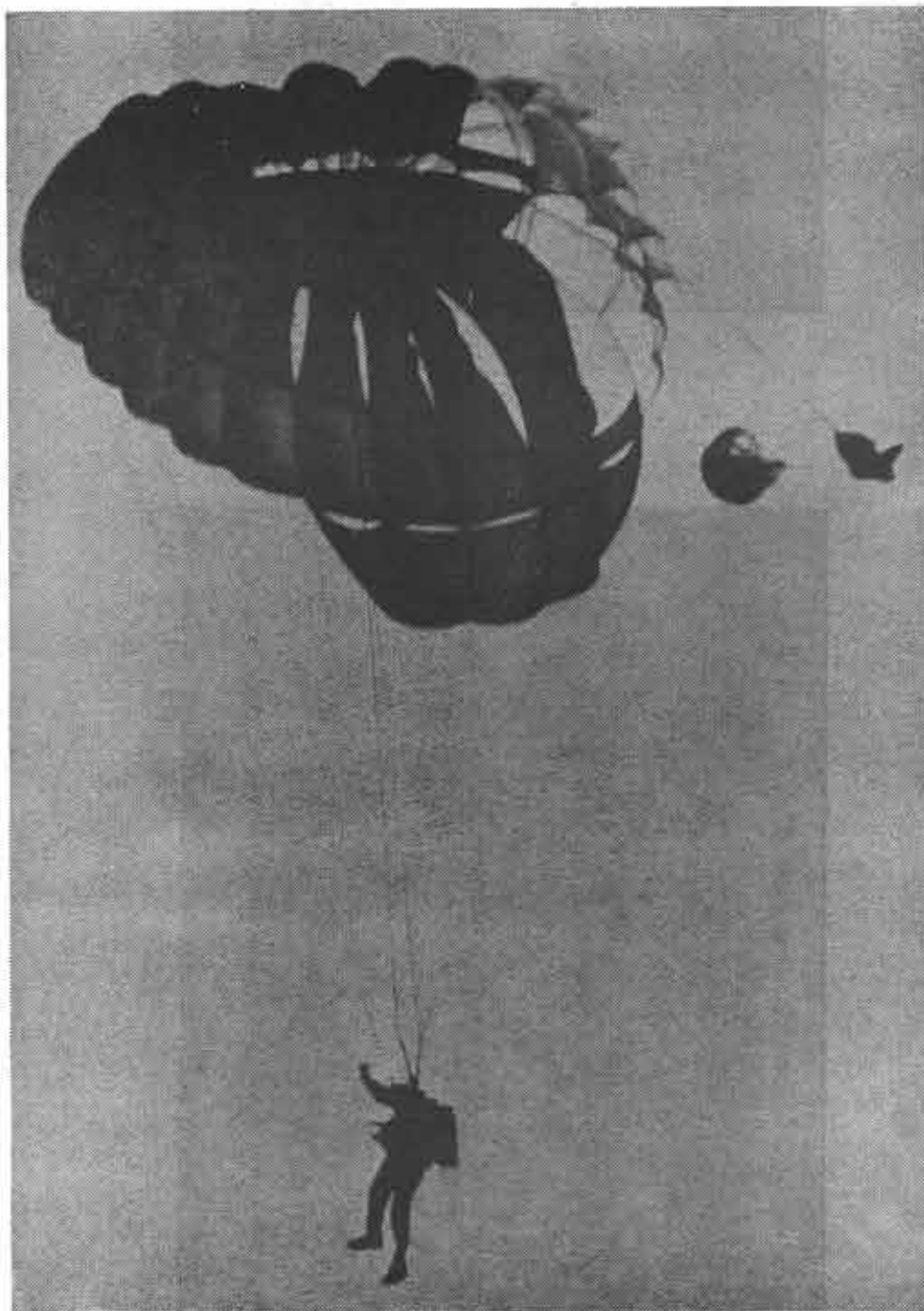
Drowsy sky hears a strange regret,
Dear, here by the scrawled sea wall.
I cannot sigh one other breath, as yet,
Nor get one honeyed tear to fall,
And my grief, which used to stir me,
Sighs, tears, quotes, and letters I have sent,
Have left me laughing, sadly free,
More than the bargain made was meant
If your grief gift of love was partial,
Subject to frost, ruin and recall,

Dear, I shall not change at all.

If silk and summer love is all
Gone from us; exile final then,
Touch a young elmgreen tree, for shall
New self-love created be. Pity then—
Your cinnamon eyes may ache tears—
A dark man, my new love, holds me.
This laugh love will learn new fears.
(Green earth and star husks have told me).
He'll be my darling spark, a tall
Fire for my phoenix love, and fall.

Tips of my fingers cannot admit
Love leaps with a tiger-voiced roar.
If these days you offer your heart
Often, then you never gave it.
Zodiac riddles—though heart depart
It stays home, a larking counterfeit.
For dear, what more cloud comical
Than changing hearts. Joining ours would
Make one again, and ours All.

Oiga Cwiek



Pain

What can one expect of pain
Which throbs and thrashes out?
Which stabs and stencils on the brain
Erasing reason out.

And what of numbness, dizziness,
Of falling through the earth?
As if by fate's unkindly hand
This is a bastard birth.

The tempered tears, the tempted twitch,
The torture and the strain:
All these are just beginnings of
The agony of pain.

Keith Knights



I can't accept . . .

I can't accept the mystery of your voice,
So smooth, so sure.

I can't delve to the depths of your dark eyes
So full of wonder.

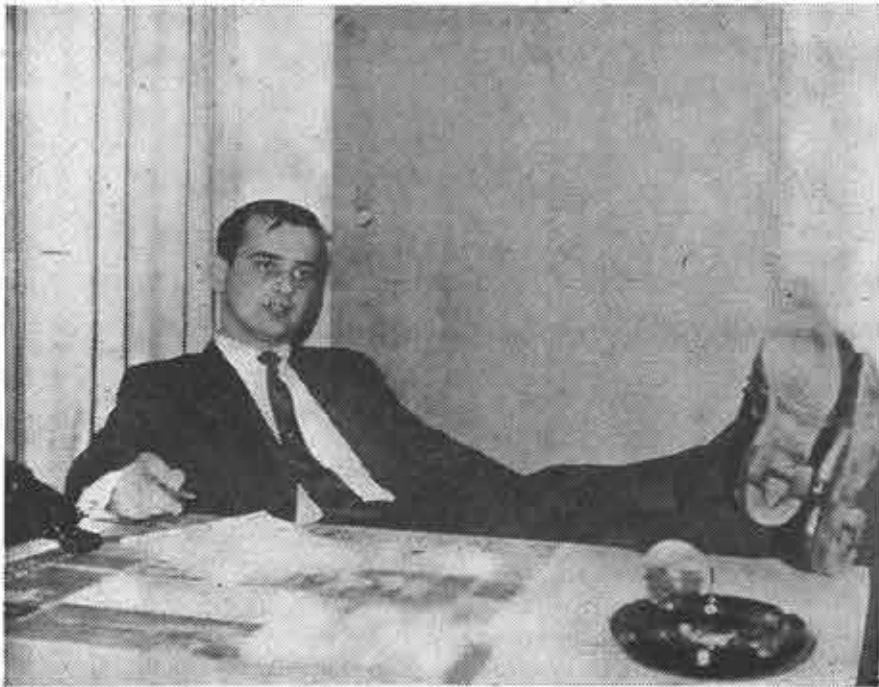
I can't reach out and touch your loving hands,
For every moment love is out of sight;
Complex, as love is always into view.
For every reason cancels out a cause
And love is questioned, answered and returns
To witness mundane thoughts and sweet repose.
Do I love you because you are all to me?
Or are you all to me because I love you?

