

Jocks to Baby-sit

by Bill Macdonald

The criticisms circulating about the pugnacious behavior of the fans at the Western-WLU football game, a little more than a fortnight ago, has lead Dean Nichols, the Dean of Students to take an immediate course of action.

"We plan to set up a ten man team marshalling force of Lettermen to preside over the area where Lutheran students will be situated at the College Bowl this coming Saturday," Nichols said. "Their basic duty will be to maintain a certain degree of order among the students. Obviously we don't expect to keep the students from drinking in the stands, but we do hope to inhibit the rowdiness and excessive profanity that was so clearly visible at the Western game. The Dean's Advisory Council has assured me that this system is perfectly feasible and we have to be able to use this system at all the games next season".

Nichols went on to say that he did not want to give the student body the impression that they were being policed, but to impress upon them the need for students to work together with one another to maintain a reasonable measure of decorum at such events in order to alleviate greatly the excess of bickering and destructiveness that

occured at the WLU-Western game.

"If you recall, at last year's Canada Bowl game, that there was \$2,300 worth of damage done to Varsity Stadium," Nichols said "Now I think something like that is downright appalling, especially when you consider that the proceeds of the game are supposed to go to the Canada Save the Children Fund."

The unruly behavior of the fans at the Western game has made a number of students somewhat apprehensive about attending the championship game in Toronto. "I am afraid to take my girl friend to the game, some fuckin' maniac might throw a wine bottle and accidentally hit her in the head", said Wayne Baker, a WLU Student.

WLU Security officer, John Ball who will be assisting the student marshalling force at Saturday's game had this to say concerning student behavior at football games. "I believe that if you approach students in the proper manner they will cooperate fully with you".

"I honestly don't expect to see anywhere near the number of fights at this week's game compared to the game two weeks ago."



HAWKS MAKE COLLEGE BOWL

by Brian Stephenson

The Hawks are number two but they're going to try like hell to change that on Saturday when they meet the University of Alberta Golden Bears in the Canadian College Bowl. The game will be played at Varsity Stadium in Toronto at 1:00 pm with the proceeds going to the Canadian Save the Children Fund.

Last Saturday the Hawks earned the trip to Toronto by crushing the Saint Mary's University Huskies 50 - 17 to capture the Atlantic Bowl and the hardware that goes with it. Alberta defeated Loyola of Montreal to take the Western final 58 - 6 in another lopsided victory.

The Golden Bears seem to be a strong well balanced team offensively. They have lost only one game this season while dominating the Western Intercollegiate Athletic Association. They are also ranked number one in the nation ahead of the Golden Hawks, currently number two.

It's been a long tough battle for the Golden Hawks this season. Right from the beginning of the season they were underdogs to obtain a playoff berth in the OUAA. The first time I talked to the coaching staff this year, I was convinced that it would be an entirely different season from last year's fiasco. They had obtained the attitude of playing each game as they got to it. With a little luck and a lot of hard work they felt they would catch the final playoff spot.

Since that early season meeting the Hawks have proceeded to follow their prediction to a tee. They have indeed had some luck by going relatively injury free especially in the last part of the season. The Hawks got another break when McMaster lost its entire backfield, knocking a sure contender out for the season. This left the Hawks the third and last playoff spot by virtue of their 44 - 7 defeat of the Waterloo Warriors, really change life for the Hawks as they once again were forced to play each team one at a time not knowing exactly who next week's opponent would be. Ottawa was tough but Western had to be the biggest victory of the season (as indicated in the cartoon on the sports page). The Atlantic Bowl turned out to be no contest as the Hawks were never seriously threatened.

Now at long last the Hawks have reached the most sought after championship in Canadian University Athletics, the College Bowl. This is the third time Coach Knight has taken his team to the Championship. The only thing that would make this attempt stand out from the other two would be a victory. In both previous attempts the Hawks came up short losing in '66 and '68.

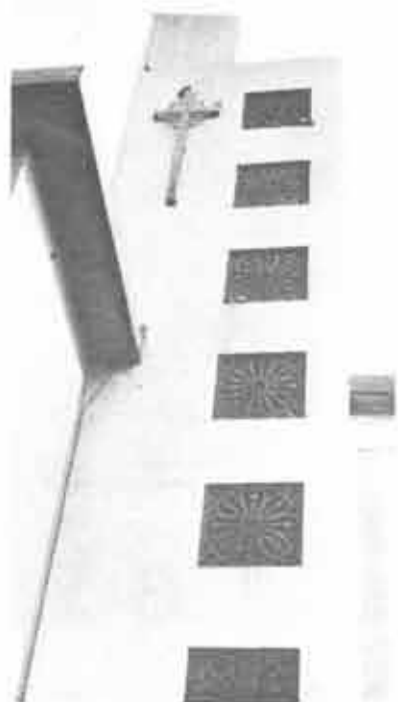
It isn't going to be easy to beat Alberta. Many of their players have the experience of playing in the College Bowl last year against Western. Losing that game last

year makes a victory this year more essential. They know what to expect in the line of civic functions and glamour and should therefore be more readily able to concentrate on preparing for the game itself.

As I said before the Bears are strong offensively. In eight league games they scored 270 points. They have been using a two quarterback system in which they alternate throughout the game. One of two is an excellent passer so he should see quite a bit of action against the Hawks. Their success has been closely related to the razzle-dazzle type of plays they use. For example, on one play the quarterback passes a ball after completing a double reverse. You can count on plays like these especially if the Bears fall seriously behind.

Defensively the Bears are not as sharp. They allowed just over 15 points a game during the season. They do appear however to have an excellent set of linebackers which should pose a threat to the success of the Hawk option play. The game itself should be an excellent contest with both teams entering the game full momentum. The game itself should be high scoring and probably quite similar to the Western - Hawk game. The key to a Hawk victory lies in the defence, which has to control the Bears and if possible give the offense good field position. I predict the Hawks will be number one : 31 - 20.

photo by Gingerich



THE CORD WEEKLY

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Thursday, November 23, 1972

More Status Rumours Squashed

by Tom Garner

Apprehension about the state of WLU's status negotiations due to the provincial government's reported "new stance" regarding university-affiliated church colleges, is unfounded, according to University President Frank Peters.

Dr. Peters emphasized that the alleged "new stance" is merely one of the last batch of eighty some-odd recommendations of the Wright Commission on Education. It is proposed that church-run colleges affiliated with provincial universities be given grants equalling the full operating costs of these institutions. WLU does not meet the criteria for these grants,

and all concerned parties were told specifically, before the Wright Commission recommendations were handed down, that any measures specified for affiliated colleges would not apply to WLU, or affect status negotiations. When questioned about potential opposition from the Lutheran Synod, Dr. Peters allowed that nay-sayers would be "speaking from ignorance" of this stipulation. He also said that at this point, opposition to the hopefully-impending provincial status is minimal, because "those that want to keep the Lutheran name are also the ones who are most against affiliation with U of W". These types "want the best of both

worlds" and are evidently aware that this is not possible.

The result? At the last Synod meeting, a key motion affecting our bargaining status was passed with only one dissenting vote in the entire Synod. The nature of the motion is crucial; rather than being merely an approval of the principle of going provincial, the wording specified approval of implementation of measures necessary to effect the attainment of provincial status. There were three conditions; a just price for the assets of the university, maintenance of the integrity of the Seminary, and an unspecified degree of carry-over from the present Board of Governors to the

new Board.

The only remaining point to be negotiated with the Synod is the price. In a crucial vote, a motion to leave the decision of what constitutes a "just price" to the executive board, was defeated. Thus the decision on price will be made by the same body that was nearly unanimous in approving flat-out negotiation for provincial status; significant because using the price as a scapegoat for reservations about the whole status issue, will not be the order of day.

