

theCord

"The tie that binds since 1926" VOLUME XXXV • ISSUE NINETEEN • WEDNESDAY, JANUARY 25, 1995 • WLU STUDENT PUBLICATIONS

Production Posse's Deep Definition of the Week

Slack: A surge of uncorrupted gumption, an explosion of the "self" — not obliterating it, but *bloating* it.

Book of the SubGenius, *The Sacred Teachings of "Bob"*
[We don't understand this quote, but we thought we'd run it anyways.]

THIS ISSUE

I've got some good news, and some bad news...for profs, that is. The new student surveys are in, brought to you by the Students' Union. Check out the middle of the paper for the easy pull-out. Kudos to McCormick and McQuinn for an excellent job. As for this week's cover, can you spot the Star Trek Voyager? Relax, it's a compliment, guys.

news

Lee Hewitt brings you an excellent article this week with regards the student-run evaluations. It's been deemed a success. What do you think? Is it time to strike? Tom Irubens brings you the details of the proposed strike by university students across the country in protest of tuition hikes. Student prez Spoltore says nay.

opinion

Lots of response to last week's issue dealing with homophobia at Laurier. Finally, some letters, and more saved for next week (due to space limitations this week). Another tough issue is dealt with by Virginia Parker. In an extremely touching article, Parker brings the irony through tears shed over a lost friend.

feature

This week's feature brings you an indepth look at literacy in Canada, in K-W, and at Laurier. One of Laurier's number one student services, Laurier Students for Literacy is featured, a group which helps youngsters unravel the puzzle of reading. If inspired, volunteer to help and put those degrees-to-be to some use.

sports

A little depressing this week. It seems just about every team lost. But hey, not due to lack of effort, we're sure. However, there is always the SuperBowl...who's going to win Anthony? A special note from Sports this week to all those eager writers. Sorry if your article didn't get in. Extreme lack of space this week.

entertainment

So are you "going out", "seeing each other", or in a "relationship"? Seal brings you a guide to dating in the nineties. That's right. The same Seal that brings you Dynamic Duo. Hmm... Speaking of the DD, couple of good questions. Okay, not as raunchy as before, but did you really enjoy that stuff? I thought so.

two cents worth

A huge apology from yours truly for a quote in last week's cover story that said that SBE has a stranglehold on this university. It was to be deleted, but made it's way back due to a computer glitch and a stupid oversight on my part. My apologies to all of SBE and Laurier administration.

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Engage!

WLU Voyager launches science students into the future

PICTURE: SHELDON PAGE

Great turnout for grand opening of the new science building.

ROB GLOVER

CORD NEWS

The only thing missing were the fireworks.

Laurier spared no expense in its staging of the official opening of the new \$15 million Science Building last Monday, January 23.

Festive balloons in the official school colours decorated the stage, which was set up in the middle of the courtyard in the centre of the building. Music for the event was provided by the Faculty of Music's Brass Quintet. Local and provincial politicians rubbed shoulders with the university's senior administration. And most of the local media were there.

The speeches weren't lacking in exuberance, either. WLU President Dr. Lorna Marsden read out two letters from Prime Minister Jean Chretien and

Ontario Premier Bob Rae, offering their congratulations on Laurier's newest acquisition.

Dr. John Litt, the chair of the Department of Physics and Computing, pointed out how both the graduates and the research grants have grown over the years.

Deborah Herrington, a fourth year biology student and speaking on behalf of all science students, waxed eloquent about the building's new facilities.

Waterloo mayor Brian Turnbull pointed out how the new science building gave the university a higher profile in the community.

Kitchener mayor, and Laurier Sociology professor, Richard Christy spoke of the contributions that previous Laurier graduates made to this city, and how the science building would help the university continue that tradition.

MPP and Minister of Transportation Mike Farnan, in addition to praising the university and its new facility, mentioned how his NDP government's jobsOntario Capital program provided \$14.6 million of the \$18.3 million cost of the project.

Perhaps the size of the grant was why Farnan was given the privilege of actually cutting the ribbon.

Again, the university arranged for no simple performance. As Farnan cut the ribbon, two ushers released some of the festive balloons while the brass quintet played a stirring fanfare.

Much was made of the building's new facilities. The chemistry labs, for example, are equipped with special ventilation systems. The physics labs are equipped with special copper grounding for electrical experiments. The herbarium for the biology department will house over 3000 different plant species.

And all of which, in the words of Dr. Marsden, "were completed on time and on budget." However, as Dr. Litt pointed out, there was still a need for new equipment.

A tour of the building proved both points. The building itself was indeed spectacular, but some of the empty labs suggested that there is still some work left to be done.

Super Bowl Companion

SCOTT STINSON

CORD SPORTS

Considering this year's matchup is the 49ers and the Chargers, it could be another boring blowout. With that in mind, we give you a way to make this year's big game a lot more enjoyable. All you need is a beverage and this handy and recyclable guide. Not that we encourage irresponsible drinking, but ideally the beverage should contain alcohol, and you should have several of them within walking distance (ten feet).

The Rules

Pretty simple. When any of the following things happen, take a drink. Got it? Good. (Note: A "drink" does not actually mean an entire beverage. Participants should define beforehand how big a slug, sip, belt, swill, etc., a "drink" is.)

Game Stuff

Should several of these things happen on the same play, drinks should be totalled consecutively, not concurrently.

- Touchdown - 3 drinks
- First Down - 1 drink
- Field Goal - 2 drinks
- Quarterback sack - 3 drinks
- Safety - 5 drinks
- Turnover - 3 drinks
- Fake Field Goal/Fake Punt - 7 drinks

Specific Game Stuff

- Jerry Rice catch - 1 drink per ten yards gained
- John Taylor catch - 2 drinks (flat rate)
- Brent Jones catch - 3 drinks (flat rate)
- Alfred Pupunu catch - 5 drinks (flat rate)
- Natrone Means uses helmet to run over tackler - 4 drinks
- Deion Sanders knocks down pass - 2 drinks

- Deion Sanders makes interception - 3 drinks + 1 per ten yards returned + 2 per ten yards of high steppin'
- Steve Wallace's extra helmet piece pops off - 3 drinks
- Watters or Means tackled for a loss - 2 drinks

Penalties

- Holding - 2 drinks
- Offside - 2 drinks
- Pass Interference - 4 drinks
- Face Masking - 3 drinks

Announcer Stuff

The game will be televised by ABC, meaning the talented Al Michaels will be joined by the silent Frank Gifford and the long-winded Dan Dierdorf in the broadcast booth.

- Someone calls Jerry Rice the "best receiver ever" - 4 drinks
- Someone mentions the halftime show - 4 drinks
- Michaels does cheesy voice over promoting other ABC shows - 2 drinks
- They talk favourably about Kathie Lee Gifford's singing of the anthem - 1 drink
- They talk unfavourably about it - 10 drinks
- Dierdorf actually makes a good point - 5 drinks
- Gifford gets a word in edgewise - 2 drinks
- Michaels turns to Dierdorf and says "Don't you ever shut the fuck up?" - raucous cheering, whole beverage
- Someone mentions Joe Montana - 3 drinks
- Someone says "Lombardi" - 2 drinks
- Someone calls Ronnie Harmon "the Chargers' 3rd down specialist" - 2 drinks.

Enjoy.



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Prof report cards are in

LEE HEWITT
CORD NEWS

Three weeks ago, Laurier students were given their report cards and asked to face the music. Now, it's the faculty's turn.

The Students' Union has made public the results of its first attempt at student-run course evaluations. The good news is that, by all accounts, the approximately 1 000 students who were surveyed have given most of their professors a 'passing grade' on their first public report card.

Course evaluations were performed in Political Science, Music, Psychology and Business core classes. They can be found in the Union's four page advertising supplement included with this week's Cord.

Scott McCormick, the Students' Union's Vice President: University Affairs, said the Union is "satisfied" with the results of the "pilot" evaluation. The process, he said, is in its infancy; it is the first step in the Union's "Five Year Plan" to assess the quality of education at Laurier.

Students, McCormick said, should have access to as much information as possible about professors and class content. Sufficient information is not provided currently, he added.

Not everyone in the Laurier community was as pleased with results as McCormick. Six professors, for instance, declined the Union's request for co-operation on the issue.

One such dissenter is Dr. Charles Morrison, a professor of

music. He was very much against the evaluations from the beginning, and refused to let his MU 266 students participate.

He labelled the evaluations as a "knee-jerk" reaction to the student perception that the Administration forms are quietly disregarded. "That's just not true," Dr. Morrison said in defence of the current process.

He also doesn't believe that the students are capable of seriously evaluating the university. Dr. Morrison, who has formed an ad hoc Senate executive committee to further investigate the evaluation process, questions the credibility, reliability and efficiency of the Union's counterbalancing process.

"I'm not sure the students are in a good position to answer (the questions)," he said.

McCormick soundly disagrees. With recent increases in tuition, he added, students have a right to a more comprehensive analysis of their classes. "We're paying for this (education) ... let's see what value we're getting."

Dr. Morrison scoffs at the idea. "The words consumer and education do not belong in the same sentence," he said.

The Union, McCormick said, is pleased to finally have a counterpart to the university's faculty evaluations. He added that the official evaluation forms are vague and irrelevant to students because they are not published by the university and provide no opportunity for qualitative student feedback.

The Union's form, therefore, was

made public and included a lengthy section for a written, open-ended response.

Brian McQuinn, who was at the forefront of administering the evaluations for the Laurier Small Business Consultant's office, was especially impressed with the results from the qualitative section.

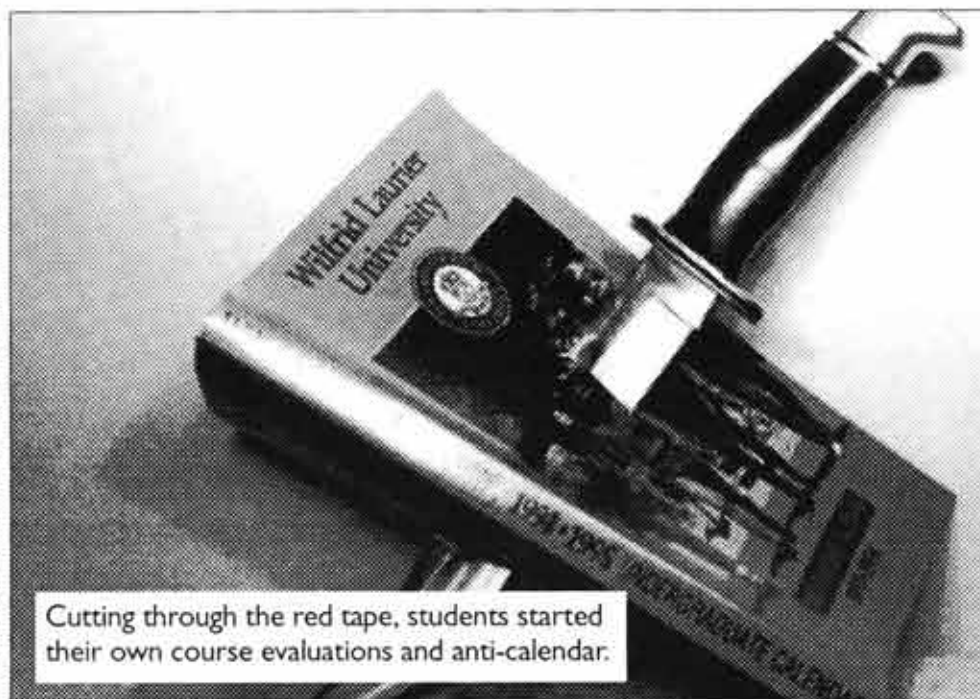
"The comments of the students were astute yet critical," he said. McQuinn also noted the students' ability to separate professorial criticism from more general critiques of the course evaluation.

This semester, McCormick contracted an outside firm - the Laurier Small Business Consulting office - to conduct the survey at a cost of \$7 000 for two semesters.

At that point, McQuinn said that his office stepped in to insure that Laurier students were provided with an accurate and empirically sound survey. The evaluation form, he explained, had input from the University of Toronto and faculty members in Business, Psychology and Music.

Political Science statistics professor David Docherty agrees that the results are fairly reflective of student opinion. He said that the quantitative portion of the results are "about as accurate as you're going to get," in terms of evaluating student opin-

tion was a first time venture. Docherty suggests that the Union fine tune their approach for next time. That said, he confirmed that the results, taken as an "anti-calendar" and considered along side of the university materials, are helpful.



Cutting through the red tape, students started their own course evaluations and anti-calendar.

PICTURE SCOTT MCKAY

Business professor Jim McCutcheon is "very supportive" of the process. The idea of student-run evaluations, he added, is "excellent". McCutcheon, the popular instructor of the introductory business course BU 111, said that he is concerned about the adequacy

and content of the Administration evaluations. His 370 students, he conceded, will get "more of the information they need" with the Students' Union evaluation.

Dr. Morton Nelson, President of the Faculty Association, could not see any harm in the student-run process either. "The more information, the better," he said.

McCormick can't help but agree with this view. "Students are here to learn," he said. "As long as profs are being paid to teach them, we have the right (to know)."

ions of courses and lecturers.

He said that certain figures, such as the "overall teaching ability" and "learning experience" categories, are maybe more telling in assessing the data.

Docherty, however, said that caution is necessary when interpreting the data. Students are warned to beware of vague terminology - like the concepts of 'value' or 'effectively' - in the question wording, because they may elicit equally vague responses.

Acknowledging that the evalua-

Students' Union says "No" to student strike

TOM HRUBES
CORD NEWS

January 25 is the day that has been chosen by the Canadian Federation of Students (CFS) to hold a national protest against the federal government's proposed changes to education funding.

What Human Resources Minister Lloyd Axworthy's department is suggesting is that Ottawa give the provinces increasingly less cash transfers and replace them with more "tax room". Axworthy himself has admitted that this move will increase tuition.

To offset the increase in tuition, Axworthy is also promoting a new loan system - Income Contingent Loan Repayment (ICLR). With this plan, graduates only start to pay back their loan when they meet a minimum income level.

The size of the increase in tuition remains a source of debate and speculation. The CFS promises hikes of "at least \$2000 a year", while WLU Students' Union President Ralph Spoltore predicts that "tuition next year at Laurier will be \$3300 in a worst case scenario."

The issue of ICLRs is at the centre of the debate between the CFS and the government. Ottawa defends its cutting of the transfers by saying that university students are an "elite" who can afford the increases.

However, many anti-poverty groups, trade unions, and school faculties have protested, saying that the new system would make universities even more inaccessible to those from poorer backgrounds.

Pam Franche, co-ordinator of the CFS's national strike, cited a study done by the University of Toronto's Graduate Students Association which attempted to gauge the effects that the proposed cuts would have.

Under the new system, a student in a BA program, who receives no financial assistance from their family, will accumulate a debt load of \$48 000 over the four years they are in school.

Not all students are opposed to the idea of ICLRs. The provincial lobby group Ontario Undergraduate Student Alliance (OUSA), of which WLU's Students' Union is a member, has placed their bid in favour of income contingent loans.

President Spoltore said that while "students will have to pay more than they ever have...they should pay their fair share for top quality."