Karen Nethercott

Summer miracle

Green are the summer days
 But not for long;
 The summer sun scorches
 The greenness all gone,
 Moisture is sapped
 By each nodule and bud;
 The chlorophyll cells
 Collapse with a thud.
 The veinules so tiny
 So intricate, unseen
 Dry and are broken, when
 The wind blows it seems.
 The clouds in the sky
 Are disfigured in face,
 Turning black with shame
 Of the dying disgrace.
 And then by the moonlight
 The wonder appears—
 The raindrops start falling;
 All nature is cheered
 To breathe, and so deeply
 Each root feels the sigh;
 And the morning sun wakens
 Plants saved by the sky.

Meg Van Alstine



Eros

our bodies writhe
 in pleasurable passion;
 our mouths taste
 the salty moans, in tension.
 our inflamed eyes
 caress the sensual
 togetherness we call love
 in abandonment, so mutual.
 my emptying soul
 releases an emotional cry:
 love, i love you so—
 but gone were you, in a sigh.
 and you, so lovely, laugh
 at my childish tempest;
 my martyred flesh ashamed
 withers, from the cold venus.
 my proud heart dies
 this day with her,
 the shrouded emotions mute
 to pay fully, love's disaster.

Garry Engkent

The Gift

I kneel and hold before you
A black moth.
And as you take it,
It trembles,
Caught in the pulse
Of communion.
We baptize it
With our breath.

It is all I have. A moth.

In the darkness
It flutters against your flesh,
Leaving its dust
Within your hands,
Beating its body
Like a hymn, rising
To the tempo
Of the white arpeggios
Strung in your dark hair
Like reluctant ribbons
In the throat of God.
Its wings wreath your eyes
With wind.
Finally tamed, it dies.
And lies like a remnant priest
In the jungle of your palm.

You go and put it with flowers,
And your face is dark as the flowers,
And you lean over me
As flowers lean
Over lost rivers.

Do you forgive me?

It was all I had. A moth.

I tremble. Where are you?
Darkness thunders.
Yours is the ear of night.
Yesterday I took a moon
Out of millions
And set it in your ear
Like a raindrop.
The lightning in your hair
Catches sight
Of flickering fish
Leaping from the folds
Of my fingers.
Fill your hands with my words,
Yet let them leave traces
Of terror
Like the moth's wings.

Olga Cwiek





Self destruction

The universe is all bliss;
 If only that we could kiss
 For then all the world would be glee
 And distrust would cease to be.

All men are equal, no man is an unequal;
 To that treat him the same
 And no multi-coloured race will suffer the sequel -
 Integration will be fare from lame.

To take life no man has a right -
 Then relinquish weapons and stop strife;
 Walk away and revenge will be out of sight;
 That is the only way to prolong peace of life.

Attain the spirit of things -
 Things are rather callous and cold;
 The spirit is you, something to hold -
 As the summer's morning dew it all about you sings.

To kiss universal bliss requires the former and sacrifice;
 To this most men have a vice -
 This is not a declaration of a man,
 But the declaration of the man.

Graham N. Hinton.

Declaration of man

That fresh spent air
 More appreciative than
 All the living alive.

Each person is an unkempt cur
 As the id says do not deter
 Thy life for what is betwixt.

But the ego;
 What about the self -
 Is it far fixed?

Tears, anguish, sorrows,
 Back to the distressing way
 For mine is an end to day.

Ah, to fade away,
 Become the dark design
 In the midst of things!

Should it be the neck?
 If neck I am hung;
 Life from me will be wrung.

Maybe the wrist?
 One swift, sliding cut -
 Distress will have pissed.

Tablets, pills, liquor . . .
 That should do it -
 Remove me from this ungamedly grit.

Sleep my child, sleep;
 Do not weep,
 But no sleep.

The stairway . . . down, down,
 One headlong plunge
 Will snap the pain.

Where is the courage?
 You have none;
 You should have done.

How clumsy to only slide
 The stairs on side
 And now lie in a death tide.

No movement, no warmth,
 Am I dead?
 Is it the end?

'Tis just cold's icy shroud;
 The veins are draining
 All heat into pallid blue.

Lamp, fading, puttied into nothingness
 The end all around wings
 Near the cart-drawn death journey.

Wheels squeak and groan,
 Wood-slatted sides creak
 Above skin-ridden floor boards.

Suddenly you are found!
 Shuffling feet, voices, sirens;
 Now you lie unwound.

All has sonambulated into futility;
 Dying is brought back into living;
 The you is brought home from sea.

You were alone,
 You are still alone -
 Therein lies the key.

There is only one person
 Who can render help.
 And that is thyself.

You are given a second chance
 To live, to endure,
 Not end all with mischance.

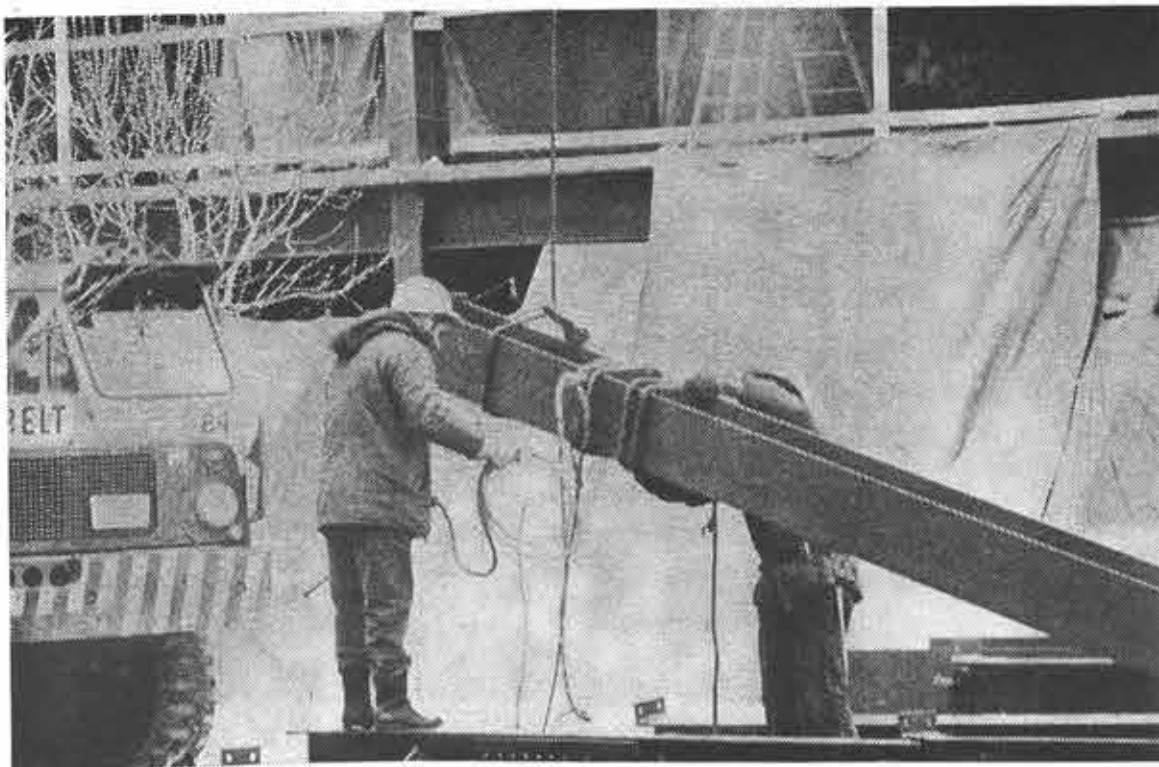
If people don't accept you
 In spite of what you are
 Then the hell with them.