The only thing remaining after the price, is a new university constitution, including the as-yet-undecided name.

To Be...

—a regular feature listing campus and community events. Submissions are invited from groups, clubs and organizations. Deadline for submissions is 9 a.m. Tuesday preceding date of publication. Contact Pat Stickley at the Cord—884-2990 or 884-2991.

<p>Cord Staff Meeting Special invitation to all current staff and prospective members.</p> <p>Cord office 7 pm</p>	<p>SATURDAY, NOVEMBER 25</p> <p>College Bowl (WLU Golden Hawks vs Alberta Golden Bears) Varsity Stadium, Toronto 1pm</p>	<p>Jazz at the Library Barry Willis Trio Kitchener Library Auditorium 3pm free.</p>
<p>THURSDAY, NOVEMBER 23</p> <p>Pub with Copper Penny SUB Ballroom 8pm \$1.00 WLU, \$1.50 others</p> <p>Academic Awards Night 1E1 8pm</p> <p>Federation Flicks (Sunday Bloody Sunday, Laughter in the Dark) AL 116, U of W 8pm (Nov. 23-25)</p>	<p>EVERLY BROTHERS AND TOBIAS In Concert WLU Theatre Auditorium 2 shows: 7pm & 10pm \$2.00 advance, \$2.50 door—students \$3.00 advance, \$3.50 door—public</p> <p>Hockey Game (WLU vs Queen's) Kitchener Auditorium</p> <p>Mime Workshop (with Canadian Mime Theatre) Kitchener Library Gallery 9am-6pm</p>	<p>MONDAY, NOVEMBER 27</p> <p>Chess Club 3-309 & 3-313 7:30pm</p> <p>Gay Lib meeting U of W CC 113 8pm</p>
<p>FRIDAY, NOVEMBER 24</p> <p>Auction WLU Theatre Auditorium 7:30pm</p> <p>Naismith Basketball Tournament U of W Phys. Ed. Building (continues on Saturday)</p>	<p>SUNDAY, NOVEMBER 26</p> <p>Nicky Cruz WLU Auditorium 3pm</p>	<p>TUESDAY, NOVEMBER 28</p> <p>Radio Lutheran meeting Willison Lounge 7pm</p> <p>WEDNESDAY, NOVEMBER 29</p> <p>Careertalks Careers in the RCMP 2E5 6-7pm</p> <p>Chess Club 3-309 & 3-313 7:30pm</p>

UP FOR GRADS

The following companies will be present on campus during the next few weeks. Prospective graduates who wish to have an appointment with one or more of the company representatives are requested to arrange an appointment through the Placement Office and leave a copy of their resume sheet at the Placement Office at least 3 days prior to the interview date. Placement literature is available for students in the Placement Office.

November 27th	McDonald, Currie
November 28th	John Deere McDonald, Currie
November 29th	Excelsior Life
November 30th	Simpson-Sears R.C.M.P. MacGillivray & Co. Simpson-Sears
December 1st	Careers in Royal Canadian Mounted Police



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WLU Witnesses War Panel Discussion

By Les Francey

Last Friday, November 17, the Student Mobilization Committees of WLU and University of Waterloo sponsored yet another panel discussion on the war in Vietnam. The panel discussion, set up to discuss Canada's role in Vietnam, took place before a sparse crowd of about 12 people in an empty 1E1.

The members of the panel included Bui Ngoc Duong, a Vietnamese patriot, Shane Roberts, a U.S. draft dodger, who is president of the Federation of Students at the U of W, Darral Bryant, a former professor at WLU, and women's liberationist-socialist Laurel Fischer who represented the K-W Womens Caucus and the League for Socialist Action. An extra added attraction was peace poet Bonnie Day.

The discussion was scheduled to start at 10 am. By 10:05, there were 7 people in the audience, not including a Cord reporter and an organizer. Finally, at 10:15, Laurel Fischer, apparently acting as chairperson started the discussion, when she decided that the 11 members of the audience at the time were all that were likely to come. She introduced the topic of the discussion—what is Canada's role in the war in Vietnam? She re-emphasized the arguments connected with Canada's involvement in the war and about the war itself, stating that many people feel that

Canada is only an ally in the war, that she wants the U.S. to pull out now, and she wants to end Canadian complicity in the war.

She then introduced poet Bonnie Day who read a few poems which she described as simple on the surface but having a lot of inner meaning. She prefaced her poems by remarking that it seems that the old men are the ones that make war while it is the young men who are the ones that fight it. She also felt that poets, by way of their art, should be involved with the war.

The first speaker from the panel was Bui-Ngoc Duong. Duong thanked the audience for showing its concern for his country by coming to the panel discussion. He declined to make a speech, but suggested rather that he take questions from the audience about the situation in Vietnam and try to answer them. Since there were no questions, he sat down and Fischer introduced the next speaker—Darral Bryant.

Bryant stressed the historical implications of the war for America. He stated that war was a crisis for America, because for the last 200 years America has understood itself as the "new world" and since the turn of the century, America has seen itself as the world savior. Now, he believes, America has to learn the hard lesson that it is not the world's savior.

Shane Roberts, President of the Federation of Students of U of W was the next speaker. He stated that we cannot undo what has been done in Vietnam, but he warned that for Canada, the war may be entering a new stage. He said that the proposed peace treaty is just a way for the U.S. to put the responsibility of the mess in Vietnam on someone else's shoulders. The U.S. draft dodger stressed that he didn't want Canada to go into Vietnam and get mixed up with the mess there.

Laurel Fischer then reviewed the recent history of peace negotiations. She felt that since Kissinger proclaimed that peace was at hand on October 27 that by this time we should have peace. But she pointed out that U.S. troops are still in South East Asia, that the Navy is still in South East Asia, that we hear the bombing is the highest during the war and we hear of big troop and material buildups. She felt that because we have no peace now, after the election, that the peace treaty was a lie.

Fischer then asked what is Canada's role in Vietnam. She felt that in the past, Canada had been only an apologist for the U.S. She asked what right does Canada have in Vietnam.

After the speeches by members on the panel, there was a general discussion open to the audience where arguments were heard and



LOS ANGELES FREE PRESS

rebuttals made. At 11:30 the discussion reconvened in RM 1-301 where a Quest for World Peace class was to be held.

During the discussion in the Quest for World Peace class, little that was relevant to the topic was discussed. Dr. Thiry, one of the instructors for the course, made a few opening remarks, warning us not to be too hopeful in expecting a quick peace in Vietnam. Poet Bonnie Day read a few more

poems and then America, Nixon, and Kissinger took the brunt of the ensuing discussion.

In all the day's events, little that was new to the continuing arguments on the war in Vietnam was brought up. Bui-Ngoc Duong despite this kept insisting that his country was fighting for independence, as it had been for hundreds of years and that it was prepared to fight any invader—Chinese, or American.

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THE CORD WEEKLY

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"It is inexcusable for scientists to torture animals; let them make their experiments on journalists and politicians."

—Ibsen

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Where are the labs?

On registration day, I had a tough enough time retaining my sanity let alone trying to keep track of where my money was going. Along with increased tuition many students had to pay laboratory fees for a number of courses.

I personally paid twenty-five dollars in lab fees, out of which ten dollars is being used to my satisfaction.

Communications 104 and 105 are half courses requiring five dollars apiece in lab fees. Due to class size and room availability these two courses cannot have lab time. Not having lab time isn't all that bad, but paying for equipment and material that we don't get to use isn't too easy to rationalize to myself.