While many universities across the nation will be participating in the January 25 protest, the universities that belong to OUSA (Western, Brock, Queens, U of T part-time students, Laurier, and Waterloo) have all opted out of the protest.

OUSA has called into question the usefulness of another protest, and has instead organized forums for debate at various universities, including Waterloo.

The first student protest to gain major media attention was the November 16 rally on Parliament Hill. Interpretations of the success of the event vary.

Franchise (CFS) called the protest "a success because 10 000 were on the Hill." Spoltore (pro-OUSA) called the same protest "another black eye for the students of the nation" because of the protesters who pelted Minister Axworthy with eggs and uncooked Kraft Dinner. Time is running out for the CFS. Axworthy

will likely table his findings and proposals when Parliament reconvenes on February 6. With this new wave of protests, Franche hopes to discredit the government: "Lloyd Axworthy was saying that he has the support of the Canadian people, (in the face of these protests) he will have to say that he is lying."

Even if either student lobby manages to persuade the government to reconsider its proposals, it seems that students will still face increased costs and diminished funding in some fashion.

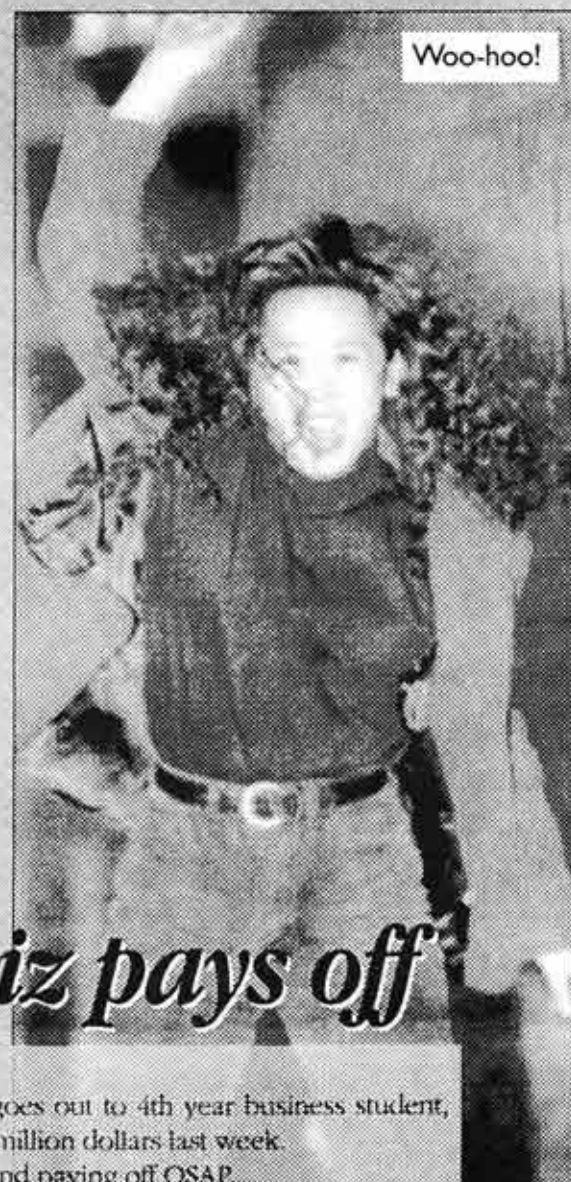
While the government moves forward with its report, OUSA promises to continue its "we talk, we don't walk" line, while the CFS pursues a more militant approach. Franche promises that "we (CFS) will continue our grassroots lobbying...this is only the beginning of the fight against social service cuts."

Laurier biz pays off

You're damned right she's happy.

An envy-tinged congratulations goes out to 4th year business student, Anita Lee who scratched and won a million dollars last week.

Here's to an end to Kraft dinner and paying off OSAP.



PICTURE: PETER POWER, REPRINTED FROM TORONTO STAR

360 biz students to hit WLU

ROXANNE COPPENS
CORD NEWS

That competitive edge all business students strive for will be put to the test this upcoming weekend, when 360 students from eight universities meet at Laurier to participate in the Undergraduate Business Games.

The universities coming to Laurier to participate in the games include Concordia, McGill, Pennsylvania State, Queen's, Manitoba, Western and York. Each University is sending a team of 45 students to the UBG to compete in

football, snow pitch, inner-tube water polo, and volleyball. There will be business-oriented events such as debating, business trivia, and Jeopardy.

The games were first played in 1992, and this year marks Laurier's first time hosting the games. The Undergraduate Business Games are organized to provide an opportunity for students to meet other Canadian and American students who will most likely be their colleagues or competitors in the business world one day.

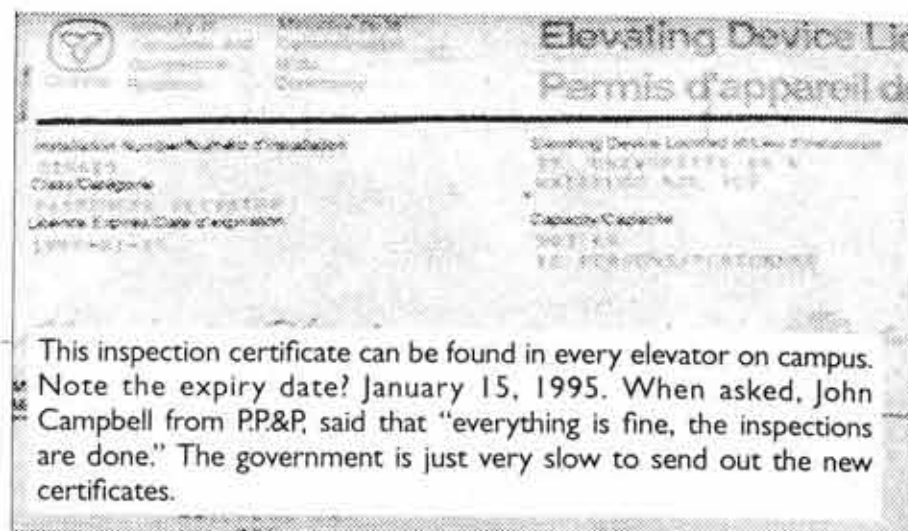
Tim Silk, business student and UBG volunteer, said of the games that "it's the best party weekend. They call it the business games, but it's just an excuse to get drunk with people from other business schools."

Nearly 100 volunteers are involved in this event, and are responsible for officiating and directing teams around campus. To help fund the event, raffle tickets at \$2 each are being sold in the Concourse and the Peters Building on January 25 and 26. Anyone who

buys a ticket has a chance to win a Lexmark colour inkjet printer, a pair

of Cambridge speakers or a mystery gift basket.

License to elevate



's up Around Campus:

Wednesday January 25

- Women's Volleyball vs. Windsor. 6 p.m.
- Mike Mandel, Hypnotist & Mentalist at the Turret.
- Laurier Christian Fellowship meeting in the Turret. 5:30 p.m.
- Amnesty International meets in the Niobe Lounge. 5:30 p.m.
- Debating Society meets in L126. 5:30 p.m.
- Memory and Concentration Seminar. 1 to 2 p.m. Room P2027.

Thursday, January 26

- Resume Writing Workshop. 1:30 to 2:30 p.m. Room 4-110.
- Badminton Club in the AC. 6:30 to 8 p.m.
- Blackwater Trio at Wilf's.

Friday, January 27

- Women's Hockey vs. Toronto. 8 p.m.

- Ski Club trip to Blue Mountain. Call Mark Schmid at 886-9946 for info.
- Adrian Jones at Wilf's.
- Geography Club goes skating. City Hall. Call Jessica Clinesmith at 885-2626 for info.
- Cord Staff meeting. Willison Lounge. 2:30 p.m. Free beer.

Saturday, January 28

- Undergrad Business Games Celebration in the Turret.
- Women's basketball vs. Waterloo. 12 p.m.
- Men's basketball vs. Waterloo. 2 p.m.
- Music Association Formal at the Walper Terrace.
- Larry Jensen at Wilf's.

Sunday, January 29

- Women's hockey vs. Windsor. 7 p.m.

- Concert: WLU Baroque Ensemble. 3 p.m. Recital Hall.
- Equestrian Club Sleigh Ride. 11 a.m. to 12 p.m. Meet outside the AC. at 10:15 a.m.

Monday, January 30

- Winter Carnival Begins.
- Career Planning in First Year Seminar. 2:30 to 4 p.m. Room 2-205.
- Careers for Sociology and Anthropology Seminar. 11:30 to 12:30 p.m. Room P1005.
- Patricia Gummer's Multimedia paintings on display in the Robert Langen Gallery through to February 18.

Tuesday, January 31

- Careers for History and Political Science Seminar. 12 to 1 p.m. Room 4-305.
- Music at Noon. Recital Hall. Free

- admission.
- Deadline for Writer's Club Poetry submissions.

Wednesday, February 1

- Final day for submitting applications for Spring Convocation.
- Reading Texts Seminar. 12:30 to 1:30 p.m. Room P2027.
- Laurier Dress Day at Purple and Gold.
- Amnesty International meeting.

- Niobe Lounge. 5:30 p.m.
- Debating Society meeting. Room L126. 5:30 p.m.
- Anthropology Club Funky Film Fest. 8 p.m. Niobe Lounge.
- Laurier Christian Fellowship Talent Night in the Turret. 5:30 p.m.
- Musician's Network Winter Carnival Talent Night. 8 p.m. Turret

Short short Bag O' Crime

Theft Under \$1000

1520 Hrs Mon 16 Jan 95

A WLU student reported that her wallet was stolen from her jacket when she left it unattended for a short time in the library. The wallet was recovered a short time later at the University of Waterloo.

Missing Person Reported

2015 Hrs Wed 18 Jan 95

Security investigated a report of a missing person after a friend called from Toronto advising she had not heard from her roommate and was quite worried. The individual was located and advised to contact her friend.

Unauthorized Soliciting

1335 Hrs Thu 19 Jan 95

A non-university affiliated male was evicted from campus after soliciting

money from members of the WLU community.

Liquor License Act Violation

0035 Hrs Fri 20 Jan 95

A WLU student was charged with being intoxicated in a public place.

Noise Complaint

0525 Hrs Fri 20 Jan 95

Security attended Leupold Residence after receiving a complaint of loud music coming from a room. The occupants were requested to turn down the stereo to which they complied.

Noise Complaint

0245 Hrs Sat 21 Jan 95

Two WLU students were sent on their way after a complaint was received about excessive noise outside Willison Hall.

ethan hawke julie delpy

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last only one night?

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Jobs, jobs, jobs...

Future job market looks good for graduates

JENNIFER FLYNN
CORD NEWS

"There are going to be lots of jobs and the potential for high paying jobs". This was the rosy forecast given by Lloyd Atkinson while visiting Laurier on January 17 as a guest speaker.

Atkinson was addressing the future of Canada's economy, and he was likely the most appropriate choice to discuss this issue. He received the Pete Marwick Most Accurate Predictor Award for the years 1988 to 1993 last year, and served as the Bank of Montreal's Chief Economist and Executive Vice-President for 12 years.

If Atkinson's "fortune-telling" ability is still as accurate as it has been in the past, the future looks very good for Canada, especially for Canadian university students.

Atkinson recognized a general belief held by most university and college students that even with a college or university degree, finding a job is next to impossible. Quoting statistics from previous years, Atkinson disputed this view. The years 1991, 1992, and 1993 marked the height of the recession Canada has been experiencing. The total employment growth in Canada was 0% and 189,000 jobs were lost during this time period.

Against this depressing economic background there was a small pocket of employment growth among university and college graduates. University graduates received 308,000 jobs in total, a 17% increase in employment. College graduates experienced a 5% increase. High school drop-outs make up 2 million of the total job force in Canada. These three years (91 to 93) "turfed out 28% of them" as Atkinson put it.

In addition to this news about the apparent use and

value of a degree, Atkinson said that the economy is bouncing back from a recession. There is to be continued growth in the Canadian economy for at least the next five to six years.

There appear to be two risks to this continued growth,

one is the federal budget deficit and the Quebec referendum are the risks Atkinson sees.

These two issues are of increasing importance in terms of Canada's economic well-being.

dent Martin will deliver a budget that will be successful in keeping the deficit under control.

Quebec may prove to be the more volatile issue, however. Atkinson does not believe that Quebecers will vote for independence. If they do, there will be a considerable amount of ambiguity regarding this title and what it entails.

Atkinson thinks that the market will sense this ambiguity and adjust itself accordingly, hopefully averting economic disaster.

If Canada handles these two issues well, there will be an increase in economic growth in Canada, says Atkinson. Despite the improvement in the economy, Atkinson said that one-third of Canadians are afraid of losing their jobs, and that two-thirds are afraid the standard of living of their children will be lower than their own.

Still, Atkinson says he is "very optimistic about the future, conditional on a few things falling into place".

Ex-chief economist and executive vice-president of the Bank of Montreal, Lloyd Atkinson, sees the future through rose-coloured glasses.



PICTURE: MARION HENSEL

said Atkinson, and depending on how they are handled, the economy will either continue to improve or crumble into an economic crisis. "The key question is can we get our politi-

cians to move before we hit the crisis?" he wondered. If the budget federal Finance Minister Paul Martin releases this year does not achieve its minimum targets, "hang on to your hats" says Atkinson. However, he is confi-

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After the revolution

How Romanians are coping with life after Communism

ANDREW READING
CORD INTERNATIONAL

The Romanian Revolution happened in November 1989. Since those weeks, when the Romanian people fought and died to kick out their communist leaders, they have been through five years of hard times. When Nicolae and Eleni Ceaucescu were executed in the middle of the night, only the tip was chopped off the socialist bureaucratic iceberg. Romania is a country full of paradoxes.

People who will gladly show you around town and put you up for a couple of nights for very little money, perhaps even for free,

will be brisk and arrogant if you happened to catch them while at work. There is food in the stores, but hardly anyone can afford to buy anything but the cheapest goods. Communism is gone but the mindset hasn't changed. Many things are state-controlled, and a Westerner will run into obnoxious tourist prices which could run up to ten times what a local pays. Romanians are caught in the no-man's land between capitalism and communism.

Some of the most interesting of the post-communist Romanians are the revolutionaries themselves, the young men and women who

fought Ceaucescu's troops in the squares of Romanian cities. These young and energetic rebels toppled the communist regime in November of 1989, but now they find themselves without a cause. It is quite normal for the revolutionaries to make their money by what we would call questionable means: black market currency exchanging, running gas over the border to the neighboring Serbs, or smuggling in an assortment of cheap consumer goods from Hungary. But when the average Romanian wage is \$50 US per month, who can blame them?

In fact, some of these entrepreneurs are supported by the state in these endeavours. I met one man who is sold US dollars at the low official rate of exchange by the Romanian National Bank. This is so he may purchase imported goods from the west. If some of these dollars are re-sold on the black market (10-20%) higher, the bank turns a blind eye. The bank realizes that a certain amount of liberalism is needed at the moment, but they are unwilling to follow the shock steps needed to get their currency convertible.

Not all Romanians have turned to the black market to earn their living. It is

quite common to see a backyard in a residential area converted into a farm! Rabbits, chickens, pigs, anything that will fit alongside the fruit and vegetables.