Look them in the eye,
 Call them bastards,
 And you will not needlessly die.

Know thyself, be happy within thyself
 And you shall attain peace of mind
 Within the yoke of life's hellish shell.

Tomorrow is another day,
 Time for reconstruction,
 Not self-destruction.

Graham N. Hinton



Propaganda

The dysentery of lies
The swollen womb of fear;
Mirrored in the haggard face
Of life and love and tear.

The chastity of truth
Virginity of thought,
Trodden under calloused feet
Of people whom they sought.

Disembowelled nations
Now share the fruits of wrath:
The agonizing toil of lies
Along their chosen path.

Meg Van Alstine



Lang Vei and Distress

There were two jets,
Two dark-coloured, delta-wing jets.
There was a series of explosions,
They were firing cannon.

The village was now an inferno of flames,
Bodies slowly melted into ashen debris
As the rank smell of burned human flesh
Hung over Lang Vei.

Fleshy bits of guttish slime slid sluggishly,
Meandered their way through black-brackened hut wood,
And sizzled together with the warm trickle of blood.
Here was once life; if again it could only be.

The planes were presumed allied — either U.S. or South Vietnamese.
A marine officer said a fifty dollar gratuity
Would be paid for each dead villager
And a military spokesman called it an accidental bombing.

There was little, but much is no more.
"Now I have
No chickens, no rice, no home,
And no sons!"

Graham N. Hinton

Just one look . . .

just one look at you
and i see the woman
caught in girlish charms
kewpie dolls, instant cinderellas
instant joys,
equally in laughter and in thought.

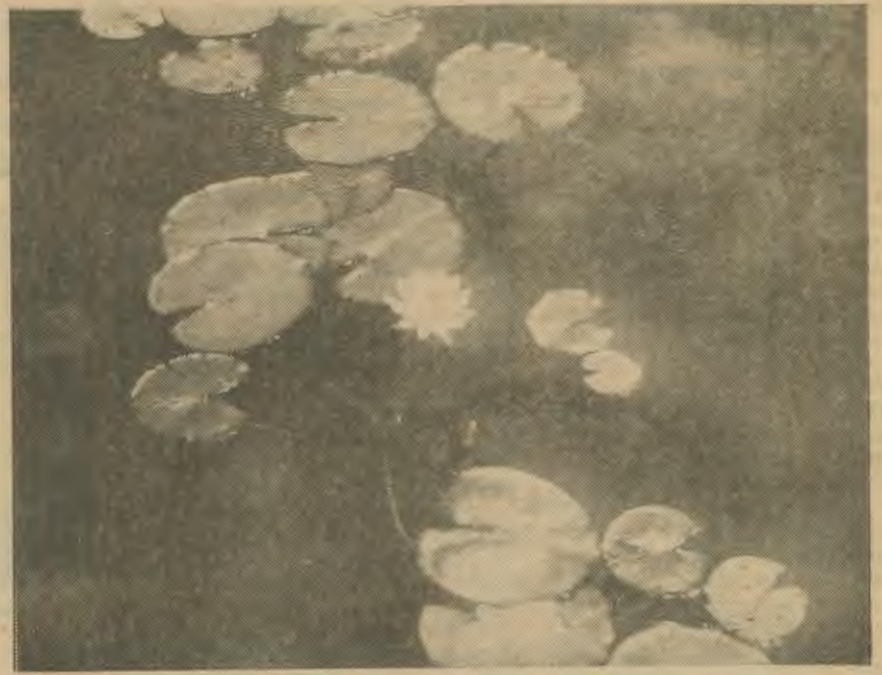
rare is that quality; rarer still
is that you are, above
everything else, yourself.
heaven knows, you are alive, and
life is for the better!

Garry Engkent





Bridge of Friendship by Bill Smith.



E CORD O CONTEST

— Edward English by Jim Wilson



CUS Views Sir George

CUS secretariat

The following is an evaluation of the SGWU occupation, the implications to be drawn from the administration's actions, and of the affairs effect on future action (particularly in the area of a student-worker alliance).

An adequate response to the general charges laid against the student movement following Sir George depends on an awareness of a number of aspects of that particular action:

(1) It did not run a similar course to other student occupations. The leadership was not the militant left on the campus, strategically escalating demands, relating the issues to the power structures of the university, and attempting to raise the general level of consciousness on the campus. The occupation was a tactic in a long struggle to raise the issue of racism before the university community and have it justly dealt with.

(2) The basic issue of racism (institutional rather than personal) was never really explored either within the university community or in the external media. Rather, it was overshadowed within by the question of committee structure and without by the question of student power.

(3a) The administration was, at first, slow to deal with the charges of racism (see enclosed chronology) and once it proceeded, rigid in its concept of the hearing process. It was unable to deal with the black students, seldom talked to them, and made negotiations impossible. (b) In the final days, the occupiers thought their demands had been accepted (the demands were only for a re-structured committee acceptable to all parties to replace one set by the administration—hardly unreasonable or militant) but then discovered that the administration had in fact not agreed and the struggle would have to continue. The committee, it turned out, would proceed along administration lines. This was discovered the night before the destruction of the computers. (c) The actual morning of the eruption, two professors claim to have requested permission from police to enter the computer centre and negotiate a peaceful withdrawal. They were told this might be permitted but depended upon the manner by which the administration wished to lay charges. After consultation, they were informed that the nature of the proposed charges would force the arrest of the students in the computer centre if they refused to leave upon command. (d) The administration knew sending in the police would risk destruction of the computers. (e) During the occupation, the committee established by the administration—not recognized by the black students, nor attended by them—completed its hearings and was preparing to report.

(4) The ensuing public hysteria and demands for retribution included the following: The SGWU student council, meeting in a closed building, withdrew from UGEQ and fired the editor of *The Georgian* immediately after the blow-up. Letters to the newspapers (even in Toronto) were harsher than those about the bomb planted in the Montreal Stock Exchange. Bail for the accused soared far above that set for those arrested in last year's St. Jean Baptiste Parade where policemen were injured and charges were far more severe.

Response:

There are two essential factors: (1) the implications to be drawn from the administrations' actions and (2) the manner in which repression of the left has historically functioned.

In the first case, it is clear that administrators are increasingly willing to use police to smash occupations. It is no longer a game. It is no accident that Sir George happened not long after the SFU arrests and, immediately afterwards, McGill fired Stan Gray (a Marxist lecturer).

"Staying until our demands are

met" may no longer be the best tactic in these circumstances. It could play into the hands of those who want to put radicals behind bars.

Secondly, we also must be aware that repression doesn't go away if you clam up, it prospers.

Specifically, some of the issues that can be raised with relation to Sir George are:

(1) The basic issue of racism underlying the dispute including: (a) the administration's inability to deal with charges of racism and its reaction to blacks, (b) relation of racism to the student movement, (c) differences between administrative reaction to white radicals and black radicals, (d) public reaction—"deport the blacks," (e) similarities to the U.S. (see enclosed editorial).