As hard as I've tried I can't seem to justify giving away ten dollars.

A six hundred and fifty dollar student card and the required incidental fees were stiff enough (and I didn't even receive my beany).

So I hope someone who is knowledgeable on this matter will put my mind at ease or at least tell me I have no right asking this question.

Dan Reid

CUSO Defended

The article on CUSO in last week's Cord made the group sound as if it was disorganized from the word 'go'. The only truth I found in the article was the statement that the motives of CUSO are to assist developing nations with their economic, educational and social spheres.

The young man stated that CUSO volunteers have only vague thoughts about the countries and little knowledge of the background of the areas in which they will be working. I admit that the volunteers would not be considered experts on the history and background but to say they know very little is unjust. Volunteers are sent a reading list prior to the orientation courses. These lists include history books, CUSO and host government reports as well as material on the culture and

customs of the people they will be working with. These lists are compiled with the assistance of the host countries, therefore, if it is not complete then I feel we must not put all the blame on CUSO.

The gentleman speaks of volunteers being embarrassed to meet people whom they believed would be savages and instead they met individuals far more sophisticated than themselves. I don't believe that there are very many educated Canadians who still view Africans as savages and certainly after the literature and films presented to volunteers any such view is extinct. The idea that any nation still views Africans as loin cloth bearing, spear carrying savages is damaging to the African people and any suggestions of its existence is, in my opinion, stupid.

Concerning his comments on the regions from which volunteers come shows the type of biases on his part that he condemns others for. I personally have lived in Montreal and Toronto but I don't feel any better informed about my country because of this. The Canadians from Preston or New Dundee, that he was so quick to slam, are just as good Canadians as I am.

He might also be interested in knowing that most of CUSO volunteers work in rural areas or in towns about the size of Preston or New Dundee, therefore, as he implied, these second class Canadians are better suited to work in these communities.

The general information about Canada and its federal system is just as available in Preston as it is in Toronto. To suggest that Canadians from small communities are ignorant of their country is a statement not based on fact but one of bias.

The gentleman's second poke at CUSO was that young volunteers do not understand the values of the people they are working with and tend to hold onto the values that they have developed in their Canadian homes. I believe that to ask a young person to change his or her values over night is too much to ask. CUSO never promised to send volunteers who would be perfect in every aspect. We are only attempting to aid countries at their request and an attempt by both sides to accept and un-

derstand the other is necessary for this program to work.

He suggests that our volunteers look down on many of the cultural systems of these countries. I have yet to meet a return volunteer who does not feel that the culture within which he was working did, in fact, have a lot to offer. Many volunteers return feeling that an integration of their Canadian 'culture' and that of their host country is the best for them. A recent survey of return volunteers showed that 80 per cent of the volunteers had more trouble re-adjusting to their Canadian society than adjusting to that of their host country. This alone proves that these volunteers must have accepted and adjusted to their new culture.

We must also realize that the volunteer who leaves Canada and goes to an African nation suddenly finds himself, due to his education and job, in the upper crust of society. This means that if a Canadian volunteer is from a middle or lower class family he not only has to adjust to the new society but also to a new position within the social structure. This does tend to create a problem for some CUSO people, but to suggest that as a group they do not even try to adjust is nothing more than verbal diarrhoea.

When he discusses the dress of CUSO teachers in class, all I can say is why do so many volunteers come back with so many suits and national attire and so few pairs of jeans?

The orientation programs are supervised by the host countries and in many cases a portion of this period is handled in the host country. If the orientation is insufficient then let the host governments know. CUSO also works on the policy that book learning can only do so much and that being put into the situation in which you will be working as soon as possible is the best method.

I suggest that Mr. Eugene Agunwumere who has set himself up as the CUSO judge and jury should find out more about CUSO before he slams them. I don't know the man, personally, however I feel that if he believes that this is the story of CUSO he may have met one or two of our less prestigious members but this group as a whole is good.

It is true that CUSO is losing ground on the number of teachers it is sending to Africa but this number is being overcome by the increase in demands for technically and medically skilled people. Remember, CUSO is asked to come and asked to stay in any country it is in. No country is forced to have CUSO and within two weeks of any request CUSO will be out of any country. Since the governments are increasing their overall requests for volunteers, I suggest that the article in last week's Cord was not based on fact but on the feelings of one misguided gentleman.

Norm Vokey,
 WLU CUSO Chairman.

comment

The situation is black at Waterloo Lutheran's student-run Birth Control Centre.

Hampered on all sides—by the community, the university, Educational Services and residences—the group of student volunteers has had trouble ever since it began trying to bring the vital service of birth control information to the student body.

It is obvious to many people, and especially to the Birth Control Centre, that Waterloo Lutheran has a problem with pregnancies among its undergraduates—witness the incredible number of pregnant women in women's residence—and yet the school seems to be thwarting consciously or unconsciously every constructive move the Birth Control Centre makes to combat the problem.

It started before September, when the Birth Control people were forbidden to give away their birth control information packet to all registering freshmen as part of the bundle of registration material. Instead they were told to give it *only* to those who asked for it. And amid registration confusion, mothers screaming "You're not giving that to my daughter!" and freshmen males saying "That's not my responsibility", the packet did not reach everybody it should have (obviously).

In fact the information packet was not as complete as it should have been either, due to Educational Services head Colin McKay's veto against important contributions from Dr. Donald Morgenson and head nurse Donna Teigen. Dr. Morgenson and nurse Teigen are part of the Ed. Services and Health Services Staff, said McKay, and should not become involved with a student organization such as Birth Control, no matter what vital contributions they can make.

This policy of separation of interests has continued. McKay is loath to allow any member of his psychological counselling staff to talk with any of the record number of pregnant women who are referred there by the Birth Control Centre.

One particular faculty member has been working against the student group too. Publicity posters put up by them around the school have been methodically torn down by this member of faculty, renowned for his basically anti-abortion (but apparently anti-birth control by any method) stand, and this same faculty member has opposed the dispensing of birth control information (via sex education talks) in the residences as well.

The imparting of information on contraceptives could definitely be improved, if only the volunteers were left free to do it.

Because of the shortcomings of the contraceptive program here there is, expectedly, a large demand for abortions, which the Birth Control Centre is having a hard time coping with. The clinic in Hamilton which had been used regularly in the past to handle K-W area abortion referrals has closed its door to us. The reason—there were just too many coming in from this area, crowding out the more local (Hamilton) women who needed it. Kitchener-Waterloo is notorious for its lack of sympathetic doctors as regards abortions, so pregnant women from here are forced of necessity into other centres. The Lutheran Birth Control Centre now sends women to London, Niagra Falls, and Kingston and will soon have other contacts in Buffalo and Syracuse.

Although it might seem that the Birth Control Centre is doing an admirable job finding places for pregnant women to go for abortions, the really important issue should not be "how to deal with pregnant women" but rather "how to prevent pregnancies." But because of the enormous stumbling blocks placed in their way to effective birth control education, the staff of the student Birth Control Centre is faced with problems disproportionate to the simplicity of the solution.

Birth Control is a fact of life, at university as in any other community of adults, and attempts at making it known and used should not be repressed.

MIME FESTIVAL - WORKSHOP

Saturday, November 25, 9am- 6pm

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Can Evangelism Survive in Africa?

by Eugene Agu-Onwumere

A Christian missionary who flourished in the early-nineteenth century said that we hate some people because we do not know them and we will not know them because we hate them. This statement is representative of the current incompatibility between the evangelist and African nationalist.