Everyone learns to do two or three jobs. They have to work harder now than under the communists, and things haven't gotten better yet.

But at least the young people have a sense of optimism. They believe that if they work hard, they will become as successful as Hungary or the Czech Republic in raising their standard of living. Most importantly, the Romanians still have their pride, a pride that shows when a complete stranger will spend a day showing you around town for free, something that would have been cause for execution under the Ceaucescu regime.

I was shown around the still bullet-pocked buildings of the main square of Timisoara by one of the ex-revolutionaries of November 1989. He remembers the nights of the protests, but he looks to the future of Romania. He knows that it will be hard work, but he believes in himself.

I met this spirit time and time again in the Romanian people. This can only mean that their future is going to be brighter than their past.

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Strange and Stranger

LILIAN SCHAEER
CORD INTERNATIONAL

Looking back on some of the events of the past year, it is easy to see why Jim Carey's "Dumb and Dumber" was such a big hit. That title, or variants thereof, could just as easily be applied to more than a few of the most weird, wacky, and downright bizarre news stories of the past year.

A family living in the United States and getting more than \$1 million on government assistance every year is complaining about how they are treated by people.

Eulalia Rodriguez, who has 14 children, 74 grandchildren and 15 great-grandchildren all on welfare, claims she is sick of people acting like she's a crook, and justifies her substantial government income by declaring that she's "got a lot of kids to feed."

A homeless couple, who were hit by a train as they were having sex on a mattress on the New York subway tracks, is suing the transit authority for "carelessness, recklessness and negligence."

If you're fighting with some of your colleagues in the workplace, it might be wise to keep a close eye on the coffee pot. A

man in Montana was fired this past summer when a security camera caught him urinating in the communal coffee pot. A feud with co-workers caused the incident.

A Texas mother of six has had four of her children taken away by social services. All of the children have different fathers, and the woman is continuing to have kids. Why? To replace the ones taken away.

Avon cosmetics has close to 40,000 sales reps working in Brazil's Amazonia region. According to recent reports, products are being sold to the Tembe Indians, and barterable items, such as fish, are considered acceptable payment.

The political correctness virus seems to hit everywhere these days. A nightclub in L.A. was closed down after its stage was deemed inaccessible to nude dancers in wheelchairs.

In Hamilton, a first-time mother sued her hospital for more than \$2 million because she experienced pain while giving birth to her twin sons.

A TTC employee was given his job back by an arbitration panel. The man had previously been fired for having sex with a prostitute during one of his breaks.

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Editorial

Hemp - It's not just for smoking anymore

Hemp, believed to be the oldest cultivated plant, has been used by civilization for over five thousand years. It's early users created fishing lines and nets from its fibrous stalks; the oil released from the plant was used to stupefy fish so they could be more easily caught for food.

More recently, hemp's fibres and oils have been used to create paper, textiles, paints, fuel and food. Hemp cloth was used in the first pair of Levi's jeans, and in the first US Stars and Stripes.

The industrial use of hemp was widespread throughout the early part of this century. The governments of North America encouraged its cultivation during both wars, as its fibres formed excellent rope, and were used extensively in the production of uniforms.

In 1937, the production of hemp - for any use - was outlawed by Canada and the United States. Pressure from newspaper publisher and lumber industrialist William Randolph Hearst persuaded the governments to ban its cultivation. For Hearst, low cost hemp meant diminished markets for his wood-based paper products.

This past summer, for the first time in fifty years, hemp was legally grown in Canada. In a ten acre plot outside Tillsonburg in south-western Ontario, a new strain of hemp was cultivated. The plants grown in the strictly regulated experiment were almost drug free; they had very low levels of THC, the mood altering substance in "regular" marijuana which makes it attractive for recreational use. The first drug free strain was created in France during the 1980s, and is currently widely cultivated throughout Europe and the Phillipines.

Almost anything that can be made from timber, cotton or petroleum can be made from the hemp fibres and oils: rugs, cloth and rope; cardboard; all types of paper, from heavy art stock to newsprint; pressed particle board and other lumber composites; biomass fuel; paints and lacquers. Its oils have medicinal use, and almost every part of the plant has a use as food. The possibilities are almost endless.

In the production of textiles, hemp causes less damage to the environment than synthetic fibres and even cotton. As well, little or no herbicides or pesticides are used in the fields.

As society begins to reconsider the attractiveness of clear-cutting our old growth forests to support the increasing demand for lumber and paper products, hemp provides a viable alternative. One acre of hemp will provide more cellulose than one acre of trees. Three million acres of hemp would produce enough pulp to replace all the trees that are cut down. And as an annual crop, hemp is renewed much faster than forests could ever be. Imagine a forest of three metre hemp plants, ready for cultivation 110 days after it was planted.

By allowing the commercial cultivation of hemp, the government would be saving our precious natural resources, and at the same time creating new jobs for the agricultural regions currently dependent on crops such as tobacco and wheat. The jobs that would be created would not only be in the farming sector, but in the manufacturing sector as well.

In the short run, it is not felt that hemp would have a serious economic impact on the forestry industry. But in the long run, I think it could be hemp, and its many uses, that saves our precious environment.

Editorial by Paul McLean, Production Manager

The opinions expressed in this editorial are those of the author and do not necessarily reflect those of the rest of The Cord staff, or of its publisher, WLU Student Publications

How to send a letter to the editor

1. The letter must be on computer disk, or via e-mail (22cord@mach1.wlu.ca). If computer access is a problem, please speak to the editor-in-chief. Computer disks can be picked up in The Cord offices on Wednesday afternoon.
2. All letters must be accompanied by a signed hard copy, with the author's name, student I.D. number, and telephone number.
3. All letters will be printed with the author's name attached. Letters printed without the author's name only with the permission of the E.I.C.
4. The E.I.C. may edit the letters for length and clarity.
5. No racist, sexist, homophobic or otherwise libelous submissions will be printed.

Letters to the editor

One important step

Dear Editor:

I am writing in response to your articles, and commentaries on homosexuality, and homophobia, here at Laurier. The article "Small school not so cosy for homosexuals" in the CORD FEATURES section, I found to be of particular interest, and it is on this, that I wish to express my opinion.

I can't say that I was shocked to learn of the Neanderthal-like attitude held by some of the Laurier students, who choose to voice their backwoods, ignorant, and just downright stupid opinions about homosexuals, as I too was a recipient of such hate-filled comments.

During my first year here at Laurier, I was subjected to the bigotry and name-calling given to homosexuals, just because I was, and still am, different. I did not act like anyone else on my floor, nor did I share the same interests, nor did I brag about what I did with whom, in an attempt to assert my manhood. For this I was perceived as being gay, and was given the name "flamer", as in flaming faggot. To this day I am still viewed by many as being gay, even though I am not.

Others still, are so convinced of my homosexuality, mainly because of my choosing to be different and not form and merge into the mediocrity of normalcy, in a vain attempt to be loved and accepted, that they insist that I am gay, and am living in denial, even though I have told them numerous times that I am not homosexual.

I was the butt of many jokes made by the guys on my floor. One such joke, that I actually saw, which was one of the few, as they were mostly said behind my back, was a letter to another guy on my floor, supposedly from his girlfriend complaining that he should stop fucking me up the ass, as his dick tasted like shit.

Unlike Gary Van Eingen however, I do not write off the people that call me names, in fact I thank them. I cannot say insults, because in order for a comment to be an insult, it must be regarded as bad by the recipient, and being gay is not bad, it is being what you are!

Although I am not gay, and they have said these things in an attempt to hurt me, they are the few with enough conviction and courage to say what they think to my face, not wait until my back is turned and whisper something so I won't hear it. That is nothing more than pathetic. Those are the people I write off! This is why I no longer really speak to any of the guys on my floor in

first year.

I feel I must state that I was shocked to find that GLOBAL was not up in operation this year, due to the fear held by the gay, lesbian and bisexual community at Laurier. Yes, homophobia is running rampant here at our little campus, but in order to gain acceptance from these people who put down homosexuals, the gay and lesbian community must join together and stand up for their rights.

History is raked with eras where minorities were persecuted for what they were. Witness the slaughter of the people of the Jewish faith in Nazi Germany, the Spanish Inquisition, and the enslavement of Afro-Americans. All of the victims during those times were beaten, tortured and killed, just like homosexuals are today. They (as a whole) survived, and are now viewed as equals by the masses (although some still hold racist beliefs), but in order to achieve the status they have today, they had to stand up against those who would persecute them, and they did so because they were proud of who they were. They believed enough in themselves to stand up and face those who opposed them, no matter what the penalty, so that future generations would not have to endure what they did.

This is what the homosexual community needs to do here at Laurier. While getting GLOBAL underway again is not a large step, it is one less that other generations will have to do, and it will help to bring homosexuality into acceptance that much quicker.

Shawn Shipley

Angry about gay-bashing

Dear Editor,

One week before I first arrived at Laurier this past fall I skimmed through a book on Canadian universities at my local bookstore to see how Laurier is viewed by the rest of the world. To my horror, it depicted Laurier as a school full of red-neck, homophobic jocks. I am a heterosexual that is quite liberal-minded and anti-homophobic. I began to panic, thinking that I had chosen the wrong school to attend (they never tell you any of these things while applying in high school). I decided that perhaps the book was not entirely true and that I'd arrive at Laurier open-minded.

It wasn't until I read last issue's articles on homophobia that I realized that perhaps what that book had said was true. I feel guilty for attending a school that supposedly has such close-minded views. That

is why I feel that I should speak out: not everyone here is homophobic, although it may not appear that way. I have met other liberal-minded people here. Basically, I just want to say that amongst this so-called "red-neck, homophobic school" there are some anti-homophobic heterosexuals that are just as angry about the gay-bashing as the homosexuals.

Sarah Parker

Take the walk

Dear Editor,

What is becoming clearer and clearer to me is that there are too many women who think that it is safe for them to walk home alone after dark. They think that after they have been out for the evening they'll be okay walking through Waterloo alone, sometimes at very late hours. The truth of the matter is that there are countless crimes against women occurring daily across the country including kidnappings, rapes, assaults, and murders. Women are not safe and not enough people have fully realized this. It may seem unfair that women have to be so careful nowadays but we must accept this. Denying the current state by taking risks and walking alone is not taking a stand, it is ignorance and it's merely perpetuating the situation. Carrying a rape whistle or something of the sort is a good precaution to take but it is likely that it wouldn't be enough to protect you if you are alone in an emergency situation. How can you know if you'll have enough time to react? The attitude of "it won't happen to me" just won't cut it anymore. It is pure ignorance. It can happen to you and when it is so easy to take precautions why put yourself in danger? Foot Patrol is offered for a reason. It is a free service and waiting 10 or 15 minutes should not be looked at as an inconvenience. If it is too late for Foot Patrol, then take a cab or have a friend you trust walk you home. It angers me greatly when I hear women who are leaving a bar or a party say, "Don't worry, I'll be fine." How do you know you'll be fine? You can't know that. Don't wait until a crime is committed against you or someone you love before realizing that you aren't safe walking home alone. The services are readily available so use them. It can happen to you.

Jenna Scott

Letters to the editor due by 12:00 noon

theCord

A Wilfrid Laurier University Student Publication



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Things that just bug me ...

GREG SLOAN
CORD OPINION

I try to be a happy-go-lucky farm boy. I really do. I laugh at the thunderclouds and I point out the rainbows. However, there are certain things that just get me going. Here, in no particular order, are those things that really tick me off.

Global: I never watch Global, and yet somehow I manage to watch it all the time. How can this be, you ask? Well, I can thank the wondrous world of cable for that one. Anytime a Canadian channel is showing the same show as an American network, Rogers makes us watch the Canadian channel, whether we want to or not.

Every football game and episode of Beverly Hills, 90210 I watch is filtered through the wonderful world of Global. So what, you say? Well, the implications are this: thanks to their shameless marketing campaigns, the theme songs for Madison and Destiny Ridge are ingrained in my mind without me ever having seen a single episode.

And I'm missing all of the promos for the great FOX shows. How am I supposed to know what this week's episode of Married... With Children is about? As students, we can't afford the TV Guide.

The point is, Rogers is infringing on my rights. If I want to watch Global, I will. The worst part of it all is, during the upcoming Super Bowl bonanza, while our American counterparts are treated to the latest and greatest commercials featuring leggy super models, we get to see what those whacky

kids at Madison are up to this week.

Kitchener-Waterloo Drivers: I don't even have a car up here, and yet I am still reminded daily of how inept these people are. Specifically, I have noticed a few violations that tick me off more than others.

Those drivers who don't use their blinkers: They see a street and they turn, all in one brain process. If you manage not to become a part of their bumper, you will probably swerve onto someone's lawn and take out a few garden gnomes and pink flamingos.

Those who don't use the advance green: It flashes, and flashes, and flashes. You'd think they'd notice the crescendo of blaring horns keeping time to the angry screams of "move it, you bleeping idiot!"

Those who don't honk their horns when you miss the blinking light: you play with the radio, you look up, and the advance green is over. In your rear-view mirror you see a nice citizen smiling at you politely.

Hangovers: We can put a man on the moon. We develop nuclear power. But we cannot make a drink that will make us giddy at night and still feel A-OK in the morning. Why is that? Are the beer companies involved in a secret agreement with the aspirin makers? Do our Puritan roots demand that indulging in any behavior that is fun must bring with it negative consequences? Whatever the reason, I can't say I much enjoy being perched over the porcelain throne examining what had been the contents of my stomach.

Vegetarians: My mother swears by mod-

eration. Do everything in moderation, and you will be fine. If I followed this advice, I wouldn't have a problem with hangovers.

My problem with vegetarians is that they're overdoing it. Meat may be bloody, and may have belonged to animals that once suffered, but for gosh sakes it is a part of the four basic food groups. Where were you people during grade four health?

I really don't care a lot for vegetables, but I will have the occasional carrot stick or two when I'm mowing down that pound of half-cooked bacon. I want to live a long, healthy life.

If you have a problem with factory farming, start your own little hobby farm. The only problem is that silly little no pets rule in your apartment building.

Punks who wear Raiders/Bulls hats: If you actually like the team, fine. Here's a fun little exercise. The next time you're at the mall, stop of those pre-pubescent rug rats

biting at your ankles and ask them to name one player on the team. After they say "Bo Jackson" or "Michael Jordan" laugh in their face.

It's just fashion, people tell me. It's like wearing Polo or Bugle Boy. They like it because it looks good. Well, if they want to wear something nice, buy an Armani suit.

However, I know the trend will soon pass, and the kids will be onto the latest in fashion wear: golf pants. "C'mon mom, everybody's got 'em."

Well, there you go. An educational and downright frightening look inside my ever-evolving psyche.