(2) The perception of property damage as reprehensible damage. Here the comparison of bails set for computer destruction and injury to persons (in the St. Jean Baptiste incident) is in order. Another interesting manifestation is the enormous stress laid on the financial losses from destroyed computer. The hysteria accompanying the computer destruction is, in itself, an interesting topic for public discussion—castrating a symbol?

(3) The administrative reaction. Here discussion can concentrate on the inevitable consequences (e.g. SGWU) of the structures and goals of the university. This can be related to the liberal argument that the left brings on fascism (Claude Bissell: "behind Clark Kerr lies not the millennium but Ronald Reagan"). It is the lack of critical attention to the causes of violence and disorder which permits repression to be used as a solution and from that a steady development into fascism. Perhaps Bissell's argument could be restated to "within Clark Kerr lies Ronald Reagan." (This thesis sharpens the need for public discussion of violence in order to stop repressive reaction support).

(4) The plans of the left for the university, i.e. not physically destroy it. Computers are not to be destroyed—we must take them over and use them properly to help the Canadian people.

(5) Repetition of Sir George—like actions. These will confirm the public image of "students on the rampage, the same public we want on our side."

(6) The bail question. Students must provide financial assistance wherever possible all the while explaining the arbitrary and often repressive nature of the Canadian bail system.

Labour:

As the Finn article demonstrates, Sir George has provided additional ammunition to our traditional enemies and upset those with whom we wish to ally. The Finn article is disturbing. He is one of the better men in the trade union movement and yet hurls at us most of the charges made by the commercial press. It is upsetting that he should attack publicly a group which potentially can ally with his own group against a common enemy, and that fails to understand the student left. The left is not composed of hippies ("long hair, unconventional attire, sexual promiscuity and drug addiction"), it is not without common interests with workers (who is being trained to supply technical labour power?), nor does it have a "predilection with violence."

However, it is clear that the labour movement can only see what the commercial press shows it and that it is our job to break down the myths the press propagates. While it is true that there are some bases to the views expressed in this and other anti-student articles, it is our job to end them. We must articulate the similarities of our groups: (relation to the productive process, economic role of the university, relation of the university to the working class, history of the repression of the labour movement, violence in the labour movement etc.).

CAMPUS SOUND-OFF

Shane Belknap
Dorri Murdoch

Do you consider the university student a relevant critic of society?



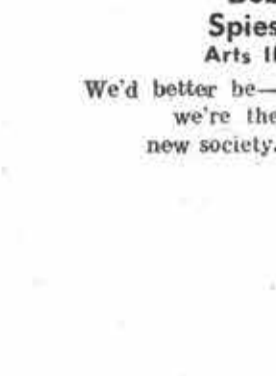
Ray Metcalfe
Eng. II

No. He hasn't been a part of society long enough to be realistic, to know what life is all about.



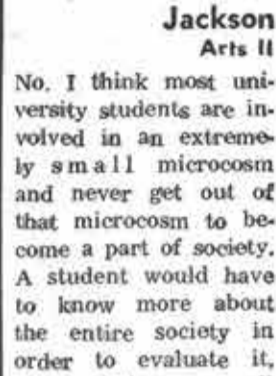
Delores Buka
Arts I

A university student knows what is going on; he's right in there. University students make up a large part of society and so they should have their say in it.



Bob Spies
Arts II

We'd better be—we're the new society.



Peter Jackson
Arts II

No, I think most university students are involved in an extremely small microcosm and never get out of that microcosm to become a part of society. A student would have to know more about the entire society in order to evaluate it, not just his own small part of it.



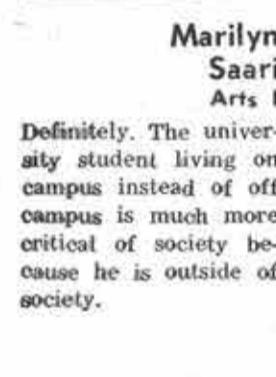
Gary Warren
Arts III

It doesn't matter because he's not a part of society. If he was, then you could ask that question.



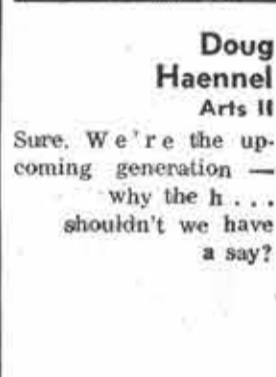
Ruth Horman
Arts II

No, he's not really a part of it yet. He's looking on from the outside.



Marilyn Saari
Arts I

Definitely. The university student living on campus instead of off campus is much more critical of society because he is outside of society.



Doug Haennel
Arts II

Sure. We're the upcoming generation — why the h... shouldn't we have a say?

Designed For The Student Who Wants To SAVE MONEY

And at the same time

Enjoy TOP QUALITY FOOD

TRY OUR DELICIOUS

| | | | |
|----------------|-----|-----------------|-----|
| Hamburgers | 20c | French Fries | 20c |
| Cheeseburgers | 25c | Chicken Dinners | 99c |
| Barney Burgers | 45c | | |

● fast service ● ample parking ● indoor seating

RED BARN

King Street (Across from the Campus)

The capitalist society and the modern university

by Helmut Fischer

Some years ago, when your fathers were young, the words "capitalism" and "university" were never found in the same sentence. Part of the reason for this is that during the war years and postwar years, one spoke more of "democracy" than about capitalism (some still do that) and part of it was that the handful that attended university at that time knew very well of the fruits that would accrue to them upon graduation and therefore they never referred to our enlightened economic system as "capitalism"—a word which had half a century or so before attained a pejorative connotation. Another reason, of course, was that one tended to think of universities as centres for the **disinterested pursuit of truth**. (Some still do). Capitalism on the other hand was an **interested** endeavour by a few to gain wealth; it involved a small exploiting class versus a large exploited class. The university was the enclave of culture and knowledge and was concerned with purely theoretical matters while capitalism was a practical if predatory institution. The two "enterprises" seemed to be antithetical. No one would think of any connection between them. No one, that is except capitalists. They saw the connection probably much earlier than any academic saw it. Competition and inter capitalist rivalry brought about the need for the individual capitalist to exploit "brain-power" as much as he exploited labor, to keep ahead and abreast of his competition.

No one today, I believe, seriously doubts the cheek to jowl relationship between capitalism and the university in North America. We can speculate what would happen if we suddenly closed all our schools of engineering and all our schools of business and economics. In any country with an expanding industrial economy, technological and practical needs must be met. Initially in Europe the theoretical disciplines were the monopoly of the universities whereas the practical disciplines especially those useful to industry were handled by special technical institutions. For reasons of convenience the marriage of these two types of higher learning institutes came about until we have the relatively modern amalgamated university with faculties of engineering, business and economics along with those of the humanities and social and physical sciences.