Throughout Africa, a war has been developed against evangelism. It is viewed as a naked mechanism of neocolonialism. In the forefront in the war against evangelism are the African nationalists. According to the ideology of nationalists, the evangelists are regarded as the front-troops of imperialism. This logic sees the Bible as an exploitative instrument used to soften the heart of the people in order to gain an advantage over them. Armed with this ideological belief, the nationalists have intensified their campaign against missionaries all over Africa. The situation is so alarming, that any right thinking person would feel that the future of missionaries is hanging in the balance in Africa. The ingenuity of the ideology is so forceful that the good work and motivation of the evangelist have been thrown away overnight.

Of all the many religious sects operating in Africa, the worst victim has been the Jehova Witnesses. Their persecution started from Nkrumah's Ghana, when they were accused of inspiring troubles in Ghana because of their abject refusal to honour the national flag. Their influence was too thin for religion to smother the outcry that followed their activities, and as a result a temporary lull followed. The same threat followed them in the Biafran War when they were accused of lowering the morale of people, by not supporting the war. Ever since then, their activities have been meeting stiff opposition in many places. The most recent one was in

Malawi, where the president, Dr. Kamuzu Banda banned the Jehovah's Witnesses. At the time of his uprising, most of the members were tortured, and considerable numbers detained.

In Nigeria recently, the state administration of East Central State, Dr. Ukpabi Asika told the representatives of the Anglican Synod at Onitsha that the age of the missionaries has gone. This, I believe, was in reflection of his policy and action at the end of the Nigerian Civil War. All the Irish priests who worked in the former Biafra were expelled from the country at the end of the war. Because of this nationalistic feeling, the institutions owned by the voluntary agencies were taken over by the government. Although massive help was required at the time, the government still preferred other sources like UNICEF and UNESCO. The same feelings are not confined to one area of the country, all the states are beginning to nationalize the hospitals built by missionaries and thus compensation is paid to them.

The most effective idea at present is that of changing names with English and Christian connotations. The president of Congo Republic in search of authenticity, changed his name from Joseph Mobutu to Mobutu Sese Seko, and further decreed that all Congolese should discard their Christian names in favour of authentic African names.

Today and more than ever, the Pope and Catholic institutions are beginning to crawl and crack in Africa. The nationalists look at the operation of the Catholic church as a hegemony. The indigenous priests have started to challenge the wisdom and authority of the Vatican on several issues. All the Christian ethics and the idea of celibacy are beginning to be questioned. To the astonishment of all, one of the best educated, and a diehard revolutionary priest, resigned from the Catholic

establishment in Nigeria. A few days after his resignation, he opened a campaign against Catholicism and is now wooing many adherents to his national religion.

Also in the crusade against evangelists are the African students overseas. They report home with mixed feelings of the horror stories and films being displayed by missionaries about Africa in Metropolitan countries. They accuse missionaries of

distorting the image of their countries through such actions, thus creating the impression that Africa is still in the Dark Ages. Furthermore, the evangelists are seen as a part of the ideological plan by developed countries to invade Africa. In fact, they are looked upon as agencies of psychological warfare.

Unfortunately, those of us whom have remained sympathetic to evangelists and their teachings have been dismissed as apologists

and tools of colonialism. We have constantly reminded the nationalists of the contributions of missionaries in the educational and spiritual advancement of Africans. But the present attitude overrides all other considerations. At the present, I honestly believe that there would be an understanding and tolerance amongst our African brothers. The evangelists should as well re-examine themselves and confess their failures in certain aspects.

Occupation continues at Memorial University

ST. JOHN'S (CUP)—About 200 students at Memorial University have occupied the Arts and Administration for over a week to back demands that the administration reverse its position and continue collection of compulsory student fees. The occupation began November 14, when about 1,500 students moved into the building.

Memorial president Lord Stephen Taylor announced unexpectedly on Thursday November 9 that the university would no longer collect fees for the union. The move would effectively cripple the union.

Taylor timed his move for the first day of Memorial's five day mid-term break, so the students had to wait until November 14 before taking fully constructive action.

The first move was the organization of a general student union meeting at noon, when about 3,000 students gathered to discuss the crisis. The number was considered remarkably large for the usually apathetic campus, which sports an enrolment of 7,500.

The students overwhelmingly

voiced opposition to the administration. Although only a small minority opposed the union and any decision to occupy the administration building, more than 1,000 students marched to the building to begin the occupation.

They occupied Taylor's office, as well as those of the comptroller, vice-president and others. They then waited for Taylor to return from a lecture he was giving engineering students. (The president, a member of the British House of Lords, still teaches an engineering course.)

When Taylor came back he was flanked by about 15 engineers who said they opposed the Council of the Student's Union (CSU), the elected student government.

Some students brought in donuts, soft drinks, coffee, fried chicken and sandwiches through the day to feed the hungry demonstrators. A local folksinger entertained with such songs as "Get Together" and "Power to the People". Previously, students had joined together in several rousing rounds of "Solidarity Forever".

The bursar's office, registrar's office and several other administrative branches closed for the afternoon, although the vice-president's office was the only one which was occupied for more than an hour.

Outside, the university's flags were lowered to half-mast.

Local police took no immediate action, although a couple of plainclothesmen were keeping a

close watch on the occupation. Campus security officers locked as many doors as possible, but otherwise did little except to observe.

A series of telegrams and phone calls of support gave the occupiers a strong morale boost. The student unions at Dalhousie University, the University of Manitoba, the University of Prince Edward Island and the College of Trades and Technology in St. John's declared their solidarity. So did the local bus drivers' union currently on strike against St. John's City Council.

Some workers in the administration building also said they sympathized with the students' cause.

The Memorial students say Taylor and the administration had no right to decide unilaterally to terminate student union fees collection. No negotiations had preceded the action. They feel the decision whether student union fees are compulsory or voluntary should be made by the students, not the administration.

Part of the student body voted Friday on a resolution that they be allowed to decide whether fees for membership in the Council of the Student's Union be compulsory or voluntary.

The resolution was passed by a vote of 3,775 - 328. Taylor said the resolution contained loaded questions and he likened it to Hitler tactics.

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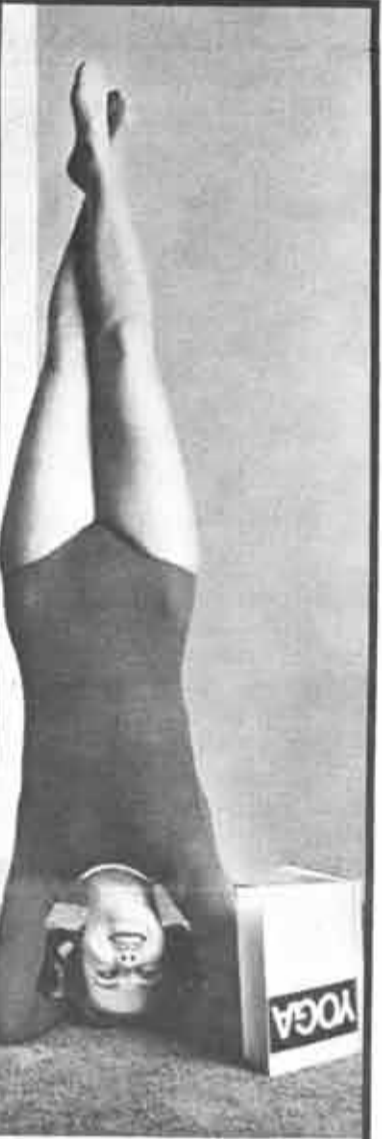
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DAOUST

Exams and Knowing:

Multiple choice exams are:
a) the easiest and most enjoyable way to beat the system.

b) another reason some students cannot express their thoughts.