If anyone out there has something that ticks them off, no matter how trivial, and no one seems to care, take heart. Somewhere out there is a kindred spirit cursing as they sit through yet another commercial for Ready or Not. And that's the view from the farm this week.



cord feedback

Hey, nice paper.
John McKenzie

What happened to 12's (NSK) poetry...I want more.
Wendy Eldridge

Yet another version to wipe with.
Ryan Huntley

The "New" Stone Roses album came out how long ago? More timely reviews would be great.
Cory Smythe

Scott McCormick's Anti-homophobia Campaign is a much needed start to ending the disgusting attitudes found all too often at Laurier.
Jay Wadden

C'mon Dynamic Duo. What happened to your great escapade stories?
Ron Hutzul

Welcome back Leafs. C'mon Leafstalk, let's see some controversy! How about that Hatcher trade?
James Kennedy

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Happiness is not a warm gun

VIRGINA PARKER
CORD OPINION

His name was Chris.

He had golden hair and pretty blue eyes. He played chess, liked Star Trek, and had a passion for flying.

An undergrad at Florida State University, Chris was, in his own words, "a typical American college boy".

Chris was shot and killed on December 6, 1994. He had just turned 21.

Chris' death has been labelled an accident. His roommate, Richard, was handing him a Glock 23 9mm handgun when it dropped and discharged, shooting Chris in the head.

Richard apparently "forgot" that the gun was loaded.

This split second of stupidity landed Richard in jail, with a charge of manslaughter pending, and killed Chris.

Police say that Richard "was handling the gun in a very reckless manner".

I cannot find an excuse in this.

Chris had lived with guns all his life. His childhood anecdotes are filled with gun-related stories - when he hit his cousin in the ass with a poorly aimed rifle... when he shot his best

friend in the foot with a bb-gun. A painful, and now ironic, lesson in gun safety... the 357 his father gave him when he left home for university.

Chris was baffled at my ignorance of guns. That I had never held one seemed alien to him.

I couldn't understand how he could own something designed for the sole purpose of killing. And we would argue endlessly.

"It's for protection," he insisted, never equating the danger of the gunshots he heard at night in the neighbouring streets with the killer he kept in his own house.

"Besides, it is the American way."

Chris was right. Guns are the American way.

There are 201 million privately owned handguns in the U.S. Everyday, 65 people in the U.S. die the way Chris did, by handgun fire.

The Center for Disease Control predicts that by the year 1996, firearms will surpass motor vehicle accidents as the leading cause of death in America.

In 1991, 38 317 Americans were killed by handguns. That's about 5 000 more than the total number of Americans killed in the Korean War.

Currently, only 4 states require anyone buying a handgun to pass a firearms safety test. But with questions like "True/False - Generally it is illegal to draw or exhibit a handgun in a threatening manner against the occupant of a motor vehicle", this is hardly going to solve the problem.

And is this only an American problem?

Although right now it is illegal to own an automatic weapon in Canada, we cannot ignore that even our "safe" society is getting more gun-oriented.

Just last week, a Dalhousie University student shot

her roommate over an altercation involving a cat!

I cannot foresee the eradication of the handgun in the near future, but what about more restriction? Or more education?

There must be options other than death.


It is nearly impossible to get a gun owner to put his guns down permanently.

Trust me, I know. I tried to get Chris to put his down.

Maybe I should have tried harder.

And is this only an American problem?





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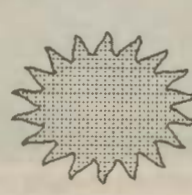
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How literate are we?

In the university environment we all tend to take literacy for granted. However, statistics show there are Canadians struggling daily to read at even a rudimentary level.

K-W programs try to help

JEANETTE STUART
CORD FEATURES

Illiteracy is a fact of life which many must struggle with on a daily basis. There are many reasons why it occurs, but what it all comes down to is that some individuals must work much harder to achieve the basic literacy skills that come so easily to the majority of us.

According to one Statistics Canada survey, 2% of adults in Canada have no reading ability at all, while about 5% of the Canadian population admits to having difficulty reading signs, labels, and advertisements.

Some people did not have the opportunity for schooling when they were younger, while others could not handle the structure and setting of a traditional school, and still others have recently discovered a previously undiagnosed learning disability.

In the Kitchener/Waterloo area programs have been established to help teach those who wish to learn how to read, or upgrade their current reading level.

Project Read runs most of the adult literacy programs in the K/W area. Core Literacy is one such program. Core is a literacy tutoring agency which serves youths and adults age 16 and over.

This non-profit organization uses a "learner-centered approach," with small group and/or one to one tutoring, and no pre-set curriculum.

The success of the program is mainly due to the commitment of its volunteers. Volunteers who have been trained for the Core program include students looking for teaching experience, the unemployed, employed and retired.

Volunteers are trained in several different strategies and approaches to reading. Context clues such as pictures are used in combination with sentence structure analysis, word recognition and phonics. Phonics are very important, but other methods are needed too, explains Core Literacy coordinator Sherri McDermid.

The program is designed for two hours of

tutoring per week and waiting lists are usually quite large. Most people find they must wait an average of about four months before they are admitted to the program.

Most individuals in the Core Literacy program can read and write commonly recognizable words, but there are a few who have no reading ability at all.

Employment for the illiterate is limited. Jobs must be found that don't require reading and writing, and even filling out the job application becomes a challenge.

While programs like Core are dedicated to increasing adult literacy, Al Davis, an English teacher at University Heights Secondary School has been busy running an in-school program. The jump-start reading program is run by Davis with the help of student volunteers from the University English programs at Laurier and U of W.

Davis has found that in many of his own classes there are usually a few students who could benefit from one to one instruction. The goal of this program is to provide these individuals with the opportunity to achieve functional literacy, which Davis defines as a grade nine reading level.

"The current public education system graduates kids who can't read at all," Davis declares. He feels that the spiral credit system is partly to blame for this. Under this system children are permitted to graduate with their peers, even if they have not achieved a satisfactory level of understanding in their current grade.

This process continues until the student reaches grade eight, after

which time they are placed into a general or basic stream of education where they may receive more one to one instruction. However, efforts are currently underway to destream public high schools in the province of Ontario.

Davis strongly feels that the concept of destreaming is a bad idea, as poor readers will not get the attention they require and will ultimately suffer.

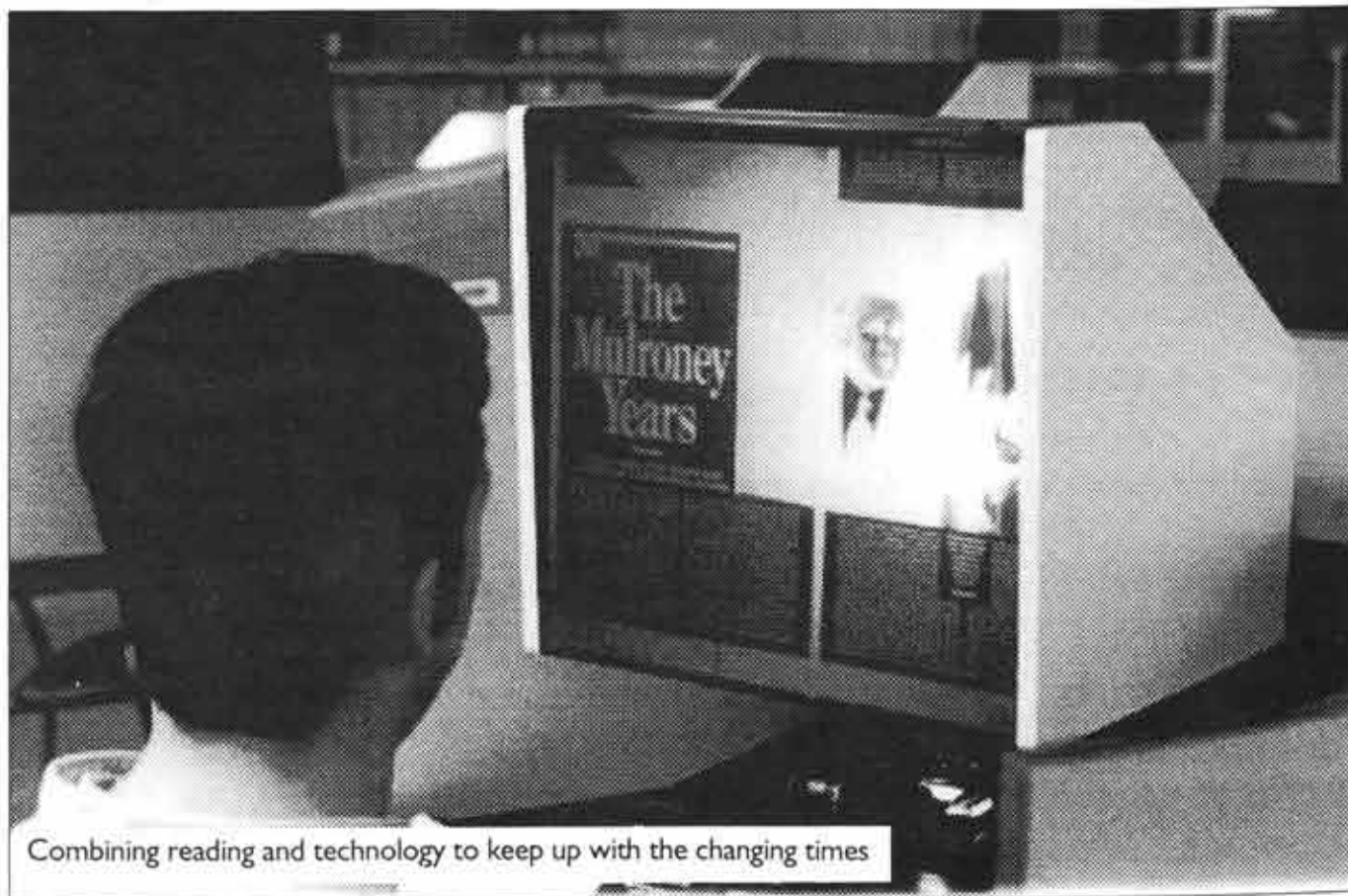
Davis estimates that in a destreamed grade nine class 5% will be reading at a grade five level, and 2% of students will be reading at a grade three level. These students will not be able to enjoy or even follow the study of Shakespeare.

The jump-start reading program is currently available to all students of University Heights Secondary School who realize they have a problem and are motivated to improve their literacy skills. Students are

often motivated to join the program when they realize that soon they will be out on their own where literacy will be able to help them in their everyday life, explains Davis.

Next September, University Heights will become an adult education institution. Davis feels the jump-start program has an uncertain future simply because he is unsure if the necessary government funding will be available for another adult literacy program. It appears Davis and his volunteers just have to wait and see what happens.

While many of us at Laurier have been blessed with a great deal of opportunity and ability, certain individuals in our society are faced with the cold hard truth that they just aren't fast enough to run in the same race. Programs like Core Literacy and Jump-start offer these people the chance to improve their reading and writing skills, and perhaps even their quality of life.



Combining reading and technology to keep up with the changing times

PICTURE: MARION HENSEL

PICTURE: MARION HENSEL

Laurier for literacy

WLU students play active role in helping community children

STEFANIE TRUDEAU
CORD FEATURES

Reading is a normal, necessary, and needed aspect of life on campus; yet it is perhaps a skill that we take for granted. As time progresses, the demands for literacy will increase and by the year 2000, approximately 70% of jobs in Canada will require employees with at least college level reading abilities.

What is even more alarming is the fact that at present, 50% of the workforce cannot read at this level. With this, and other alarming literacy facts in mind, such as 70% of prison inmates and 16% of Canadian adults are functionally illiterate, it is clear that the teaching and learning of literacy is something that cannot be ignored.

Laurier Students for Literacy is a WLU campus group that is not ignoring this problem. The group strives to promote literacy in the Kitchener - Waterloo community and judging by the facts, any organization of this kind is an extreme necessity.

"Why don't I start from the beginning," said Katie Amadio, coordinator of Laurier Students for Literacy. The group became officially established at WLU in September 1993 after being approached by Frontier College, a national literacy initiative.

Frontier College began in 1899 when Queen's University students would spend time working with under-educated people on reading and writing skills. Since then, Frontier

College has greatly expanded to include affiliations all over Canadian college and university campuses.

Amadio has been with the Laurier Students for Literacy since it began, but its

actual existence is due to what began as a business project for students when Frontier College approached the Laurier campus with hopes of starting a literacy group.

What began as a small group with two gatherings in a period of one term, has expanded to a group of 80 Laurier student volunteers who attend up to three reading sessions per week.

Amadio calls these sessions reading circles, which simply refers to the meetings of the volunteers and children of the community. There are approximately 25-50 children, ages 3-12, who attend each reading circle, where they are teamed with a volunteer for a session of one on one reading.

This intimate reading time is then followed by a group activity of some sort.

Amadio said that part of the group's job is to come up with creative ideas to incorporate into the reading circles. Some activities so far have included children making up their own stories, outdoor scavenger hunts, and guest speakers such as various children's authors.

"Our goal this year is to bring in Robert Munsch," Amadio said, which is a quest that is currently underway.

The reading circles take place here at the WLU library, at the Kitchener Public library,



FILE PICTURE

and at the Courtland Shelley Community Centre. Books for these sessions have been donated by Frontier College, local libraries, and students. Amadio said they are always happy to accept children's books and donations as there is a constant need for them and the group has a fairly small budget.

Corporate donations are currently the main source of the group's funding. Last year, the WLU Waterbuffaloes made a generous donation of \$500.00 that went towards the purchasing of books, and was greatly appreciated.

The group is open to any child in the area and there is no charge. Parents of the community who are informed of the group through flyers and school advertisements should feel welcome to contact the Laurier Students for Literacy executive at the WLU Student Union and enrol their child in this program.

One of the group's activities that is currently in progress is the making of books where each child writes their own stories and goes through the processes of advertising,

editing, and illustrating.

The group is also teaming up with the newly formed WLU Drama club to do a reenactment of the story "The Emperor's New Clothes" in February. The Laurier Students for Literacy is also planning an open house some time this term.

Amadio said that unfortunately, the group is not accepting any more volunteers for this year. Screening and hiring is done at the end of term when there will be advertisements posted. Each volunteer is subject to police screening and a training program before participating in the group activities.

Those interested in becoming involved with Laurier Students for Literacy can help out now by donating children's books to the group. Books and other donations can be brought to the Student Union Offices.

As for volunteers and executive positions, keep watch for the postings at the end of term. Volunteers are extremely appreciated and needed every year not only by the Laurier Students for Literacy, but especially by the children of the community.

What began as a small group with two gatherings in a period of one term, has expanded to a group of 80

The art of reading

DAVID POPOVICH
CORD FEATURES

When's the last time you sat down with a good book on a Saturday night? In the age of television and high speed communication technology, this generation has been easily distracted from what can now be referred to as the "art of reading".

There has never been a time in history when literature has been so accessible to the general public. However, sociologically there has never been a time in which this medium has been so overpowered by so many other diversions.

Reading is more effort than entertainment for most people of the late twentieth century. After a full day of classes and a night of preparing essays, seminars or case studies, students aren't motivated to pick up another book and start reading.

With strict deadlines, outrageous work loads and limited free time, most people would rather sit down in front of the TV and watch some mindless dribble than over-tax their minds with literary works which they can just as easily rent down at the local video store.

Why read over six hundred pages of Melville's Moby Dick when you can watch Gregory Peck chase the white whale around a Hollywood wading pool in under two

hours?