Industrial capitalism finds it very convenient to have its skilled labor trained in an institute which professes to foster the **disinterested pursuit of truth**. Part of this labor is trained at the cost of the taxpayer, part by the trainee himself and only a part by the capitalist himself—in the form of an endowment. For this contribution to the futherance of the 'disinterested pursuit of truth' he is given a seat on the Board of Governors and, or the Senate. It is to be hoped that in this position he will exercise no power since he is not a man concerned with abstract knowledge and value but rather a man of practical ambitions. University history however has shown this to be a naive or short-lived hope. It is vain to hope that they are

mollified by the prestigious position alone. They **do** wield power. And the guiding maxim is not **Veritas Omnia Vincit** (truth conquers all) but **radex bonorum pecunia est**—or, **monetary returns are the foundation of a happy society**. Many capitalists will bequeath money to an institution in their will in the form of charitable scholarships that bear their names; others will have a building named after them and still luckier ones will have a whole university named after them. Thus a mortal man using his wits and other men immortalizes himself. One will never see a brass plaque on a building bearing the names of those who helped him make a fortune—it could be your father, or mine. It would be ironical to see a brass plaque on a university building paying tribute to a worker because the rumour around this university is that Canada has no working class. We are all born into the bourgeoisie and the petty bourgeoisie. That should bolster many egos. The reason, however, that for many students in this university there is no working class, is merely that they don't want to recognize the existence of one. It would be a dreadful thing to realize that we are not a universal middle-class society — that there is an exploited class in this society. Many also reject the concept of a working class because it is the class they came out of and they **do not want** to return to it. That should be proof enough to dispel the common myth that if there is a working class, then they are not conscious of it and moreover, that they are happy with their lot. Ladies and gentlemen, for those of you that are not of the working class, I have it on good authority that this class does in fact exist, is conscious of itself (if not conscious of the need to become militant) and furthermore is **not** ecstatic with its lot. If we were all of middleclass extraction, then the majority of us would not be left behind after high school graduation. Only about 10% of high school graduates are able to go to university. Where do the rest go? Who are the 10% who go on? You can bet that the preponderance of that 10% is not the working class.

The university has traditionally been regarded by the working class with a mixed feeling of awe, suspicion and contempt. University education they hear, is a privilege. That is so because university education is first and foremost for the "privileged." The child of a large working class family just does not go to university because of the financial burden it would put on his parents. If there are means available to make this education a possibility for him, he is usually ignorant of them. The working class—in short—shares the illusion that a university education is for those who can afford it. The reason that this is not **entirely** an illusion, is that no one goes out of their way to dispel this illusion. No one dares to say, 'All right, if university is all about the disinterested searching for truth—why must it be restricted to those who can pay for it?' If the reasons are monetary, then you have proof of class interest in the edu-

cation racket. You should actually ask the following however: 'If our rapidly expanding industrial society needs skilled and trained personnel from the universities and if—as it is beginning to be the case—the universities admit to their role of supplying the industrial complex with their personnel and technical knowledge, then why not abolish tuition and living fees for the students, so that more will be able to contribute to the growth of the nation? This would in effect open the doors to students with working class parents. The immediate effect would not be so much a shortage on the labour market as a heightening of the consciousness of the working class. This is what the bourgeoisie fears as well as the fact that their enterprises would then be taxed for education, as the worker's pay had been previously. As we all know, there is a surplus on the labour market anyway, which manifests itself by way of unemployment. Any 'gap' left by the working class who wished to continue their education would be easily filled by this segment of our population. If this is not enough, there are plenty more people available down south. This of course would mean that we would have to take a large proportion of blacks from the ghettos because they have neither education nor jobs in the States.

If ever there was an oppressed working mass it was and is the Afro-American in the United States. The colour of the blacks merely gave a justification to the white capitalist to employ the black man as a slave. The profit motive was a primary motive in the use of slave labour and questions of colour were merely a useful corollary to this motive. The "negro problem" then, in the United States is truly a white problem, more specifically the problem of white capitalists, who like our own capitalists, are plagued by a surplus on the labour market. The myth of the difference between blacks and whites is perpetrated by them to be assimilated into American institutions and internalized by its people. The shortage of jobs for a worker in capricious capitalist society is **real**, therefore, the problem of **race** are seen by the unerudite whites also to be **real**.

What do I mean by the assimilation in our institutions, and the internalization of the myth about the black inferiority? Take the example of Malcolm X, who upon nearing high school graduation in a predominantly white school in Chicago (not far from here) was asked by his History teacher, what he planned to do after graduation. Malcolm answered that he thought he would study to be a lawyer. The teacher replied — not unkindly — that Malcolm had better get realistic, because he was a nigger, and niggers don't become lawyers. Now Malcolm was of above average intelligence with top grades in his class. This attitude in that white teacher, and that of the school, is the type of assimilation and internationalization of a myth that I am talking about. This does not only happen to blacks, it also happens to working class children and it does not have to happen in such a blatantly open

way. The teachers in our educational system are kindly and merely reflect an attitude bred in a capitalist society; they work in unconscious ways to eliminate the wheat from the chaff according to traditional criteria, which are stacked against the disinherited, the ethnically outcast and the working class.

It goes without saying, that with financial and political control over the universities, the bourgeoisie also controls the ideology of the university. This ideology can only be one which justifies their actions to the world and which allows them to continue to operate according to their own whims. These whims are then translated as actions for the "public good."

With these general remarks behind us, we can now safely assume that any critique of the university must of necessity involve also a hard look at our capitalist society and the relation between private interests and the university. Any proposals for the **renaissance** or transformation of the university cannot be conceived in a vacuum. It is denied as a matter of course in our universities, that Marx's material conception of history is wrong — i.e. that the economic infrastructure determines the superstructure encompassing politics, culture, religion, philosophy etc. And yet is it an accident that criticism of U.S. Vietnam policy is relatively "tabu" in our universities? Even liberal professors fear to speak out lest they identify themselves with the aspirations of the communists. Is it pure coincidence that we do not criticize, or is it the fact that we are up to our elbows in money, which comes our way through manufacturing arms and chemicals to be deployed in Vietnam? Is that not economics affecting the whole of our superstructure ranging from politics through ideology to public opinion and even "informed opinion" at the universities? Let's not criticize because we are ensured fat returns for many years to come. Even if the war is won some day, we will have a guaranteed market right there in building up a little country which we helped to destroy. You know it and I know it — that is the word on the Vietnam war. The government supports it. We have an M.P. on campus who testified to this, and shares an extreme sympathy for South Vietnam's puppet-dictatorship. There are many examples. Canada's interest in the O.A.S. is primarily motivated by the prospects of Latin America markets. Her empathy and interest for the people living there is nil. This is evidenced by the fact that every time there is a revolt of peasants, miners or students, Canada's attitude is one of disapproval — a clear indication also of a lack of knowledge of the social conditions in the various Latin American states.

There is simply no end to the meddling of political and in turn, private concerns in the affairs and intellectual endeavours of a university. There seems to be little likelihood of the university becoming truly independent until private economic interest and the pursuit for knowledge are divorced. The pure pursuit of know-

ledge does not mean that we will become callous to the needs of our society — on the contrary, we will probably better serve it after the fog of obfuscation left well-meaning by and large; they by private business interests do on campuses with regard to the students "responsibilities" and "duties to society" and his "country" are quite nauseating. The only responsibility you have is to serve them well so that they may prosper.

What can the student who is generally aware of the aforementioned contradictions do? Should he, as some suggest, wait until he graduates and then become an apostle of change? Many suggest that our woes are outside of the universities; some would even concede that capitalism is the chief culprit behind the present educational shambles. We should be concerned, they say, with changing the society first before we tackle the university. That is a nice thought, except that it is hard to conceive how we can spare the university until the last, when it is **itself** intricately enmeshed within the fabric of our capitalist society. Any criticism of capitalism is a criticism of the bulwark of institutions which it has thrown up. A criticism of the discriminatory practices in education includes a criticism of the university. What better place to begin criticism and transformation than **in loco**—i.e. in the university itself. How is the graduate to know what to transform in society if he is not made aware of it at university — and under the present structure he is **not** made adequately aware of the changes needed in our society from bottom to top — i.e. a revolution is not brought about by apostles — by someone who has studied under bourgeois professors for three or four years and then goes out to change the world by lending his mental prowess and youthful idealism to — say — the task of organizing factory workers into a union. This is a mechanistic notion of revolution which has in experience been shown to be useless and futile. It is rather the task of students to organize students, and to work within the environment they know best — just as the most conscious elements in the working class organize workers within their environment.