An essay on exams may appear to be adding insult to injury. You may feel it is bad enough to go through exams without adding the extra pain of worrying about them in advance. Even at this point in the term most of us would rather not be reminded of the inevitable end.

Nevertheless, a critical examination of exams may be worthwhile.

Exams test for many things: how fast you can write, whether you can understand directions, what you can remember, how good you are at "psyching out the prof," etc.

Neither these nor the debate about grades will be dealt with here.

My focus is on the academic point of such exams. And the point, I assume, is to test whether or not one "knows the stuff."

What does this mean? A good education includes many things one should have acquired: appreciation, a deeper understanding, a broader perspective, various abilities and skills, as well as knowledge. Our discussion will be limited to the latter as one important element of education, though perhaps not the most important.

"Knowing the stuff" means at least "knowing that a statement (of fact, correlation, law, theory, or principle) is so."

The issue, then, is *how can we tell whether someone knows something?* For example, how can we tell whether a student or teacher of human behavior knows Parkinson's Law.

The question is not whether someone knows how to state it, but whether that person knows that it holds, that people actually do behave in accordance with it, that it is true.

The first condition that must be met is the "truth condition." What is known must be true. If someone thinks she knows that a statement is so, but it turns out to be false, then she did not know it. She thought she knew it, but she was mistaken. She merely believed it.

The second is the "belief condition." Suppose the statement is true. If our student does not believe it—even a little—then she does not know it, though someone else might.

Is this enough? I think not. To know that something is so is to have a true belief about it. But something is missing.

Having the correct answer is not knowledge. One might guess it and be correct, but this is not *knowing* the answer.

Examinations measure:

- your ability to write examinations
- your ability to cram and memorize (and sometimes your understanding)
- a and b
- the instructor's lack of imagination

Knowing has to do with success. This does not mean the "one-shot" or "lucky hit" variety, but the steady kind, the sort you can rely on in the long run.

So, finally there is the "reasons condition", the one that yields some reliability. To know one must back up one's belief with reasons or evidence, the sort of thing that gives one the right to be sure of it.

What does it mean to "have reasons?" It at least means: a) one has the relevant information or clues or data; b) one sees it as being relevant; c) and one has the know how or ability to pattern it into an argument for what one knows. Knowing is not merely the passive having of something, but also the active ability to do something with it.

If this is a plausible view of knowing that a statement is so, *how should we test for such knowledge?*

One can assume that having the correct answer usually satisfies the first two conditions. Of course, sometimes this goes wrong. For example, the teacher may be mistaken about the truth. (Honest—it has even happened to me at least once or twice.) Or the student may not believe his own answer but simply produce it for the grade involved. Hopefully these do not happen too often.

Although having the wrong answer is usually enough to deny that the student knows, the important point is this. Having the correct answer is not enough to guarantee that she knows. For this we need her reasons.

The extra or third condition is most easily met when the student produces an argument which supports or justifies her claim to know. And this seems to demand an essay exam, or perhaps an oral one. Whether a student really has a right to be sure of her belief will be in doubt if she has no chance to discuss her interpretation and her weighting of the evidence.

The above reflections grew out of a philosophy of education course last summer. Since philosophical questions are often thought of as unanswerable, we should have been happy to have come up with some answer to *What is knowledge?* But we were left uneasy, because it did not fit too well with our experience of university.

As we all know, philosophers wish they could be sages. Instead, they follow the example of Socrates by offering puzzles, looking to others for solutions. Assistance is, of course, welcome from any reader. Though I hope that especially those who teach psychology will share with us their solutions as psychologists of education.

My puzzle for you is this. Why do so many teachers (especially in psychology) use multiple-choice, true-false, or fill-in-the-blank exams when these usually completely miss the reasons condition? How can a test for correct answers without any supporting reasons be a test for knowledge?

The best word to describe what goes on in schools is:

- learning
- training
- programming

To borrow a current phrase, "Let me make one thing perfectly clear." There is certainly no personal condemnation of any teacher or course intended. I assume there are some reasons for this situation. The point is rather to raise an important (maybe relevant?) issue that involves the whole university community. Perhaps in this way the reasons will come to the surface.

Karl Marx said, "The problem is to change the world, not merely to interpret it." But the problem lies not only with acting, but also with thinking. Interpretation or reflection on our goals is a pre-requisite for any reasonable action. This essay is not a call for change, but an attempt to get a clear view of what might be gained or lost by any change.

As a way of further clarifying what is at stake, I will anticipate some answers or objections.

1. "Philosophers have traded in their old ivory towers on modern offices, but are still out of touch with reality."

One might have in mind the character of Augustine Castle (!) in B.F. Skinner's *Walden Two*. He is a caricature of the worst in philosophy. Apart from noting that philosophers have always had a bad press and that a "Same to you, fella" remark will not shed much light, I'll let this one pass.

2. "It may be good in theory, but it won't work in practice."

My first reaction is that one slogan deserves another, namely, "where there's a will, there's a way."

an open letter to psychology teachers

by Dr. Robert E. Alexander

My second reaction is that good theories will work in practice. That is exactly what is meant by calling them "good". It may take a Herculean effort, but nobody said it was easy. On the other hand, if it really fails in practice, then it is probably a bad theory. The two stand or fall together.

In the case of theories about what to do, the goal is not to complete the ideal, but to get as close as feasible. For example, the practical problem may be sheer numbers of people being tested and the greater time needed to critically evaluate essays rather than to "correct" multiple-choice exams. If so, there are ways of inserting elements of argument into tests which would not involve a whole-sale switch to essays.

Ideally an examination is a creative and thus learning experience. One should relax and enjoy the exam. As a student, your immediate response to this statement is:

- an inability to comprehend the statement
- startled disbelief
- hysteria
- shock
- vomit
- your own spontaneous expression of alienation

As an added benefit, such a shift might ease the problem of numbers, if it is really true that knowledge is a greater, more difficult achievement than true belief or the cynical sense of "getting a B.A."

In any case, if the need for reasoned argument is conceded, it is important to explicitly endorse such a view in the context of exams. This holds true even if—indeed, especially if practical problems require a fairly small proportion of essays.

The difference between keeping the goal of knowledge clearly in view or ignoring it in favor of correct answers is not likely to be negligible. That is, there may be a significant impact on students by emphasizing the ideal in lectures even when it is extremely difficult to approximate in exams.

3. "Subjective essays are inferior because they are not as scientific as objective multiple-choice tests."

The latter may have some important advantages that scientific studies have shown. But if they are testing for the same kind of knowledge, neither is necessarily more subjective not objective than the other. After all, making a correct answer exam assumes that at least the teacher can give arguments for what he says are the correct choices. The difference does not lie in whether reasons are needed by the teacher to evaluate the answers, but rather in whether the student has to display any reasons.

What makes choice exams seem more objective is probably that their correct answers are taken to rest on what the book or the teacher said. And this raises the question of how big a role these appeals to authority should have in education. There is not space to discuss this adequately, so one remark will have to suffice.

Appeals to who said what should be kept from degenerating into a superficial history of the discipline. To do this, and to make appeals to authority legitimate, one must at least know how to tell authorities from charlatans. This cannot be done without some idea of reasons and arguments in the field. Although the student may not know whether an

authority knows, she should at least know that she's listening to someone who is likely to know.

4. "Survey courses, which emphasize soaking up the agreed upon correct answers, are necessary as the foundation for good work later on."

A basis of facts is indeed necessary in any discipline. Still, we should fight the temptation to be continually preparing for some later stage. It is simply too easy to spend all our time getting "the lay of the land" and never get around to digging or building anything.