To most people classic literary texts are nothing but archaic works, read by people of another generation who actually had the luxury of time to "relax", or coffee guzzling English students who have no choice.

At one time reading was regarded as a casual activity; however within our lightening speed society print is not so much dead as it is forgotten.

Every second of free time is taken up with the colourful distractions of grandiose films and mind numbing Nintendo, or escapist physical activities which get our bodies into the fresh air but leave our minds pondering the next days work load. That which suffers the most from these diversions is the creative element of our minds known as the imagination.

The imagination is slowing fading as our society is spoon fed information through television and computer screens mounted in every home. It's gotten to the point where all of our cerebral needs are met through the convenience of technology. Our society has literally developed an addiction to entertainment.

With the advances in communication technology the world has been condensed to a tiny globe which is monitored twenty-four hours a day. Any events which occur are

instantaneously displayed to us through television and computers. With information being transmitted and updated so rapidly the viewer's interest is always peaked.

One of the worst things that a person can be in our society is uninformed. Socially our wealth comes from the ability to keep updated on the state of the world. In order to do this one must constantly digest information and the most efficient way in which to do so is through the audio/video medium of the cathode tube.

With the bulk of information people are obligated to know, printed material takes up too much time, as well as space. Now, I'm not saying that people are turning into mindless automatons who do nothing but glare into these glowing glass bubbles all day. I'm just trying to point out that our society is slowly becoming lulled into cerebral lethargy as we give someone else the power to entertain us.

To see the rendition of a book or play as a film or stage production one is viewing the director's or screenwriter's perception of that work. To read a book yourself is to use your imagination to conceptualize the world and characters.

So much of our imaginative ability is taken away when we watch a movie instead of reading the work in literary form.

Literature motivates the mind to construct an image of what one is reading. You use your own imagination to visualize the tale. Film ruins the work by taking away that element of imagination.

When reading Frankenstein I don't picture Boris Karloff or Robert De Niro as the monster, nor do I envision Julia Roberts as Tinkerbell in Peter Pan. It's obvious that people like Steven Spielberg have incredible imaginations, but speaking honestly I believe everyone has the ability to use their imagination to that extent.

It's one's own imaginative powers that animate a literary piece. Only through a combination of the writer's words and one's own creative abilities can a book truly come to life.

Unlike the brief glimpses and illuminated spurts of image and colour on the screen, literature is permanent. And unlike a film, every time you read a piece of literature you will always receive a different impression.

Even though reading a book may not be as fast paced as an episode of Melrose Place or the latest video game, you may find it surprisingly more entertaining and enjoyable. Next time when you're reaching for that TV Guide consider alternative literature. You may not be able to put it down.

Hawks on the schneid

PETE ROBINSON
CORD SPORTS

What a difference a week makes. Members of the Golden Hawk hockey team may be saying that to themselves as they ponder their performance from the past week. Last week, fresh off a good performance against Western that saw them earn a tie on the road, the Hawkey Hawks were poised to increase their lead in the Far West division to an seemingly insurmountable four points. Well, it didn't happen. Western beat Laurier 3-1 last Wednesday, and to make matters worse, the Hawks dropped a 4-3 decision to Windsor on Saturday.

On Wednesday, Western's Brady Blain connected perfectly with a charging Jason Heywood, who deflected the puck past Laurier netminder Geoff Schnare at 12:32 of the third period to drive the final nail in Laurier's coffin as he put his team up 3-1. For Laurier, the game showed two extremes to their game, the good, and unfortunately, the bad. After a mediocre first, Laurier stormed back in the second period with one of their finest periods of hockey so far this year.

Laurier's effort hit pay dirt when John Spoltore set up linemate Chris George in the slot, who then blasted the puck between the pads of Mustang netminder Shawn Bassilio at

the 5:50 mark. The goal came thirty seconds after Geoff Schnare stopped Mustang sniper Greg Pajor on a breakaway.

Laurier, however, was unable to capitalize on any of their other many chances and that came back to haunt them in the dying moments of the middle frame. Schnare made two nice stops only to have a clearing attempt go in off the shin of a Laurier defender. With that goal, despite badly outplaying the Mustangs in the period, the game was knotted at one headed into the final frame.

In hockey it's often said that the biggest goals come right at the beginning or right at the end of a period. This game gave that old adage a ringing endorsement as the Mustangs, on the strength of their late second period goal, came out and thoroughly dominated the final period. Their efforts were rewarded at the 9:43 mark when Aaron Nagy punched a rebound past Schnare, after Schnare stopped an initial point shot from Mark Guy. The Hawks were unable to mount any offence as Blain's goal made the score 3-1, 2:49 later.

On Saturday the Hawks counted goals from Chris George, Ryan Merritt and Matt Turek; however, a late power play goal by Windsor secured a 4-3 Lancer victory. Doubly disappointing in the loss was the previous

night's news that Waterloo had upset Western. A Laurier victory over the Lancers would have restored the original two point lead for the Hawks.

Head Coach Wayne Gowing was quite blunt when asked his feelings about the weekend's results: "I'm disappointed and frustrated...I certainly hope that I'm not alone," is how he summed them up. He went on to say "I would like to think that we are a better hockey team than Wednesday and Saturday."

Better or not, the Hawkey Hawks face the task of finishing out the schedule with their toughest stretch of games to date. Included in their remaining games are a much improved Waterloo team (twice), York, Brock and nationally ranked Guelph. This quartet of hockey clubs represent four of the best eight teams in the league. Factoring in that Waterloo sits only a game behind both Western and Laurier makes the remaining eight games especially crucial.

Notes...The game originally scheduled for Super Bowl Sunday has been changed to Saturday night at 9:00 versus Brock. The Hawks travel to York tonight...Incredibly, Western's lineup is composed of sixteen players formerly in the OHL. Contrast that with the fact that Laurier has six, two of whom are inactive.

Hawk goalie Geoff Schnare stood on his head, but couldn't prevent one Laurier loss.

PICTURE: SIMON ISBISTER

Hoopsters still winless

RALPH SPOLTORE
CORD SPORTS

If they say that all good things must come to an end, what must happen to all bad things? That is the question which is being pondered by the Golden Hawks Men's Basketball team as they have stretched their OUAA West regular season losing streak to 30 after a pair of losses this past week. The two losses also leave the Hawks with an 0-4 record so far this season, which means that they will have to pick up their game a notch or two in order to make it to the post season.

The week started with a 23 point trouncing at the hands of the Waterloo Warriors on Wednesday evening. We won't discuss this one in too much detail, but I must take my hat off to Warrior Head Coach Tom Kieswetter, who obviously did an excellent

job scouting the Hawks when they played Brock the previous week. The Laurier starting five never got it going in this one and were benched due to their ineffectiveness. Veteran Hoop Hawk Danny Pace came off the bench and was the lone bright spot for the team. Let's forget this one and move on to Saturday afternoon.

The Saturday matinee tilt versus the Gryphons from Guelph was very predictable for about thirty minutes.

The Gryphons jumped out to an 18 point lead late in the first half and seemed to be cruising. All of this was very predictable. Then, suddenly, logic went for a smoke and the Hawks came roaring back. They went on a 14-4 run to end the half just 6 points down.

The second half saw the Hawks shorten the gap and see-saw back and forth. They

never were trailing by more than seven points against this tough team from the Royal City which had just beat the CIAU's #3 ranked team from McMaster by 13 points.

With the score 79-77 for the Griffs the Hawks got hit with a cheesy touch foul late in the game which resulted in three more Gryphon points. That call was poor but the worst was yet to come.

Trailing 82-80, Hawk forward Danny Pace took position and was rammed over by a driving fire hydrant. This was possibly the easiest charging call ever to make, yet it was missed by a fairly highly respected official from this city. Pace was left flat on his back and was motionless for several seconds. Eventually, with some medical assistance, Pace was helped off the court. To make matters worse, the Gryphons scored on the play to take a four point lead with only 15 seconds to play. On the inbound they took the ball down and first year Hawk David Moore fired a three pointer in the face of a Gryphon defender with just eleven seconds to play to make the score 84-83. That's when things got ridiculous.

The Gryphons inbounded the ball and

were fouled immediately by first year forward Jimmy Toole. This would send Guelph to the line for two shots however a first year referee called the foul as intentional which gave Guelph two shots and the ball. Easily the worst call I have ever seen in any basketball game. This referee took the game out of the hands of the players and decided the outcome himself. I'm not saying that the Hawks would have won, but at least they would have had a chance. The Hawks lost 89-85.

However, we must look on the bright side of things. Shawn Roach played his best game of the year by displaying a tough inside game and some vital rebounding. This is the type of effort that the team needs from Shawn game in, and game out. He was just simply incredible. Peter Kratz was playing with more fire and intensity than he ever has before as a Golden Hawk. He was awesome from behind the threebee line. Jimmy Toole, Tony Weis, David Moore, Danny Pace and Steph Barrie all put in above average performances in this bout. Moore and Barrie were exceptional from off the bench.

The Hawks are in action again in Windsor on Wednesday night.

Sports: In brief

Men's Volleyball

The men's volleyball team dropped two matches at home this week, to the first place Waterloo Warriors and the Western Mustangs.

On Wednesday, the Warriors took three straight games from the Hawks despite being down 13-6 in the second. On Friday they went down in three straight games again to the Mustangs.

Next game is Wednesday the 25th against the Windsor Lancers in the A.C.

Tamiae

Toronto 3 Vancouver 1
Philadelphia 13 Anaheim 2
Calgary 4 Ottawa 4

Swimming

It was a good weekend for the Swimming Hawks.

The women dominated the pool with convincing wins over Laurentian and Waterloo, moving their dual meet record to 5-0.

Meanwhile, the men lost to Laurentian and pulled off a big win against Waterloo,

moving their dual meet record to 3-2.

Sue Miller had four wins on the day while Carolyn Miller and Jennifer Parsons each posted three victories.

Both teams are preparing for the conference championships in February.

Track and Field

Laurier's Mike Donia placed fifth in his section of the University Mile at the Hamilton Spectator Indoor Games.

The next day the team travelled to the York Invitational Meet. WLU's Jeff Seaby edged out Ryan McPhail of the University of Memphis to take second place in the men's 1500 metre section.

Figure Skating

The Laurier figure skating team had a rewarding meet at Western, with four events placing in the top five out of 11 universities competing.

The team will be skating next at the OWIAA finals at Guelph on Feb. 3rd and Feb. 4th.

Women's hockey iced by Queen's

The Golden Hawk women's hockey team battled Queen's on the weekend, earning one point with a tie and a loss.

On Saturday, Amy Turek led the Hawk cause with two goals and an assist as the teams battled to a 3-3 draw. The Golden Gaels are one of the stronger teams in the league, and it took a solid effort to keep

the match even.

Unfortunately, the Hawks were unable to withstand the Queen's attack twice in a row, dropping Sunday's contest by a 5-2 count. Laurier goals were scored by Turek and Stephanie Kay.

The Hawks host powerhouse Toronto on Friday at 8:00 pm.

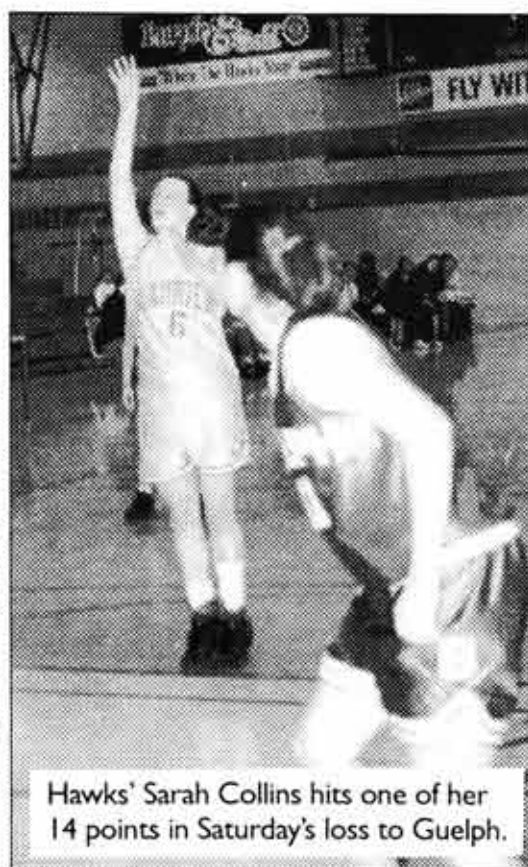
PICTURE: SHELDON PAGE

Women's cagers drop a pair

The women's basketball team is still looking for its first win of the season. On Wednesday, they dropped a heartbreaker to Waterloo by a 55-53 score. The Warriors pulled out the game thanks to a pair of late free throws.

On Saturday, the Hawks played Guelph strongly, trailing by only four at the half, before the Gryphons pulled away to win it 62-42. Laurier's effort was led by Sarah Collins with 14 points and 11 rebounds and Audrey Kaersenhout with 13 points and 15 boards.

Next up are the Windsor Lancers on Wednesday.



Hawks' Sarah Collins hits one of her 14 points in Saturday's loss to Guelph.

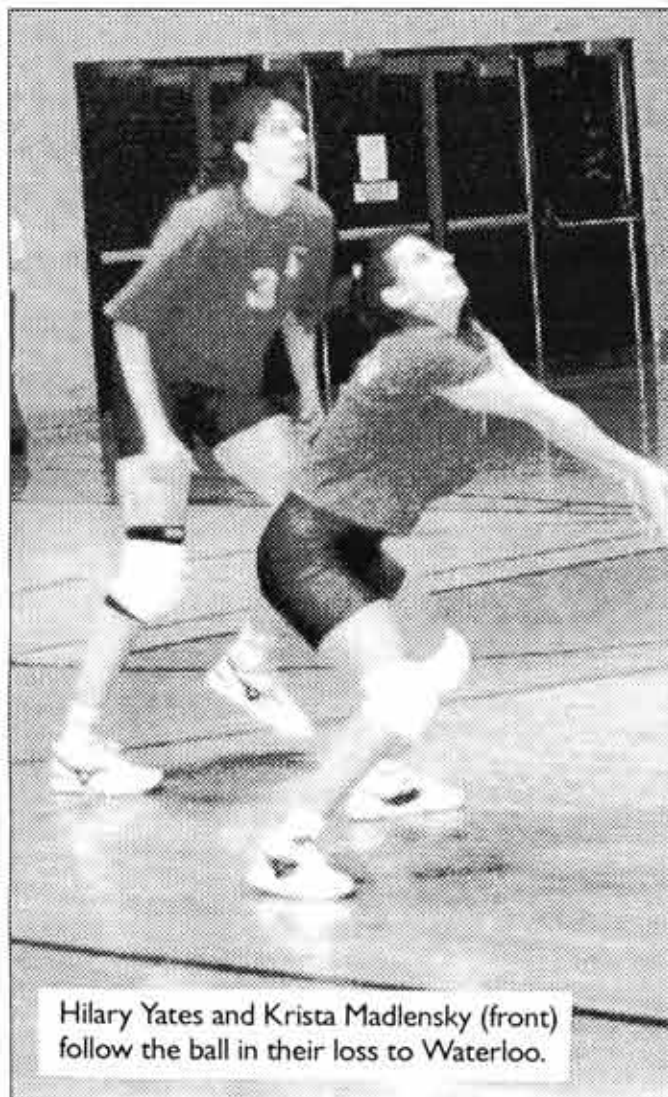
PICTURE SCOTT STINSON

Win streak halted

LIBBI HOOD
CORD SPORTS

The wave the women's volleyball team rode to three straight league victories crashed into a rocky shore on Wednesday night, when they lost to Waterloo. It was a big match for the teams; both really needed the win to help in their respective quests for the playoffs, and both teams were on edge.