The student must therefore begin as soon as he awakens from the liberal dream of the university—as universally accessible and universally beneficial — to criticize openly the nature of the university and to educate the bulk of the student body in a programme designed to transcend the present materialistically oriented philosophy of our class society.

We must make students aware of the presently predominantly middle-class composition of the universities and that the working class has so internalized the myth about the "privilege" of education that he does not even aspire to it. We must make them aware that capitalism creates so-called "financial-need" for the majority of eligible students by making university education a commodity with a price above

(Continued on page 18)

The capitalist society and the modern university

(Continued from page 17)

the head of the average worker. This tactic is effective in cutting down on the universality of enlightenment. It also keeps away the "cruder" elements in our society who apparently lack the giftedness and moral development that we have. "Fortunately", the elimination process takes place already in primary and high school, consciously or unconsciously facilitated by the teachers. This we have a very definite institutional class consciousness as well as institutional racism. Both these factors are evidenced by the fact that there is a quota on the number of people an institution can enroll, as well as a quota on the subject matter which one may choose from in terms of courses. The poor, the socially delinquent,

the ethnically different—the Afro-American, the Indian—are usually syphoned out of the system well before university. They must go out into the working world, or they are put into "Indian" schools or trade schools before they are spewed out onto the labour market. Despite our riches and our resources, the second highest standard of living, we are still not able to accommodate the working masses in our universities. Compare this to Japan, which somehow makes do with its finances for an overwhelming majority of students. But North American universities are a special case, because they are predominantly white and middle-class. When the emphasis shifts from this all-pervasive aspect to more universally accessible and pertinent education, then we will bring the worker's

son, the Negro and the Indian to university. The only time that the working class, the Negro, and the Indian are mentioned in this country—and here we appeal to their pride, by heaping upon them honours and praise—is during times of economic crisis or war—when production is lagging and when bodies are needed as pincushions for bayonets, when cannon fodder is required and when more muscular grist is needed in the mills and factories.

It is up to the student to make these things known to other students. It would help if the faculty aided in this endeavour. Unfortunately, most of them rest too comfortably in a security and comfort which they could not risk disturbing. The few who do speak out against the domineering class in university

as well as the exploiting class in capitalist society, are soon muffled and silenced. Sometimes this type of action is deliberate—where the threat to their positions and esteem is immanent—and sometimes it is more unconscious and almost a reflex action. A "politicized" professor with the wrong affiliations may be considered merely a nuisance and therefore let go as a matter of policy or even according to an unwritten law.

This is a sad testimony to academic freedom in view of the fact that this is the era of "complete participation" on "all committee structures and levels" for students. There are some bodies that students are blatantly absent on—for example, the committee on tenure and promotion—which is of greatest importance to students rather than to faculty and administration.

Three times in the past couple of years, we have had faculty relieved of their posts against their will and against the will of the students in their classes. If these students have no say in who is to be their teacher and advisor—where is academic freedom? But we should have learned by now that inveighing against capitalism and its glorifiers and upholders cannot be tolerated. Such criticism is not "professional"; it is "unacademic" and it is not consonant with the principle of harmony between students and administration. Each year the existing student council makes a laudatory statement on the warm relations and superb rapport it enjoyed with the administration. On the surface all is happiness and love. Lutheran's maxim in fact should be *Amor omnia vincit*—not the other one *Veritas omnia vincit*. Everytime someone mentions it, I can hear Luther turning in his grave.

Blue Moon
HOTEL
Petersburg



"Home of the Pitcher"
Licensed Under the
Liquor Licence Act

Beware of students bearing off gifts

by Helmuth Fischer

The love-pact between the former Students' Council and the administration was sealed with a huge monetary kiss. Both parties are happy. Both have what they want: the administration some hard cash easily come by and ex-council the fame and glory as frugal, efficient administrators who steered the gunboat of student government thru some stormy weather, sailing into port in February, its hold bulging with 10,000 surplus Dollars.

They boast an impressive record of achievements, chief among which should be their simultaneous appeasement of students and administration—truly a remarkable feat. Alas, the council's new purser, however, finds himself with an almost empty coffer which will circumscribe the captain of the gunboat on this year's run.

Like the conquistadores, ex-council ruled a subdued and trusting mass who paid heavily for the

benefits of palefaced administration. Like the council, the conquistadores promised to ameliorate the conditions of the natives and about one quarter of these believed and trusted them. They all "gave" their wrought gold and silver and waited for the white gods with their enlightened business methods to use it for the "public good" of the Indian. Too late did the Indian realize his deception. Cortez sent his groaning galleys back to the administration in Spain where it did the natives a fat lot of good. Occasionally too, he sent the imperial court a "representative" from the Indian masses. Ferdinand and Isabella were very curious to see this savage and stupid people who didn't know how to properly cherish gold and silver, the precious base of the white man's monetary system. And—oh—how amused they were by these sullen "representatives," these savages who wanted to rule themselves—what perfectly lovely clowns, these newly acquired subjects. And—oh—how

sad it was whenever the news arrived that another *encomendero* had been burned alive by this heathen race—why?—only because they had chosen to help these ignorant wretches and properly govern their affairs. But despite his tears the king and his imperial administration were still happy to enlighten these natives and sometimes even happy to be amused by one of their "representatives," but most of all they were happy just to fleece them.

And that's just what happened to you, fellow student! Ten thousand sound dollars whisked away from under your noses into the administration's coffers. What could have precipitated this display of bonhomie, this mollycoddle magnanimity on the part of ex-council—could they have been high? Ah, but no,—we forget—we forgot who they are; they are the proverbial missing link. They are the link in the midriff of the chain of hierarchical relations with its control centre right in the administrative cubicles. They get their orders from the top and they know how to get ahead: by cooing and cuddling up close to the brass and vociferously denouncing irrational radical tendencies in the student body. "Rationality" is the monopoly of this fine group, of course. You'd better believe that the ten thousand dollar kiss was "rational,"—it was calculated!

Foikas fools WLU



Foikas, Vancouver's town fool, may have bilked the Canada Council out of 3,000 dollars, but students here got their money's worth. His off-beat outlook and humor delighted all who listened or watched.

La Vogue

Ladies' & Sports Wear

10% STUDENT
DISCOUNT

- * two full floors of the latest fashions
- * the store where you can find nationally advertised items
- * catering to the University and business girl

IT'S SMART TO
SHOP

La Vogue

745-9761

in the heart of downtown
Kitchener

131 King St. W.

THANKS

to all you good people
from the staff at the

BOOKSTORE and CAMPUS SHOP

ANNOUNCING USED BOOK BUY-BACK BY BOOKSTORE

April 21 - May 2, from 12:30 to 3 p.m. daily; plus the first three weeks after the opening of the fall term (Sept. 20 to Oct. 3) Books on course next year will be bought back at 1/2 retail.

Other books can be sold at Follett's used book prices according to their catalogue. The provision of new facilities for the bookstore this coming fall will make this major added service possible. Books must be in re-saleable condition. Paper backs will not be accepted with the exception of a few more expensive ones. At The WLU Bookstore.