There is the further problem of trying to cope with the exponential growth of information. Instead of responding to this explosion by an ever greater emphasis on the answers to try to keep up, we should realize we cannot keep up. Our only hope is to emphasize method over content. (This also seems to be the only way to compensate for the truism, if it is one, that correct answers are soon forgotten without any principles or theories to hang them on.) And this is precisely what a focus on reasons would do.

Satisfying the reasons condition would develop the critical skills necessary to be able to handle facts, make decisions of relevance, get a familiarity with the difference between strong and weak evidence, etc.

If Socrates walked into the T.A. and saw two hundred students—backs bent, scribbling answers feverishly, getting writer's cramp—he would:

- be over two thousand years old
- freak out
- throw up

In other words, pushing the notion of reasoned knowledge, even at the lowest level of particular facts, yields a large part of what any student of a discipline ultimately hopes for and needs as early as possible, namely, a distinctive perspective. What I have in mind is the sort of critical outlook that distinguishes a physiological psychologist, social psychologist, and sociologist from each other, as well as from a literary critic, theologian or philosopher.

5. "Your goal is important, but testing it by essays is no better than by choice exams. In fact, evidence from experiments on various tests show that those who score high on correct answer exams also score high on argument essays."

This is precisely the kind of light I hope will be shed on my puzzle. If it turned out to be true, I would be a little surprised, but sometimes it is fun to be surprised.

One thing is worth mentioning, though. If it were true, something might still be lost by using multiple-choice exams. To the extent that they do not allow differences of interpretation or argument, they are only indirectly testing what the essays test directly. I think this holds true even when the choices are designed to require some reasoning, application of principles, criticism of experimental conclusions, etc. Though such an exam closely approximates reasoned essays, the indirectness is likely to produce a fair amount of frustration.

Having kept the discussion to a monologue until now, it is time to allow a dialogue to begin.

My final question is this: What do psychologists know that some of us are ignorant of?

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In honour of the name, Of men who held commissions, and Were honest, brave, and true, But still the question comes to me, What did the privates do?"

—army song from War Drum
What was the story of Louis Riel? What really happened? Was he a madman? Were his actions justified? How important was he?

Most people don't know. Most people don't care. History often seems to be a mass of dead, unimportant facts, blobs of ink in dusty books. It was horrible when

you had to take it in high school, it's bad enough to take a course in it here, but read a book of history? What? In your spare time? Ridiculous!

History isn't a lot of dry facts, though. Everything that has happened is history, and the present is the result of all those events. Did you know that the Riel rebellion of 1885 was a seminal point in French-Canadian separatism? Did you know the commander of the Canadian forces was British, and appointed an almost exclusively British chain of command? Did you know that the rebellion was the last war that North American Indians took part in?

An understanding of the past is not only relevant to the present, it is necessary. The Last War Drum is a comprehensive effort to un-

derstand the past. It is scholarly, yet readable, it is concise, yet detailed. It is a very good account of the last days of Metis freedom.

I knew little about Louis Riel before, and I'm glad I read this book. I never realized that that muddy little war in 1885 had had such repercussions. The hopes of Confederation were destroyed because of English-French tensions in the war. After the execution of Riel, the Conservative government was re-elected by a great majority, except in Quebec, where the Liberals ruled for the next twenty years. The Indians were condemned to the reservations, never to rise again.

This book is "searching for neither villains nor scapegoats." Symbols are restored "to their natural state of flesh and blood."

mate

by Frank Sexton



A question has been asked since chess began; namely "What is the best opening move?" And through the years, numerous answers have been made. Each has been refuted by the next. Indeed, we now ask, is there a best first move?

Technically speaking there are 20 legal moves for White on move one. There are an equal amount for Black. Thus the combined total for move 1 is 20 squared or 400 different moves. The possible permutations of moves by the fourth becomes a number in the millions and the estimated possibilities in one game is beyond any mind or computer to comprehend. Thus although White's first choice is relatively simple, he must ultimately consider the resulting position after several moves and this is the difficulty.

Generally, however, the best first moves for White are e4, d4, Nf3, c4 and b3, the order in which these are listed indicating the frequency with which they are played. Yet this does not mean that other moves are not employed. The game this week is an example of the use of an irregular opening

which pays dividends for its patron. It begins 1. b4 (!) and White wins it in grand style.

SOKOLSKI-STRUGATCH

1. b4, e5; 2. Bb2, f6; 3. e4, Bxb4; 4. Bc4, Nc6; 5. f4, exf4; 6. Nh3, Nge7; 7. Nxf4, Na5; 8. Bxf6! (a), Rf8; 9. Nh5, Nxc4; 10. Nxc7ch, Kf7; 11. 0-0, Kg8; 12. Qh5! (b), Rxf6; 13. Rxf6, Ng6; 14. Rxc6, hxc6; 15. Qxc6, Kh8; 16. Ne8! (c), Qe7; 17. Nf6!, Black resigns.

- A) If Black takes the Bishop on c4 then White continues 9. Bxc7, Rg8; 10. Qh5ch, Ng6; 11. Nxc6, Rxc7; 12. Ne5ch and White not only is a pawn up (after he takes the knight) but he also continues the attack. If Black takes the Bishop on f6 then 9. Qh5ch, Ng6; 10. Nxc6 and White has a crushing attack.
- b) The attack is unstoppable. Look at the horrendous position Black has gotten from the opening.
- c) Threatening mate.
- d) There is now no way to stop mate except to play Qxc6 giving up the queen for little.

redoubled
redoubled

by j d barber

In standard bidding methods there is no need to open one notrump when one has a hand of sixteen to eighteen high card points, simply to show that high card strength. South's rebid of two notrump showed about the same as a notrump opening, with a five-card heart suit. North showed three hearts by his raise, but south, with a good balanced hand, decides to play in three notrump.

East	South	West	North
pass	1 ht.	pass	2 cl.
pass	2 NT	pass	3 ht.
pass	3 NT	All pass...	

Opening lead: four of diamonds

A contract of four hearts would be safe, but three notrump is not unreasonable. Sound defense by west defeats the contract.

The lead of a small diamond is a good start for the defense. East wins the king, and returns the nine. It should be fairly easy for west to decide that his partner has three diamonds. It would cost south a trick to conceal the two of that suit.

West must not win the second trick. If he does, it will cost the contract, for east will have no way to give him the lead to cash the diamonds, when east gets in with the ace of spades. If west ducks the second trick, his partner will still have another diamond to lead when he gains the lead, and he will defeat the contract.

The bridge club holds games on Wednesdays at 7:30 pm in the ballroom. All bridge players are welcome.

Dealer: East
Vulnerable: Neither

North
S. Q J 7
H. K 10 3
D. 10 5
C. A 9 8 4 2

West East
S. 9 4 2 S. A 10 6 3
H. 8 5 H. 9 6 2
D. A 8 7 4 3 D. K 9 2
C. J 7 6 C. Q 10 5

South
S. K 8 5
H. A Q J 7 4
D. Q J 6
C. K 3

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The Adding Machine

by Penny Rose

To present dramatically a mechanistic emblem of society is no small task. Expressionistic theatre portrays, through automaton characters, stylistic backdrops, and dogmatic audience treatment, the repressive and frustrating atmosphere of society. The Players' Guild acted out the workings of an Adding Machine last week—Mr. Zero and Mssrs. 1-6 were integral parts of that contraption of steel and iron.