The first game was tense, with neither team gaining a substantial lead. No more than two points separated the teams until Waterloo went ahead 12-9. Laurier fought to close the gap to 12-11, but Waterloo fought harder to win the game 15-11.



Hilary Yates and Krista Madlensky (front) follow the ball in their loss to Waterloo.

Laurier then came back to win game two, 15-12. It was just as close a game as the first, with the score being tied at 5, 8, 10, and 12 before Laurier pulled off the win, with the help of some misplayed balls by Waterloo.

Game three started out the same, with both teams siding out and then scoring single points. Waterloo went ahead 6-5, then proceeded to dominate the Hawks, scoring five in a row, including three aces, to make it 11-5. Laurier fought back a little to narrow Waterloo's lead to three, but couldn't maintain the comeback. Waterloo won easily, 15-8.

With the Athenas leading two games to one in the match, the Hawks were tense going into the fourth game. The game started with Waterloo pulling ahead 5-0, on five straight serves. Laurier couldn't return their hits, and couldn't hit it themselves. The ultimate display of Laurier's state of mind and level of play occurred when trailing Waterloo 7-2. Laurier lost their serve for being out of rotation. Obviously the Hawks didn't have their heads in the game when they were making grade school errors like that.

Laurier was down, but they weren't out yet. Despite the dismal start, the team came to play in the fourth game, and after trailing 14-7, fought hard for 6 points in a row. Now trailing only 14-13, the Hawks were right back in the game.

With the pressure on, the Athenas' play started to slip. After numerous side outs and no more points for either team, Waterloo's nerves began to show when they also lost a serve for being out of rotation. But Laurier couldn't cash in on the team's frazzled nerves, and lost the game 15-13.

The all-around poor play of the Golden Hawks in this match was apparent in the team stats. The team's leading hitter, Carrie Ostrom, had only 10 kills in the match. This could be attributed to injuries; Ostrom was pulled from the third game due to back spasms. She returned, however, to play again in the fourth. Other highlights were Krista Madlensky and rookie Angela Lundy, with 7 kills each.

The key problem all night for the Hawks was serve reception. Coach Cookie Leach summed it up best: "We lost because we couldn't pass the serve."

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Don't worry! Leafs' Talk will be back next week.

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The dirty half dozen

SCOTT STINSON
CORD SPORTS

It's Thursday night, before practice. Members of Laurier's men's volleyball team are warming up by doing

basketball lay-up drills. With volleyball, they are loose and relaxed, looking much like a team in the midst of a problem-free season.

They are not. The night before,

the Hawks dropped a three set match to Waterloo that brought their season record to 1-6. They are down to a skeleton crew, with only six players, all of whom must play every minute of every game. They are tired. They are sore. They are loving it. The dirty half dozen.

It wasn't always this way. After final cuts, the team carried fifteen players on its roster, plus a handful of alternates.

However, as the pressures of a full schedule mounted, Head Coach Brett Thomas found himself with players pulling out of their commitments at an alarming rate. Thomas figures that money was the main reason for most of the withdrawals. He points out that "it is hard to choose to go into debt to play a sport", noting that the elimination of OSAP grants has put a number of potential athletes in that difficult bind.

Thomas isn't complaining though. He isn't upset with the team he has now, but he admits that it "is frustrating that there is good talent on campus that isn't playing."

As for the players, they don't seem to mind the extra workload. Mike Sutherland, in his second year with the team, is quick to point out that playing all the time "is the best

way to improve, we can't afford to make mistakes."

Three of the starters (and finishers, for that matter) are first year players. The trio of Dennis Hofmann, Kevin Shonk, and Oliver Schelck all realize the value of the playing time. Shonk and Schelck stress that "playing all the time is better than sitting on the bench."

against Mac and the mid season loss at Guelph.

"It's tough when we get into close games against veteran teams who are expecting to win. We haven't got that kind of game experience."

Despite the losses, the season is one of pride for every member of the team. Fourth year vet Greg Bell

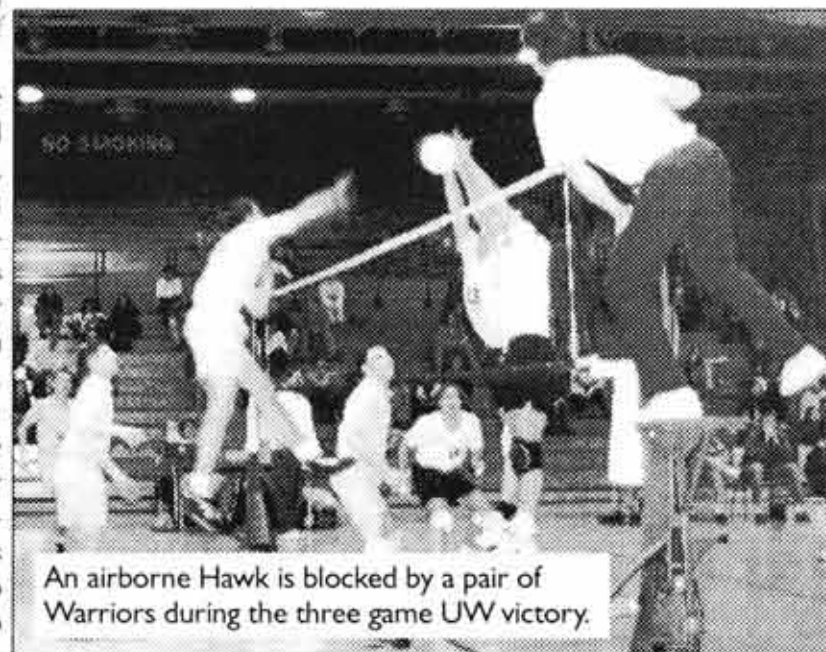
"commends every one of these guys for sticking it out", noting that "it takes something special to keep up with the commitment you made under these circumstances."

His feelings are echoed by his teammates, all of whom mention how proud they should be to have come this far. With three hour practices six nights a week, plus games, they have

reason to be so.

Thomas is understandably guarded when discussing the team's future. "Our most realistic goal is to continue improving, we can't really get tied up in wins and losses when we have never really been there before. What we need is more game experience and that will come with time."

With half the team being rookies, time is one thing this group isn't lacking.



An airborne Hawk is blocked by a pair of Warriors during the three game UW victory.

PICTURE PHIL KINZINGER

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RELIVE PAST FROSH WEEKS WITH THEIR NEW C.D.

A taste of "Taster"

SELENE MACLEOD
CORD ENTERTAINMENT

How many Musicians' Network executives does it take to change a CD? It was a blustery Saturday evening, January 21, and we all braved the poor weather to come to the Turret for the "Taster" release party. And what a night it was.

The opening act, **Riverworks**, played a solid, if short, set of electric folk rock. Consisting of Mike

Monaghan (guitar/lead vocals), Jon Weland (lead guitar/backing vocals), Jamie Tomkins (drums/keyboards), and Mark Logan (bass), Riverworks' sound can be best described as a cross between **U2** and **Spirit of the West**, with some East-coast influences. I know, no one likes comparisons, but there has to be a starting point, right? Anyway, the band has a polished live act and a powerful sound that warmed up the audience well. Watch for them.

Matthew Osborne, in his first performance (not counting the open stage in Will's) in three months, played next. Except when he forgot the words to his own song, Matt's performance was typical of him: lively and amusing, and interesting in that he's very aware of everything that's going on. He played a few songs from his CD, "Doggie Blues", and Musicians' Network co-founder Mike Werner joined for a song. Then the perfor-

mance ended a cappella, as it began. The sound on the vocals, by the way, was great. I know you'll see him around, so there's no need to urge you to go; he's a long-time campus favourite.

The **Flaming O'Haras** were third on the bill; they were supposed to be second, but Tim was late. The band, due to personnel changes and musical shifts, is like glowing coals, but their set was smoking in spite of it. Toby O'Hara (bass/vocals), Tim Martin (guitar),

with his pants?), guitarist Steve Halvorson, B.J. Everhart on keyboards, drummer Baron Evans, and Elaine Secord on vocals play a sort of power pop that defies description. They combine elements of funk, rock, jazz, and even ska with amusing lyrics and high-energy stage antics. I wish I'd seen them sooner; they'll do great things.

The last band, **Ma's Home Remedy**, revived the lagging crowd. By this time, everyone was tired and/or drunk, so the band gave

them one final shot of adrenaline. Brent Hagerman (guitar/sax/vocals), Rob Brandon (bass), Glenn Chatten (guitar/vocals), Ian Mollison (drums), Darryl Pring (vocals/percussion), and Peter Bollenbach (guitar) get better every time they play. The band has finally settled on a comfortable combination of stage banter and great music; fun, but without the time-wasting that marred earlier shows. They'll be back; this is the fourth time they've played in five months, so you'll all have a chance to see them.

Overall, the night was a lot of fun. Over two hundred people came and saw and bought. Too bad every Musicians' Network show can't be this good. Oh, one other thing: four. Bye.

Squirm was up next. I'm awestruck. I'd never seen them before, but I really enjoyed their contributions to "Taster", and last year's "Campus Grown" compilation. Chalk it up to laziness. Ian Torres on bass (what was going on

Phineas Gage: twisted grunge

STEVE DOAK
CORD ENTERTAINMENT

What comes after grunge? Now that Thursday night at Phil's has been over-run by a glut of plaid-clad Cobain worshippers who can hold neither their liquor nor their libido, where is

one to turn to escape the dreary repetition of pop culture?

One alternative is the live entertainment of the struggling local band. The idealists who are still naive enough to believe that raw talent is the only thing necessary to be a superstar, and that they have enough talent to make it. The bands that

are willing to play any venue, just for the chance to be on stage. Once they get on stage, the best of them are revealed by their passion: that self-tortured arrogance of the individual torn between childhood dreams and adult responsibilities, with this brief fifteen minutes of fame sandwiched in between.

Local boys **Phineas Gage** played their version of this game last Thursday at the El Mocambo in Toronto, filling the bar with twenty-somethings and long-hairs. The show was a CD release party for their self-titled debut album.

Phineas Gage are alumnus of the WLU Musicians' Network; they appeared on last year's CD with their song "One in the Chamber". Squirm, another current member of the Musicians' Network, opened the show.

The style of Phineas Gage borrows from the grunge sound that has dominated much of the music scene during the past couple of years, but the band moves beyond the mimicry pulled off by

most of the knock-off groups that have popped up in bars everywhere. Phineas Gage has talent and enough originality to deserve some attention.

The lead vocalist and front man for the band is Kevin Bibby. On the occasions that he tries to perform, his antics appear as melodramatic teenage angst. When he actually sings, though, he brandishes a powerful voice, biting off some lines and lingering on others. At times, the voice almost gets lost, but at others it belts through the steady rumble of the music.

The band combines unusual talents for great effects, from the wide open guitar sound of a stadium show, to the wicked grooves and hard drive of the bass line, to guitar overtones reminiscent of **Tool**.

With the powerful opener "Thanatos", the highs and lows of "Bedlam", and the hypnotic stretch of "The Reading" and "Relentless", Phineas Gage provided a balanced, powerful, and driven show.

The opening band, **Squirm** also put on one of their best shows to date. With a mixture of old and new songs, they took advantage of the atmosphere of the smoky bar with grace and energy.

Elaine, the lead vocalist of the band, sang with more sensuality and anger than ever, belying her innocent charm. Her voice danced in and out of the chords, from the opening "Frantic" and the sultry new "Alone", to the frolicking "Faith Healing Vet" and the slightly Mexican/slightly jazzy "Losing the Game".

The show was great, proving that what new bands lack in familiarity, they more than make up for with energy, creativity, and attitude.

January 25
• Mentalist **Mike Mandel** is at the Turret

January 26
• The 20th Anniversary concert of the **Canadian Chamber Ensemble** is presented at the Maureen Forrester Recital Hall

• **Blackwater Trio** is at Will's

January 27
• The **Toronto Dance Theatre** performs at UW's Humanities Theatre

• Tribute band night at Lulu's featuring **Katmandu (Bob Seger)**, **Almost Hip (Tragically Hip)**, and **Dirty Deeds (AC/DC)**

• **Philosopher Kings** and **Danny Michel** are at the Volcano

• **Adrian Jones** is at Will's

January 28
• **Sass Jordan** and **Age of Electric** are at Lulu's

• **Teenage Head** is at the Volcano

• **Larry Jensen** is at Will's
• The K-W Chamber Music Society presents **Oleg Pokhonovsky** and **Andrew Burashko** at the KWCMS Music Room

January 30
• **Winter Carnival** kicks off
• **Patricia Gummer: Multimedia Paintings** exhibit opens at the Robert Langen Gallery
• **Pete and Chad** are live at The Crocodile Rock in Zeke's Restaurant

February 1
• **Quiverleg** presents the "Lick My Tractor" CD Release Party at Phil's
• **The Regeneration of George McGraff** opens in the Theatre Auditorium
• E.A.S.S. Theatre Company presents **Village Don of the Dead** through the 4th

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DYNAMIC by TANYA VENTURA AND MELANIE SEAL

Dear DD,

The other weekend my floor had a floor party and we invited our sister floor to attend. The theme for the party was "see the world". Each room on our floor made drinks that were from different countries, and the girls took turns in each room. That weekend my roommate was gone so I had to hold the fort myself. This fantastic blond came to my room by herself and by this point she was really drunk and so was I. Rather than visiting the other parts of the world she showed me the Swiss Alps all the way to the tropical rain forests. We had incredible, nutchy, wet sex. One problem, I never found out her name and to be honest I can't totally remember what she looks like. All I can

remember is what she sounds like when she screams. How am I gonna find out who she is?

Signed,
Snow Blind

Dear Snow Blind,

We are wondering how you could not possibly know by January all the girls on your sister floor. We also thought we might refresh you on the rules of a one night stand. It lasts only one night, no longer. If the sex was as good as you claim, don't you think she would have sought you out by now? Many women are given at birth an instruction manual on faking orgasms. If, however, you truly want another rendez-vous and her scream is the only way to identify her,

take all the blond girls on the floor to a horror movie. If this is too great an expense, bring a video to them. Don't expect a repeat performance, you may not find yourself yodeling in the Alps as before.

Dynamic

Duo

Dear Dynamic Duo,

I was standing in the Concourse, minding my own business when out of the blue some guy came up and grabbed my butt. Although he apologized I found myself searching the halls for this guy, hoping he will repeat the gesture. How can I tame this new obsession?