HOUSECLEANING SALE AT BOOKSTORE

This will continue till the end of the examinations. Bargains of from 50 to 75 per cent off. Also — actually giving books away.

Tenure: the rotten root of education

by Robert A. Rutland

reprinted from the Gateway

Robert A. Rutland is a tenured professor at The University of California at Los Angeles (UCLA) and is currently on one year sabbatical.

At the risk of committing academic suicide, let me say that if any root of education is more rotten than the tenure system, almost two decades have not exposed me to it.

The tenure system, whereby a professor receives an impregnable position on the campus, was conceived as the ultimate expression of academic freedom, to guarantee the professor his right to pronounce truth as he saw it. That root goes deep, back to the medieval university system when churchmen-professors took a narrow focus of truth but insisted on their right to pursue it.

Freedom its basis

The tenure system operates differently at various educational institutions, but the avowed goal of academic freedom is always its basis. In most cases at the secondary school and college-university level it is conferred for longevity (roughly three to seven years, depending on the ebb and flow of difficulty in obtaining staff), presumably linked with an expanding ability to teach, i.e., to communicate knowledge to students.

In colleges and universities, instructors and assistant professors ordinarily have academic rank but no tenure (unless they manage to hang around for an extraordinarily long time). The old joke is that once tenure is conferred by one's colleagues, a man

is hired on a lifetime contract barring his involvement in a mass orgy at some local vice den. And by today's shifting moral standards even that concept may be changing.

From the insider's viewpoint, it is good to hear cries for reform, but distressing to see no follow-up in specific recommendations for a better system of higher education.

To be sure, there must be some way of improving an exchange of information between students and professors without following the anarchy of Columbia University's rebels. But beyond dramatic condemnation at the "publish-or-perish" system, which is periodically raised at most viable institutions, the student demonstrators have shown little concern over the inherent evils of professional tenure.

No follow-up

The failure to criticize the tenure system may stem from the layman's (and for that matter, the student's) unfamiliarity with the system. Since it is a protective coating designed to uphold academic freedom, tenure has an aura of sanctity. It is notable indeed to assure the integrity of the classroom as a marketplace for ideas, for courageous professors have to know they can be honest thinkers and still have a paycheck.

But tenure can also shield the lazy professor who begins his long glide into oblivion once he achieves tenure. Once his status is beyond question (no one will bug his lectures electronically, and letters of complaint almost never come from students), the frail professor can duck his duty and rarely be called to account.

His lecture notes may never be rewritten during the remainder of his lifetime. Who's to know?

A careful researcher enhances his value as a classroom teacher and brings new insights to old problems. The trick is to keep the professor working at such problems after he has achieved tenure.

The risk is that bulk rather than quality may be judged in reviewing a professor's research, usually his books or articles in scholarly journals. And the important question to ask now is whether the professor is provocative and challenging as a teacher, regardless of his ranking on the tenure ladder.

The truth is that professors who encourage the quality of thinking amongst their students do not need the tenure shield. They are constantly besieged with offers as well as from industry, simply because they are known for their achievements.

A sinecure

On the other hand, many tenure-rank professors find the shield a sinecure for life. Assured of an annual salary ranging from \$10,000 to \$25,000 for nine months of pleasant work for the rest of their academic life and generous retirement benefits, they cease reading and researching in their field and turn the hard work over to teaching assistants, graduate research aides and graders who can read and mark their sterile examinations.

Rather than provoke thinking, these tenure-addicted teachers constantly arrange for foreign travel during the summer vacations and for their sabbatical leaves.

For three months of each year

they substitute travel for achievement as they bounce around the globe, and their most productive thinking during six years is for the sabbatical proposal that will grant them a free seventh year to range abroad in search of the pangs of culture: foreign travel.

Generally speaking, all teachers were over worked and underpaid in the decade from 1945 to 1955, when there was a lag in salary increases and a heavy workload in education from kindergarten to medical school.

But that situation has been remedied on the university campuses, where an instructor in 1968 made the salary paid to a full professor in 1948, and teach less than his earlier counterpart.

The academic marketplace is crowded today with department chairmen with bulging budgets who can dangle a \$28,500 special chair in a candidate's face. It carries tenure, of course, and a teaching load of three or four courses (unless he is writing a book, in which case his course-load can be eased to two three-hour classes each week from October through June).

It's just great

So the tenured professor of 1968 has a privileged status that would be the envy of a captain of industry in the \$200,000 income bracket. The tenured professor has access to the greatest of libraries, discounted or free tickets to athletic events, concerts, lectures, and cut-rate offers on books, records, clothing and other items at the college campus stores.

In return, the conscientious professor keeps abreast of the discoveries in his field, does research and reports on his find-

ings, guides students into pathways of productive thinking, and shares his findings with colleagues and students. He does not need the tenure system for his halo.

The lazy and incompetent fraud, who by some means usually longevity or timidity from protective colleagues, has arrived at tenure status, can thumb his nose at students, administrators, and regents.

If he is threatened with a review, the fraudulent pro-American Assn. of University Professor's rules on dismissal, cry "wolf" to the local campus committee on tenure, and thus make the embarrassment of his own ineptitude become a cause celebre for campus liberals.

Rarely fired

Rarely does our society fire a person who is incompetent. He may be transferred or relegated to a useless job, but hardly ever fired.

The professor is only a spectacular recipient of this kind of modern protectionism — but he is placed where he can do a good deal of damage because of talents left unstimulated or disillusioned by his indifference to the professor's true role.

Until now we have paid a high price for academic freedom, and it has been worth it. But now the issues need to be separated.

Academic freedom does permit ideas to work in an atmosphere conducive to excellence and insight.

The tenure system, however, while masking as a partner of academic freedom has enabled dry rot to spread on dozens of campus departments across the land.

Sociologist author, Vance Packard, to lecture at WLU

One of the most perceptive social critics of our time, Vance Packard is the author of many phenomenal best-sellers that continue to provoke discussions in millions of homes and thousands of classrooms, both here and abroad. His platform appearances are always eagerly awaited in communities throughout the country, and on March 26 he comes to WLU to speak in the TA.

Vance Packard's new book "The Sexual Wilderness: The Contemporary Upheaval in Male-Female Relationships" is yet another instance of his incisive, meticulously researched investigations of trends in modern society that affect the individual. It is based on four years of study and personal interviews here and abroad.

Vance Packard is internationally recognized as one of the most important social documenters of our time, and everywhere his name has literally become a household word. The titles of his books have a way of catching on and becoming part of the language even where English isn't ordinarily spoken. This is because he is able, in an unforgettable phrase, to pinpoint an aspect of modern life that everyone instantly recognizes. That sense of recognition is frequently sudden and astounding, because as

a documenter of our way of life Vance Packard is by now without peer. He is always investigating tomorrow today.

And who is the man behind the legend? A native of Pennsylvania, with a master's degree from Columbia University's Graduate School of Journalism, Vance Packard also did graduate work in international economics at three universities. He holds Distinguished Alumni Awards from Columbia University and Penn State University.

Before becoming preoccupied with the social sciences, he spent five years as a newspaperman in Boston and New York. Many of his early articles appeared in Collier's, where he had a staff connection. For years he delivered weekly lectures at Columbia and New York University, in addition to a busy schedule of story-gathering, research projects and interviews in connection with his highly successful books.

Articles by Vance Packard have appeared in practically all the leading periodicals, including The Atlantic Monthly, Reader's Digest, Look, Ladies' Home Journal, The Saturday Evening Post, Harper's, and The New York Times Magazine.