Gary Hoffman captured the essence of Mr. Zero's frustration and futile anger. His face in the first scene was the epitome of resigned bitterness; how else could he react to Veronica Blythe's Mrs. Zero with her criticisms and hypocrisies? Dual representation of Zero and Daisy in scene two was effective but needed synchronization. Verbal exchange lagged here, and although the play presented boredom, the audience must never feel so. Linda Gaudet brilliantly combined Daisy's puritan love of refinement and her erotic love of fantasy.

The dinner party, a robot roll-call of social repartee, was impressive. In stage movement and Shelleen Nelson's excellent costume design, Mr. and Mrs. 1 to 6 were perfect as the buttons on the social Adding Machine. In the trial that followed, Zero's pleas for justice fell on the deaf ears of these numerical jurors. His only justice came from a gum-chewing, comic book fiend: Ray Funnell as the fixer.

John Korcok played religious fanaticism comically in the graveyard scene, and elicited pity in his



"Just imagine if we could stay here all the time—you an' me together—wouldn't it be swell."
M. Wells

rejection of a Paradise based not on the flames of social morality, but on the beauty of free creativity. The Elysian Fields backdrop was a magnificent tapestry of light and shade, music and colour, the only relief in a drab universe.

Zero, the nonentity in all of us, returns to his adding machine blindly. Lieutenant Charles, George Olds, who united the play with his ingenious ad-libbing, captured the half-mocking, half-sympathetic attitude of "God's" emissaries towards his number men. Hope is an illusion reclaimed by the blackness of social repression.

The major problem of the production was with set movement. That crucial scene, where at the height of his rage Zero

stabs his boss, became laughable through inadequate set mobility. Creative people need practical people to build their ideas: the set as a symbol of society must function as faultlessly as an adding machine.

The Players' Guild surmounted most of the problems of staging an expressionistic play. Brilliant acting, stage design, costumes, and make-up combined to produce a superb drama of social mechanism. We are all parts of that super-hyper adding machine; our universe is mechanical; our God is deistic. To and from the cosmic laundry souls travel, guided by a disillusioned Lieutenant who drains his flask and sighs: "Hell, I'll tell the world this is a lousy job."



T'EN HOA INN

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ENTERTAINMENT

by George Olds

Well, it looks like I'm back in the proverbial and well worn writer's chair again after an extended period of absence to perform in Players' Guild's *The Adding Machine*. But before you scream bias, let me assure you that I have had nothing to do with any review of that work you may have seen. I feel no need to defend it; the cheers and the jeers stand on their own and no doubt they are justified in their own right.

What is on my mind right now is the oft heard cry "Who on earth picked that show?" It is common knowledge that the Board of Student Activities has been losing overwhelming amounts of money on so-called 'big name' groups for concerts, weekend movies, and most of their special events. Everyone says "Why didn't you get so-and-so?" They refuse to go to a play because "I've never heard of it before." And "Why don't you pick better (substitute 'more popular') movies?"

All this leaves me wondering: just what kind of entertainment—theatrical or otherwise—will sell on this most notorious of suitcase campuses? A double bill like *The Graduate* and *They Shoot Horses, Don't They*—Both excellent films—costs something like \$3 to \$5 hundred dollars a showing, and only two hundred might see them. What in heaven's name pleases? If Isaac Hayes, one of the hottest entertainers around doesn't sell, what does?

Now your next question is "Who the hell ever heard of *The Adding Machine* and who likes 'expressionistic theatre'?" Well then, my next question is "What do you like? What will you pay money to see?"

Around about now Players' Guild will be contemplating what their spring production will be. What would you like to see done? Tell us now instead of after production has started. Fill out this questionnaire and leave it in the box in the course.

1. Do you feel the need for an organised Board for co-ordination events such as movies, plays, concerts, etc? Yes ___ No ___

2. Would you rather see a movie or a play? _____
3. Should the tradition of the "Spring Musical" be retained by Players' Guild? Yes ___ No ___
4. Do you think there is enough in the way of movies in the Twin cities already? Yes ___ No ___
5. Should the B.S.A. a.) appeal to students in their choice of events in order to please, or b.) appeal to a mass community audience in order to make money?
6. Would you prefer to see a folk concert rather than a rock concert? Yes ___ or No ___
7. What movies would you like to see shown on campus? List: _____
8. What play or musical show should Players' Guild choose as its major production for the spring? Name some. _____
9. What do you consider a fair price to pay for : a movie __, a play __, a concert __?
10. To what would you attribute the poor attendance at campus events (other than pubs):
at campus events (other than pubs):
bad publicity ___ Poor organisation ___
Poor entertainment ___ Apathy ___
other ?

The only other Entertainment news I can think of is *The Importance of Being Earnest* at U. of W.'s Humanities theatre this weekend. Cabaret is at the Fairview for a limited run, soon to be replaced by *A Separate Peace*. If you haven't yet seen Cabaret go at once to catch Liza Minelli's and Joel Grey's magnificent performances, see all the fabulous choreography, hear the great score, and see one of the finest films of 1972.

And last, but most important of all go see the Everly Brothers in concert in the T.A. this Saturday at 7 & 10 p.m. Fine music and nostalgia combine for good entertainment. They are warmed up by Tobias. Should be good. Costs \$2 (\$2.50 at door) for students and \$3 (\$3.50 door) for others.

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For more information write: Father Donald C. Campbell, Room 101CA.

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Nigerian weekend
 by Eugene Agu-Onwumere

The Nigerian residents of K-W organised a series of activities over the weekend, that was attended by a large number of people.

Dr. Ukandi Damashi of Princeton University spoke on Nigerian modernisation and thereby focused on the whole gamut of economic problems facing Nigeria. Amongst them are duplication of industries amongst the states, curbing the inflow of people to urban centres, and reviving the agricultural sector, which he said is the back-bone of Nigerian economy.

Amongst his rationale for solving these problems would be the siting of industries in rural areas rather than urban centres, system of national saving for the country and further suggested that the Army should be used for development activities, now that the country is enjoying an atmosphere of stability.

Later, there was a display of made-in-Nigeria products and film show on traditional dances of the ethnic groups in Nigeria. The occasion was rounded-up with an all-night pub at WLU Student Union Ballroom on the 19th of November.

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Football

HAWKS TAKE ATLANTIC BOWL

by Brian Stephenson

The Golden Hawks made easy work of taking the Atlantic bowl as they bombed the University of St. Mary's Huskies 50-17. The game, played before approximately 6,000 partisan Huskie fans, could best be described as warm up for the College Bowl this Saturday in Toronto.

The Hawks made believers out of many doubters as they scored at will over a team that went undefeated during the season giving up less than 10 points per game. This was the same team which was convinced of their superiority on the grounds of a 16-8 victory over the Hawks earlier in the season. It should also be mentioned that these were the same Hawks which had been given little chance of making the playoffs before the season started. The first OUAA releases indicated that this would be a rebuilding year for the Hawks. The Argonauts should be so lucky next year.

Once again it was exceptional team effort which made a farce out of the highly-billed Huskies. Both offence and defence came close to attaining their pre-game objectives as everyone gave a one hundred percent effort. The Hawks were blessed with fine field position for much of the afternoon. This can be accredited to stubborn Hawk defence and the somewhat inept Huskie punter.

The first time the offence got the ball, they were on the Huskie 47 yd line. On the second play Wayne Allison rolled out right on the option, faked the pitchout, and raced 43 yards untouched for the first major of the game. Wally Parker came in and booted the first of his six converts.

The Hawk defence held tight, again giving the offence their second chance from their own 48. On the fifth play, Gerry Blacker scored from the Husky 38 but it was called back on a questionable penalty for clipping. This didn't

bother Blacker or the rest of the offence for more than a few seconds as they sprang Ted Passmore for a 21 yard romp around left end. Blacker threw the key block, once again on the option play. Score 14-0.