Signed,
Pleasantly Confused

Dear Pleasantly Confused,

Why tame it? You are not alone, many people wander through the Concourse looking for people to grab their various extremities. Take your obsession to new levels. Increase the intensity of the grab — make your fingers do the walking. You can bring a whole new meaning to the phrase, "If you scratch my butt, I'll scratch yours." Don't be ashamed of this new obsession, exploit it. Testui, an elderly vampire, says in an interview, "one grab from me and you'll live forever."

Dynamic Duo



WINGOLOGY 101

MARTY GLADMAN AND KEITH BILINSKY

Loose Change Louie's

Sporting the recent addition of Louie's Lodge, Loose Change Louie's has grown quite a lot in size but still gets really packed. Louie's wings in general are quite good but are also quite dry so be sure to order LOTS of extra sauce.

The H.G., mild and medium wings were pretty much the way wings should be, with good sauces, excellent crispiness and nice spectrum. Unfortunately, the hot and suicide wings just don't have the same quality, being on the rubbery side and quite simply not even close to being as hot as they should be. The big surprise here was the Cajun wing. This wing pretty much has the right combination of a spices without being too hot. Along with the well-priced \$29 wings is a pitcher and 40 wing deal that will set you back 20 clams.

Note: A great place to go party but remember, it's a must to order extra sauce and don't be afraid to ask for extra hot wings if you're looking for something stronger.

Remember - the box is in the Center Spot! Drop your letters of this very minute (yea, verily, even as we speak.)

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Plastic Love:

A view to dating in the 90's

MELANIE SEAL
CORD ENTERTAINMENT

It seems that with the rise of AIDS and STD's, dating has become as artificial and plastic as ever. In an attempt to understand varying levels of commitment, many have created vague labels to try to understand their status with another.

The first level seems to be **seeing someone**. This can be used to fend unwanted advances off at a bar, or perhaps even a label that can be applied to the earlier stages of involvement. This does not mean that Person A has merely visualized and acknowledged the existence of Person B, but instead they have gone out a few times. It appears, however, among Generation X that there is no commitment between the two partners unless otherwise stated.

Hence the phrase, "You know I'm seeing other people?"

As this encounter between two individuals grows into something a little more perilous and emotionally damaging, many people say they are **dating**. Dating usually involves going out quite often, and in the best case scenario sex is involved. Some feel more committed at this stage, while those who "see other people" at this level of the game are not rare. These people however, are usually referred to as swine.

The third level of bonding, (not necessarily bondage) seems to be **going out**. This reverts back in time to the fifties, when people often were "going steady". At this point, there is usually a great deal of commitment to the partner. Often, on especially pathetic romantic anniversaries, the giving of jewellery is

involved.

Some may creep beyond this into the great unknown, into a **relationship**. This creates a great deal of bonding and in some cases anxiety. Often emotions are quite intense, causing hysteria, nausea and delusions of grandeur. The payback however, is that in most cases sex is greatly involved.

Many are finding the need to stay monogamous with the spread of various diseases and desire a partner to travel with them into the questionable abyss of life. For these people, a word which should be considered to hold four letters, **commitment** is essential.

Luckily, for others, all that is required in an encounter with another person, is that a good time be had by all.



HARD CORD

SHAWN CALLAN

1. If I won a million dollars....
I'd support struggling journalists, right Anita?
2. **Rusty** (playing at Phil's January 25).
John Sakamoto strongly recommended them. My recommendation is basically a copycat.
3. **'Open Secrets'** by Alice Munro.
Fascinating short stories by the Canadian master.
4. **The NHL is back.**
5. **The Dance Cave** (In Toronto).
Where the celibate whores gather.
6. **Keg parties everywhere!**
Everybody toga.
7. **The O.J. Simpson channel.**
There is only one true TV Simpson - His name ain't O.J.
8. **New Siouxsie And The Banshees album - The Rapture.**
Sounds good, very out of step.
9. **No Hard Cord?**
Absence makes the heart grow fonder.
10. **Leonard Nimoy cancelled his appearance at the Cord entertainment office due to a nerd convention scheduling error.**
Sorry.

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8:55pm AA • **EAT DRINK MAN WOMAN**

THURSDAY JAN 26
Reg Hartt presents... Separate Admission required for both shows: \$8 advance (members only); \$10 at the door.
7:00pm AA • **THE FILMS OF DALI & BUNUEL**
9:30pm AA • **THE BEST OF BUGS BUNNY**

FRIDAY JAN 27
7:00pm PG • **CAMILLA**
9:00pm PG • **CARO DIARIO**

SATURDAY JAN 28
7:00pm PG • **CAMILLA**
9:00pm PG • **CARO DIARIO**

SUNDAY JAN 29
7:00pm PG • **CAMILLA**
9:00pm PG • **CARO DIARIO**

MONDAY JAN 30
7:00pm PG • **CAMILLA**
9:00pm R • **MANSON**

TUESDAY JAN 31
7:00pm PG • **CAMILLA**
9:00pm R • **TOO OUTRAGEOUS ANIMATION**

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THE TURRET

ODE TO JASON

I KNOW JASON
AND HE KNOWS ME,
HE THINKS HE IS FUNNY,
I DON'T.

WE HAVE THIS GAME
WHERE WE TRY TO BURN,
BUT POOR JASON SUCKS
AND REFUSES TO LEARN
THAT...

HIS JOKES ARE OLD AND TIRED
FOR HE USES THEM EVERY DAY,
SO I WRITE THIS POEM IN AWE
OF JASON...TO BURN YOU IN THIS WAY.

WE MET ONE DRUNKIN' NIGHT
WHEN HE FOLLOWED US HOME LIKE A DOG,
THEN HE PULLED DOWN HIS PANTS
AND TRIED TO SHOW US HIS...KNEE.

TALL ON A CHAIR AT THE TURRET ,
JASON GUARDS THE FLOOR,
SO TOUGH, SO FOOTBALL,
OH JAY-SON, YOU HAVE NOTHING ON ME ANYMORE!

SO THIS IS MY 'ODE TO JASON'
WHICH PUTS ME AHEAD BY JUST ONE GOAL,
BECAUSE I KNOW THE STANLEY CUPS,
AND YOU JASON, KNOW THE SUPER BOWLS!

THE NHL, AHL, OHL, JR.B SEASON TICKET HOLDER.

Anon.

Special note: NSK doesn't usually accept non-attributable material. This poem was, however, submitted in such a manner but it did come with a sort of name which kind of seems to claim responsibility for the work. Never again will NSK print an anonymous piece. I mean it. Also, it's getting on my nerves that student ID's and phone numbers aren't accompanying submissions. I don't know why it's necessary. I just have a feeling it might be for legal reasons, but I'm not a lawyer. This is a final warning.



Kick Da Smoove Groove... Toss a corny Valentine card-concept, poem, short love story, cartoon, drawing, etc. into the Art Director's mailbox in the Cord offices by **February 2** and you're eligible to win the self-titled **Joey Lawrence** CD. Make it extra sappy and lovey-dovey to catch the judge's attention. With songs of love like **Nothin' My Love Can't Fix**, **Justa 'Nother Love Song**, **Anything For Love**, **My Girl**, and **The Ways of Love**, you'll be eating dinner by candle-light with that someone special this Valentine's Day, while enjoying the soft sounds of everybody's favourite American situation-comedy actor. And he's cute, too! Don't fear, you macho guys...if you win, your girlfriend won't mind waiting for you to copy the CD before accepting it as an inexpensive Valentine gift (along with a kiss and a bouquet of roses, of course). Joey wouldn't have it any other way.

The Roach Part 3: The Final Chapter

The Roach torments me no longer. The more I stared at him hanging on my wall the more he reminded me of a cheap ornament left over from the seventies. In the newly decorated Roach Motel there is no place for such a horrid thing. I removed him from the wall, careful not to touch him, then dumped his body into an empty matchbox. Today this makeshift casket is buried deep in my heart, the grave marked only by a small grey tombstone that reads:

Here lies
The Roach
(that bastard)
December 9, 1994

Izabel Waite



INTUERI

Visual : Ken Hicknell
Lyrical : D.S. McKenzie

there is nothing else to see
there is nothing left to find
we used to search
but time has stolen our hearts
and decimated imagination
welcome to the
world of nihilism
welcome to the age of suicide
the dark ages
are now
and now is
nothing

"Waterloo Park", by Al Reimer

NSK SERVICE ANNOUNCEMENT

For those who read this in time... the **Laurier Christian Fellowship** is holding a **Poetry Sweatshop**, **Wednesday January 25** in the **Turret** from **5:30pm to 6:30pm**. It's a lot of fun and **anyone can attend**. You're given a few lines to work with and you have a certain amount of time to compose a poem. Judges will rate the works and award prizes.

If, however, this message wasn't relayed to you in time and you would like to partake of such an event if it occurred again, contact the Fellowship and let them know so they can gauge the interest that's out there for future events like this one.

What makes a poet great?
Free Beer.

Izabel Waite

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LAURIER is hosting Undergraduate Business Games (UBG) on Jan. 27, 28, 29. Opening ceremony is on FRIDAY Jan 27, 1 pm in the AC.

All faculties are encouraged to come out and welcome over 350 students from Penn State, University of Manitoba, McGill, York, Concordia, Western and Queens. Games such as Football, Snowpitch, Volleyball, Innetube Waterpolo will be played all around campus. To find out times and location of games please see schedule in show case on 1st floor Peter's Building, by the elevator. Let's show off Laurier's SPIRIT!!

Theatre Laurier Presents Ted Follows in "The Regeneration of George McGraff." Modern Comedy, Feb. 1-4, 8pm.
Theatre Auditorium, WLU. Tickets \$10/\$8. Call 884-0710 ext. 2882.

NUMUS Concerts presents "This that is beautiful..." Contemporary (weird) classical music. Fri. Feb. 10, 8 pm The Seagram Museum. Call 576-6211.

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PERSONALS

Daisy, Will you help me do my homework this week? I have an assignment that only you can help me with. Please, please. I'll treat you to dinner at the Bismarck Pub first. By now you know where it is don't you? Daisy, this is the beginning of a beautiful relationship. See you Wednesday night? Love Sal.

WE WOULD LIKE TO
MAKE A CORRECTION
REGARDING THE AD IN
LAST WEEK'S CORD FOR
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THE AD READ: SOUP,
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Pass or Fail?

WLUSU gives students the opportunity to voice their true judgement on Laurier's most critical course offerings

My fellow students:

It is my pleasure to present to you the results of a special "pilot project" WLUSU launched in the fall of '94: Student Run Course Evaluations. The purpose of these evaluations is to increase the level of academic accountability here at Laurier. In the past the students of Laurier were offered a survey circulated by the administration. It was our opinion that these surveys offered no feedback to the students in evaluating their courses or professors. It is our goal to supply the students of Laurier with as much information in their course selection as demonstrably possible. Over the past three months approximately 1000 students in the programs of

Business, Music, Political Science, and Psychology have completed surveys in which they evaluated both the content of their courses and the performance of their Profs.

At first glance the end result of this project looked like a waist high pile of paper, but after weeks of refinement and hard work from the Laurier Small Business Consultants office it now sits before you in a complete and readable form.

Respectfully,

Scott McCormick
Vice President University Affairs



STUDENTS' UNION
WLUSU



This supplement is funded by WLUSU

The fine print:

Each evaluation contains both qualitative and quantitative information on the course/faculty member. The qualitative comments were chosen only where they were representative of a reasonable proportion of the class. The qualitative analysis was generated with the use of a statistical software package. Only classes that were represented by a statistically significant number of responses (20%) were included. This pilot project attempted to capture the core required courses for the Business, Music, Political Science, and Psychology programs. The initial starting point was chosen to ensure that the most important courses of each program were the first to be examined. I regret to inform the professors who did submit their faculty surveys that they will not be included since we only received six. The WLUSU course guide will expand in future years to include all required and elective courses at Wilfrid Laurier University.

Brian P. McQuinn, Small Business Consulting Service

WLUSU COURSE GUIDE

Business

BU 111 - Jim McCutcheon

Percentage who would recommend course: 97%

Instructor: Responses: 182/370

- + enthusiastic, explains the material well
- + great stories, keeps the class interesting
- + explains concepts thoroughly with a good speaking voice
- + easy to understand

Course:

- + interesting lectures
- + covers a diverse set of topics
- + small labs help learning
- + very valuable material; applicable to real-world

Instructor: Out of 7

- | | |
|--|-----|
| 1. Communicates goals clearly | 6.2 |
| 2. Appropriate methods of evaluation | 5.7 |
| 3. Presents in an organized manner | 6.1 |
| 4. Explains concepts clearly | 6.3 |
| 5. Communicates enthusiasm | 6.6 |
| 6. Attends to questions effectively | 6.2 |
| 7. Available for personal consultation | 5.9 |
| 8. Ensures that work is graded fairly | 5.8 |
| 9. Work graded in a reasonable time | 5.9 |
| 10. Performs effectively as a teacher | 6.5 |

Course:

- | | |
|---------------------------------------|-----|
| 1. Comparatively the work load is... | 5.1 |
| 2. Comparatively the difficulty is... | 4.9 |
| 3. Value of course reading... | 4.9 |
| 4. Value of the tutorial is... | 5.4 |
| 5. Value of the learning experience | 5.8 |

BU 211 - Barbara Rice

Percentage who would recommend course: 74%

Course: Responses: 57/59

- + guest speakers and real world applications were more helpful than the text
- course outline and assignment objectives were unclear
- + discussion and group work are the foundation for the class
- subject matter lacked focus

Instructor:

- + very enthusiastic and friendly
- excessive marking time; assignment two was due before assignment one was handed back
- + Professor is approachable, willing to help, and easy to talk to
- + she is knowledgeable,
- but lacks teaching experience
- + she brings good business world experience to the course concepts.