It was in 1957 that his first book, "The Hidden Persuaders,"

appeared and quickly climbed to the No. 1 spot on the nation's best-seller lists. This study of motivational research techniques alerted the American public to the methods of "persuasion in depth" advertising.

It was followed, in 1959, by "The Status Seekers," which analyzed class stratification in the United States and, in 1960, by "The Waste Makers," which sounded a sharp warning on planned obsolescence and the waste-encouraging commercialism of American life. Both books became No. 1 on best-seller lists, and Vance Packard became the only author in recent years to have three books in a row reach the top rung in the non-fiction field.

Best-selling works have continued to follow and achieve critical acclaim. In 1962, it was "The Pyramid Climbers," a lively examination of the roads to success that today's executives must travel. In 1964, "The Naked Society" threw the spotlight on the professional "people-watchers"—the tens of thousands of investigators who inspect, control and keep an eye on us as individual citizens. And in 1963, "The Sexual Wilderness" gave America the first significant study since the Kinsey report of the changing relation-

ships between the sexes and the shifting standards of acceptable behaviour.

A resident of Fairchild County, Connecticut, Vance Packard his wife and their three children spend their summers in an an-

cient, rambling house along an isolated stretch of the seashore of Martha's Vineyard. There he has time to think ahead and plan the volumes that continue to come from America's most valued social critic.



Vance Packard



Up, up with people.

Photo by Moxley

Kulture korner

by Don Baxter

Many times, throughout the year, the cultural affairs committee has wound up on the block for one reason or another. However, I thought it would be more to the point to wait till the end of the year before passing judgment.—The initial criticism came when the committee failed to land several big name attractions such as Buffy Ste. Marie and Leonard Cohen after the Students' Council supplied them well financially. Many people claim these failures warranted criticism regardless of the reasons behind them. To these people, the fact that some artists replied with unconditional refusals or that others demanded a ridiculous sum of money was irrelevant.

In spite of this, many attractions have been offered free of charge to the student body and have fared successfully, for example, The Telephone and the Robert Aichen Trio.

Granted the judgment behind the Edgar English episode may have been suspect but the Committee admitted they had to gamble since his reputation was based solely on second hand material,—college reviews. Unfortunately, one of the favourable critiques came from Carleton and was considered competent, (shedding new light on the phrase 'What's in a name'.)

Since then the campus has been graced with the presence of David Depoe and the Vancouver Town Fool who could show the fantastic difference in being an idiot and being a Fool.

Whether these people swept the student body agreeably off its feet or not does nothing to do with their successfulness. Many were controversial, but the C.A.C. provided any interested students with the opportunity to confront these individuals personally and from that aspect alone I can only be grateful. Should a few bigger names appear on campus next term, it would of course add to the C.A.C.'s effectiveness but I believe this to be of secondary importance.

Up with people—a message in song

by Barb Reid

"Up With People is the theme of the future — the will of the people to rebuild the world, not with programs or politics, but with a new step of growth in each man."

That is, officially, what those swinging, singing kids are all about. It all started in 1965 when a group of college students in Michigan decided to express their concern for the future of the world through songs instead of riots. About one hundred and thirty tried it in Cape Cod that summer, and it caught on. Now, the singing part of Up With People involves three international casts that have travelled to twenty-four countries. After every performance, the cast members talk with interested young people, recruiting for the show, and setting up local "Sing-Outs." Over one hundred thousand people are

working now in regional programs all over the world. In addition, they have a publications branch which puts out records, music, books, films, a magazine, and a bi-weekly newspaper.

One of the most impressive things about the show itself is the unlimited energy of the cast. They run on stage, clap, sing and sway through over thirty songs, and then jump off to talk with the audience. They want to know your name. They answer your questions and ask some of their own, and while you talk to them, you can't help feeling that they really mean it, this "up with people" thing.

The songs they sing are not musical masterpieces — a steady beat and lyrics with a message, easy to follow and easy to sing. Sometimes the message gets a little too sugary, but the cast never loses its sincerity.

These kids have given up their

schools, careers, families and even their countries for months to say this. Sometimes even they don't know what to expect, but it's their thing. They can make an auditorium full of people stand up to sing and wave their arms around. To many it's just an evening entertainment. To others, a bunch of all-American goody-goodies about ten years behind the times. But every place they go, some people sense what they are trying to do. The idea of looking around you, talking to who you see there, and working together for a future makes sense to them.

Quite a few kids got enthused here in Kitchener-Waterloo, and some of the "Up With People" people will stay behind to help them do something about it. Meanwhile, the cast moves on to tell Oakville, Ottawa, and Italy that "people are more important than things."

International student conference dies

WASHINGTON (CUP - CPS) — The International Student Conference is dead.

The Leiden (Netherlands)-based group which claimed as members shortly after its 1952 founding the "national unions of students" of several dozen European and North American countries, cancelled its 13th annual conference in February, and will disband its Secretariat at the end of March.

The Conference is best known in the United States as a major source of CIA funds through the Foundation of Youth and Student Affairs (FYSA), which was also the major conduit of Agency funds to the National Student Association.

In a recent statement, the ISC's Supervision Committee said its decision to fold the organization came when it "learned that a

significant part of the funds committed (for the February conference) would not be available.

It also blamed the organization's demise, however, on "the political developments that have occurred in the European and North American student scene" during the past two years.

In Europe, the committee said, student unions have divided into factions which: 1) want to restructure bourgeois society by revolutionary means; 2) want to reform society by working within it; or 3) are unwilling to get involved in political-social issues. More and more European student unions have gravitated toward the first position, which also embraces unwillingness to "engage in dialogue" with other student groups.

As for the Americans (who, in the form of the National Student Association, pulled out of ISC shortly after the CIA funding scandal), the steering committee calls their attitude toward ISC an example of the "arrogance of power of rich countries in dealing with their less-well-off counterparts."

More cynical observers, however, think the demise of ISC is really the result of the financial shock it suffered when CIA and conduit-foundation funds were curtailed or refused after the NSA scandal. Very large sums of money were contributed to the organization's founding by the Agency in its formative years; when American and European students became disillusioned with ISC, the money stopped.



photo by Max Corwell

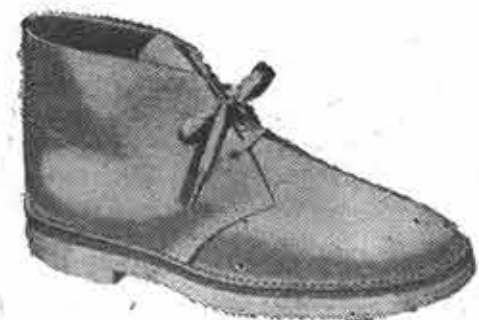
People are more important than things to the "Up With People" cast.

THE ORIGINAL

DESERT® BOOT

in sand, brushed leather (genuine plantation crepe soles)

MADE IN ENGLAND



Parr & Waller Shoes

150 King W., Kitchener

745-7124

MORROW CONFECTIONERY
103 University Ave. W.
POST OFFICE
Groceries - Sundries
Depot for
BELMONT CLEANERS & TAILORS
Phone 742-2016

Special student rates
Repairs to all makes
Typewriter Rental Ownership
ONTARIO **OFFICE OUTFITTERS LIMITED** sts.
Cor. Queen & Charles
Downtown Kitchener 745-1171
Open Daily 8:30 a.m. to 5:30 p.m.