St. Mary's came back but missed on a 35 yard field goal attempt. The Hawk offence took over on the ten and gave up one of very few turnovers. On second down, Allison rolled left to the short side of the field. He kept the ball until he had made the first down and then decided to pitch to Passmore. The pitch was intercepted and returned 16 yards by Ray Romand to close the gap 14-7.

The Huskies then put up a serious threat as they successfully completed a short kick-off taking over at the Lutheran 51. On second down, Wally Parker intercepted a Robinson pass and returned it 39 yards to the Huskie 36. This was the first of three key interceptions which the Hawk defence came up with.

Six plays later, Passmore scored on an off tackle with simple power blocking behind Art MacDonald and John Whitney. Score 21-7.

Before the half ended the defence set up another touchdown when Stacey Coray intercepted another Robinson pass and returned it 77 yards to the SMU 13. On the next play, Passmore scored around left end once again on the option. This time Allison threw a key block to spring Passmore. Score 28-7.

Although down, the Huskies did not give up. Before the Half ended, they managed a 39 yard field goal. Score 28-10.

The second half proved to be more of the same as the Hawks showed little mercy on the Bluenose champs. On the third play of the half, Allison hit Larry Simpson with a fifteen yard pass for the major. That's right, we scored a touchdown on that new gimmick, the forward pass. Score 35-10.

Robinson had not yet given up on trying to put SNU back in the game. He managed to engineer a 50 yard drive which ended on a nine yard pass to Kirkpatrick. Score 35-17.

Undaunted as ever, the Hawk offence put together a 44 yard drive. Allison scored his second major on a keeper around the right end. Score 42-17.

The Hawk offence threatened several more times but it was obvious that they were already thinking of the College Bowl. The defence took the chance to score the final touchdown capitalizing on a Huskie fumble. Tom Balfe was Mr. Opportunist as he kicked the ball 23 yards into the end zone and then fell on it for the touchdown. Allison threw to Rick Konopka for the 2 point conversion to make it an even 50. Final Score 50-17.

Men's Intramurals

Football

This year an on-campus team, South Hall 3A (East) took the Intramural Football Championship. As we all know this fall has not been ideal weather for an outdoor football program. Nevertheless the league and playoff games were completed on schedule. Special thanks go to the convenor Gary Jeffries for his efforts.

Hockey

The results of the hockey draft follow:

- Detroit — Tom Hayward
- Harlem Saints — Gerry Haughian
- East Hall Leafs — Jim Publow
- West Hall Blazers — Doug Smith
- Sabres — Rick Redshaw

Volleyball

Off campus have claimed a victory in men's volleyball. The Chosen Few, captained by Larry Simpson took the crown last week.

Full credit should be given to the defensive team which held the Huskies to less than 100 yards rushing. More importantly, they contained Huskie Quarterback Robinson to less than 211 yards passing with only one touchdown and a field goal being scored against them. They also set up several scoring opportunities on

interceptions and fumble recoveries.

Offensively, Allison was the key figure rushing for 142 yards and scoring two touchdowns, and passing for a third. Wayne was also chosen the outstanding player of the game. Passmore rushed for 85 yards and scored three majors in another key effort.



Windsor Humbles WLU

by Lois Aicken

After narrowly losing to Guelph last weekend, the volley ball team headed for Windsor Friday expecting to come back with a close victory, or at least, a narrow loss. Instead they met a surprisingly strong Windsor team who defeated them in three games. At the end of the first game (score: Windsor 15; WLU 8), I expected that WLU would return with a stronger game and give Windsor some real competition. However a substitution mix-up resulted in the loss

of 2 points for WLU and Windsor went on to win that game and the next one.

The basketball team was also defeated by Windsor in a very lopsided game, 65-21. All in all, the games proved to be crushing blows to WLU. Hopefully they will dismiss the defeats and prepare for their upcoming games against Western Friday. A team must never allow itself to be psychologically defeated before it goes into a game, so let's hope they've built up their confidence by Friday.

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RUFUS - THE RADICAL REPTILE - CHILDHOOD AND EARLY YOUTH

NEWLY HATCHED, THE WORLD LOOKED GOOD TO HIM...
GEE! NICE PLACE!

... BUT NOT FOR LONG!!
WITHIN HOURS HE WAS CAPTURED BY THE PET INDUSTRY...

... RUDELY DUMPED INTO A TANK WITH SOME OTHER BABY GATORS ...
HEADS UP!
ARRGH!

... AND OFFERED FOR SALE!
YOUR CHOICE ← \$128

AFTER SEVERAL BORING DAYS IN THE TANK, HE WAS BOUGHT BY A LITTLE BOY AND HIS MOM ...
THE ONE WITH THE BIG BLUE EYES!
YOUR CHOICE ← \$128

... WHO TOOK HIM BACK TO NEW HAVEN AND TAUGHT HIM TO DO TRICKS IN EXCHANGE FOR MEALS!
PICK A CARD!

THIS WENT ON FOR SOME TIME... BUT ONE DAY HE GAVE THE LITTLE BOY A PLAYFUL NIP! HE DIDN'T KNOW IT THEN...
WAAAA!
HE'S ALMOST BIT MY HAND OFF!

BUT THIS WAS A SERIOUS INFRACTION OF THE RULES! THE BOY AND HIS MOM TALKED IT OVER AND DECIDED...
YA GOTTA UNDERSTAND!
YEAH! =SNIFF=

... TO BANISH HIM TO THE SEWERS FOREVER!
FLUSH IT, SON!
OK, MA!
ORK
HARD TIMES WERE UPON HIM!!

HUNTED BY THE AUTHORITIES...
BANK ZIP!

COLD AND ALONE ...

... HE CALLED THE S.P.C.A FOR ASSISTANCE!
ZIP-TICKY-TICKY!

THEY SEEMED VERY NICE AND EAGER TO HELP...
CAN I HELP YOU SIR?
WELL... UH...

... BUT SOMETHING BOTHERED HIM ABOUT THE ORGANIZATION ...
JEEZ! THE HANDSAG!
UH...

... AND HE FIGURED HE'D BETTER GET OUT OF THERE AND BACK TO THE SEWER...
OH, POOR UNCLE ALE! IS THAT YOU?
NO THANKS!

... BECAUSE HE HAD A GOOD IDEA WHERE THEY WERE AT!
BUNCH OF LIBERALS!
WHEW! =PUFF, PUFF=
I COULD HAVE ENDED UP A SUITCASE!
YEAH! WOW!
NO LOHER!

CURIOUS, HE DID A LITTLE RESEARCH AND DISCOVERED...
WHO'S WHO
WHAT'S WHAT
ETC

... SOME DISTURBING FACTS!
WOW! THE A.S.P.C.A IS FUNDED BY THE ROCKEFELLER FOUNDATION, WHICH OWNS CONTROLLING INTEREST IN AN ALLIGATOR BAG FACTORY IN MOBILE, ALA. !!

DISILLUSIONED AT FIRST, HE WAS FEELING VERY DOWN!
O TEMPORA!
O MORES!
WHAT'S TO BECOME OF ME?

BUT SOON HIS DEPRESSION CHANGED TO ANGER!
GASH!
ERRR!

AND THE MORE HE THOUGHT ABOUT IT, THE MORE HE BEGAN TO GET REALLY PISSED OFF!
ROWR

... AND BEFORE HE KNEW IT, HE WAS A REVOLUTIONARY!
THE COUNTRY NEEDS A NEW KIND OF BAG!
SRR!

... DEDICATED TO THE OVERTHROW OF THE ESTABLISHED ORDER!