Instructor: Out of 7

- | | |
|--|-----|
| 1. Communicates goals clearly | 4.6 |
| 2. Appropriate methods of evaluation | 4.9 |
| 3. Presents in an organized manner | 4.7 |
| 4. Explains concepts clearly | 4.8 |
| 5. Communicates enthusiasm | 6.0 |
| 6. Attends to questions effectively | 6.0 |
| 7. Available for personal consultation | 6.4 |
| 8. Ensures that work is graded fairly | 5.0 |

- | | |
|---------------------------------------|-----|
| 9. Work graded in a reasonable time | 3.0 |
| 10. Performs effectively as a teacher | 5.3 |

Course:

- | | |
|---------------------------------------|-----|
| 1. Comparatively the work load is... | 4.5 |
| 2. Comparatively the difficulty is... | 3.8 |
| 3. Value of course reading... | 4.2 |
| 4. Value of the learning experience | 4.7 |

BU 211 - Elliot Currie

Percentage who would recommend course: 90%

Course: Responses: 100/114

- + the course was practical and useful in learning how to properly evaluate a case.
- more structure and clear objectives needed.
- + interesting discussion

Instructor:

- + great real world experience
- + very enthusiastic, relates well with students
- slow in returning assignments
- + very knowledgeable
- more organization in lecture notes

Instructor: Out of 7

- | | |
|--|-----|
| 1. Communicates goals clearly | 5.4 |
| 2. Appropriate methods of evaluation | 5.7 |
| 3. Presents in an organized manner | 5.1 |
| 4. Explains concepts clearly | 5.6 |
| 5. Communicates enthusiasm | 6.4 |
| 6. Attends to questions effectively | 6.6 |
| 7. Available for personal consultation | 6.3 |
| 8. Ensures that work is graded fairly | 5.6 |
| 9. Work graded in a reasonable time | 4.9 |
| 10. Performs effectively as a teacher | 6.5 |

Course:

- | | |
|---------------------------------------|-----|
| 1. Comparatively the work load is... | 4.2 |
| 2. Comparatively the difficulty is... | 4.1 |
| 3. Value of course reading... | 4.8 |
| 4. Value of the learning experience | 5.5 |

Please direct feedback to:

44smallb@mach1.wlu.ca
Telephone: 886-1360

BU 227 - Bill Banks

Percentage who would recommend course: 82%

Course: Responses: 60/65

- + Broad overview
- + course is rightly focused on understanding financial statements not doing them
- difficult to study for abstract material
- few lecture notes due to the unstructured nature of the course

* OAC accounting an advantage

Instructor:

- + always willing to help students
- + easy going and helpful
- + a lot of enthusiasm and interest in material

Instructor: Out of 7

- | | |
|--|-----|
| 1. Communicates goals clearly | 5.4 |
| 2. Appropriate methods of evaluation | 5.4 |
| 3. Presents in an organized manner | 4.8 |
| 4. Explains concepts clearly | 5.3 |
| 5. Communicates enthusiasm | 5.8 |
| 6. Attends to questions effectively | 5.9 |
| 7. Available for personal consultation | 6.0 |

- | | |
|---------------------------------------|-----|
| 8. Ensures that work is graded fairly | 5.0 |
| 9. Work graded in a reasonable time | 5.5 |
| 10. Performs effectively as a teacher | 5.7 |

Course:

- | | |
|---------------------------------------|-----|
| 1. Comparatively the work load is... | 4.2 |
| 2. Comparatively the difficulty is... | 4.3 |
| 3. Value of course reading... | 4.8 |
| 4. Value of the learning experience | 5.0 |

BU 227 - Don Smith

Percentage who would recommend course: 74%

Course: Responses: 46/50

- + good overview of general accounting principles
- most of the learning is done on students own time, class is merely a forum to ask questions; no lecture notes.
- + assigned problems are taken up
- no set lecture material

Instructor:

- + knowledgeable, very approachable
- + good real life examples

Instructor: Out of 7

- | | |
|--|-----|
| 1. Communicates goals clearly | 4.3 |
| 2. Appropriate methods of evaluation | 4.9 |
| 3. Presents in an organized manner | 4.7 |
| 4. Explains concepts clearly | 4.5 |
| 5. Communicates enthusiasm | 5.6 |
| 6. Attends to questions effectively | 5.7 |
| 7. Available for personal consultation | 5.8 |
| 8. Ensures that work is graded fairly | 5.7 |
| 9. Work graded in a reasonable time | 5.8 |
| 10. Performs effectively as a teacher | 5.0 |

Course:

- | | |
|---------------------------------------|-----|
| 1. Comparatively the work load is... | 4.1 |
| 2. Comparatively the difficulty is... | 4.2 |
| 3. Value of course reading... | 4.7 |
| 4. Value of the learning experience | 4.4 |

BU 255 - Mitali De

Professor refused to allow students in this course to participate in survey

BU 255 - Gerald Keller

Professor refused to allow students in this course to participate in survey

BU 383 - Ben Amoako-Adu

Percentage who would recommend course: 76%

Instructor: Responses: 29/49

- | | |
|--|-----|
| 1. Communicates goals clearly | 5.3 |
| 2. Appropriate methods of evaluation | 5.2 |
| 3. Presents in an organized manner | 5.8 |
| 4. Explains concepts clearly | 5.3 |
| 5. Communicates enthusiasm | 5.1 |
| 6. Attends to questions effectively | 5.4 |
| 7. Available for personal consultation | 5.9 |
| 8. Ensures that work is graded fairly | 5.5 |
| 9. Work graded in a reasonable time | 5.3 |
| 10. Performs effectively as a teacher | 5.7 |

Course:

1. Comparatively the work load is..	4.6
2. Comparatively the difficulty is...	5.1
3. Value of course reading..	4.3
4. Value of the learning experience	4.9

Survey Comments Destroyed in process

BU 385 - James Higginson

Percentage who would recommend course: 58%

Course: *Responses: 47/87*

- + class notes are handed out
- + well organized course
- poor textbook
- inconsistency between items taught in each core

Instructor:

- + lecture notes supplied by instructor as handouts
- + enthusiastic
- + cares about students' success

Instructor: *Out of 7*

1. Communicates goals clearly	5.9
2. Appropriate methods of evaluation	5.9
3. Presents in an organized manner	6.3
4. Explains concepts clearly	6.3
5. Communicates enthusiasm	6.1
6. Attends to questions effectively	6.3
7. Available for personal consultation	6.4
8. Ensures that work is graded fairly	6.1
9. Work graded in a reasonable time	6.0
10. Performs effectively as a teacher	6.3

Course:

1. Comparatively the work load is..	4.5
2. Comparatively the difficulty is...	4.4
3. Value of course reading..	4.3
4. Value of the learning experience	5.0

BU 385 - Paul Iyogun

Percentage who would recommend course: 19%

Course: *Responses: 29/90*

- + thorough discussion of production considerations
- few examples that show the application of the course material are used
- examples and assignments are not representative of exam difficulty

Instructor:

- + available for help
- often appears disorganized
- + interested in the material
- explanations often not clear

Instructor: *Out of 7*

1. Communicates goals clearly	3.8
2. Appropriate methods of evaluation	4.9
3. Presents in an organized manner	4.1
4. Explains concepts clearly	4.3
5. Communicates enthusiasm	4.3
6. Attends to questions effectively	4.1
7. Available for personal consultation	5.2
8. Ensures that work is graded fairly	5.0
9. Work graded in a reasonable time	5.0
10. Performs effectively as a teacher	4.5

Course:

1. Comparatively the work load is..	4.7
2. Comparatively the difficulty is...	4.5
3. Value of course reading..	4.2
4. Value of the learning experience	3.8

BU 385 - David Sparling

Percentage who would recommend course: 29%

Course: *Responses: 18/42*

- + relevant material, more real world applications would add greatly
- course material is dry
- poor textbook

Instructor:

- + helpful
- + will prepared
- + interacts well with students

Instructor: *Out of 7*

1. Communicates goals clearly	5.1
2. Appropriate methods of evaluation	5.5
3. Presents in an organized manner	5.4
4. Explains concepts clearly	5.3
5. Communicates enthusiasm	5.6
6. Attends to questions effectively	6.1
7. Available for personal consultation	6.2
8. Ensures that work is graded fairly	6.2
9. Work graded in a reasonable time	5.8
10. Performs effectively as a teacher	6.0

Course:

1. Comparatively the work load is..	4.6
2. Comparatively the difficulty is...	4.6
3. Value of course reading..	4.1
4. Value of the learning experience	4.6

BU 388 - Bruce Fournier

Percentage who would recommend course: 85%

Course: *Responses: 62/96*

- poor evaluation methods (multiple choice)

- + this is one of the few courses that I have felt that I can apply in my future endeavor
- poor connection between case and theories
- + good case study approach
- + interesting material

Instructor:

- + excellent enthusiasm, very knowledgeable
- + deals with students with respect, he does not talk down to students
- + useful real life examples

Instructor: *Out of 7*

1. Communicates goals clearly	5.5
2. Appropriate methods of evaluation	5.2
3. Presents in an organized manner	5.4
4. Explains concepts clearly	5.9
5. Communicates enthusiasm	6.6
6. Attends to questions effectively	6.2
7. Available for personal consultation	6.1
8. Ensures that work is graded fairly	5.7
9. Work graded in a reasonable time	5.9
10. Performs effectively as a teacher	6.2

Course:

1. Comparatively the work load is..	4.2
2. Comparatively the difficulty is...	4.0
3. Value of course reading..	4.8
4. Value of the learning experience	5.5

BU 388 - Elliot Currie

Percentage who would recommend course: 100%

Course: *Responses: 42/91*

- + good classroom discussion/interaction
- in a course where we are told that there is no right or wrong solution, we are tested with multiple choice
- + interesting course
- not very structured
- + good practice working in groups and giving presentations

Interest:

- + excellent rapport with students
- + very enthusiastic
- + good real work examples
- + makes the class interesting

Instructor: *Out of 7*

1. Communicates goals clearly	5.8
2. Appropriate methods of evaluation	5.8
3. Presents in an organized manner	6.0
4. Explains concepts clearly	6.1
5. Communicates enthusiasm	6.6
6. Attends to questions effectively	6.6
7. Available for personal consultation	6.4
8. Ensures that work is graded fairly	6.3
9. Work graded in a reasonable time	6.3
10. Performs effectively as a teacher	6.7

Course:

1. Comparatively the work load is..	3.8
2. Comparatively the difficulty is...	3.6
3. Value of course reading..	4.8
4. Value of the learning experience	5.7

BU 481 - Grant Miles

Percentage who would recommend course: 36%

Course: *Responses: 33/73*

- + good overview of the past business courses.
- adds very little new value-added knowledge
- multiple choice exam is not appropriate for 4th year course

Instructor:

- + very enthusiastic about the course material
- + good communicator
- + approachable and encourages feedback from students
- + effective at encouraging class participation

Instructor: *Out of 7*

1. Communicates goals clearly	5.6
2. Appropriate methods of evaluation	4.9
3. Presents in an organized manner	5.5
4. Explains concepts clearly	5.7
5. Communicates enthusiasm	6.2
6. Attends to questions effectively	5.9
7. Available for personal consultation	6.1
8. Ensures that work is graded fairly	5.4
9. Work graded in a reasonable time	6.0
10. Performs effectively as a teacher	6.0

Course:

1. Comparatively the work load is..	4.1
2. Comparatively the difficulty is...	4.1
3. Value of course reading..	4.2
4. Value of the learning experience	4.0

BU 481 - Kenneth Harling

Percentage who would recommend course: 37%

Course: *Responses: 35/92*

- multiple choice exams does not fit with goals of the course
- + good overall summary of business strategy from a higher level view within the organization, - does not take the material to the next level of difficulty or understanding

Instructor:

- + enthusiastic
- does not allow enough student input/discussion
- + knowledgeable, and shows interests in material
- tends to be condescending at times

Instructor:

1. Communicates goals clearly	4.4
2. Appropriate methods of evaluation	4.4
3. Presents in an organized manner	4.4
4. Explains concepts clearly	4.9
5. Communicates enthusiasm	5.3
6. Attends to questions effectively	4.5
7. Available for personal consultation	5.0
8. Ensures that work is graded fairly	4.9
9. Work graded in a reasonable time	5.7
10. Performs effectively as a teacher	4.8

Course:

1. Comparatively the work load is..	4.2
2. Comparatively the difficulty is...	3.9
3. Value of course reading..	3.9
4. Value of the learning experience	4.2

Music

MU 116 - Elvera Froese

Percentage who would recommend course: 94%

Course: *Responses: 17/20*

- + a good learning experience provided; well-placed sequential development of course
- + gives a broad understanding of music and how it works
- confusing text
- + wide variety of material

Instructor:

- + helpful instructor who shows she cares
- + fair marker
- + enthusiastic about the material

Instructor: *Out of 7*

1. Communicates goals clearly	6.1
2. Appropriate methods of evaluation	6.2
3. Presents in an organized manner	6.0
4. Explains concepts clearly	5.8
5. Communicates enthusiasm	6.4
6. Attends to questions effectively	6.3
7. Available for personal consultation	6.1
8. Ensures that work is graded fairly	6.2
9. Work graded in a reasonable time	6.6
10. Performs effectively as a teacher	6.5

Course:

1. Comparatively the work load is..	5.0
2. Comparatively the difficulty is...	4.7
3. Value of course reading..	4.1
4. Value of the learning experience	5.7

MU186 - Jan Overduin

Percentage who would recommend course: 93%

Course: *Responses: 15/18*

- + improves sight-reading, rhythm reading, and confidence in singing
- + enjoyable course
- + organized

Instructor

- + very enthusiastic about the course
- + he himself sees the value of the course
- + helpful guidance

Instructor: *Out of 7*

1. Communicates goals clearly	5.6
2. Appropriate methods of evaluation	5.7
3. Presents in an organized manner	5.7
4. Explains concepts clearly	5.6
5. Communicates enthusiasm	6.5
6. Attends to questions effectively	5.7
7. Available for personal consultation	5.2
8. Ensures that work is graded fairly	5.3
9. Work graded in a reasonable time	6.3
10. Performs effectively as a teacher	6.0

Course:

1. Comparatively the work load is..	4.3
2. Comparatively the difficulty is...	4.0
3. Value of course reading..	4.9
4. Value of the learning experience	6.1

MU 266 - Charles Morrison

Professor refused to allow students in this course to participate in survey

MU270 - Alison Stonehouse

Percentage who would recommend course: 69%

Course: *Responses: 44/61*

- + well organized
- + significant amount of material within course
- strong emphasis on memorization
- + helps with overall performance of music

Instructor:

- + personable, likable, and reliable outside of the classroom
- however, during class she if often condescending when answering students questions

+ nice person

Instructor: *Out of 7*

1. Communicates goals clearly	5.5
2. Appropriate methods of evaluation	5.8
3. Presents in an organized manner	5.6
4. Explains concepts clearly	5.4
5. Communicates enthusiasm	5.9
6. Attends to questions effectively	4.6
7. Available for personal consultation	6.0
8. Ensures that work is graded fairly	5.7
9. Work graded in a reasonable time	6.2
10. Performs effectively as a teacher	5.7

Course:

1. Comparatively the work load is..	5.0
2. Comparatively the difficulty is...	4.8
3. Value of course reading..	4.9
4. Value of the learning experience	5.2

MU 373 - Alma Santosuosso
Professor refused to allow students in this course to participate in survey

MU 388 - Ralph Elsaesser
Percentage who would recommend course: 50%
Course: *Responses: 12/17*
+ no midterm of final, tested weekly
Instructor:
+ Professor makes the course fun
- sometimes difficult to understand
+ patient
+ his enthusiasms takes some of the pressure off

Instructor: *Out of 7*

1. Communicates goals clearly	4.8
2. Appropriate methods of evaluation	5.7
3. Presents in an organized manner	4.7
4. Explains concepts clearly	4.9
5. Communicates enthusiasm	6.5
6. Attends to questions effectively	5.3
7. Available for personal consultation	5.5
8. Ensures that work is graded fairly	5.4
9. Work graded in a reasonable time	6.2
10. Performs effectively as a teacher	6.2

Course:

1. Comparatively the work load is..	4.3
2. Comparatively the difficulty is...	4.4
3. Value of course reading..	4.1
4. Value of the learning experience	5.3

MU 388 - Jan Overduin
Percentage who would recommend course: 73%
Course: *Responses: 15/18*
+ no final exam
- a heavy workload for .25 of a credit
+ musicianship emphasized with the use of different instrument in canons or roads
Instructor:
+ knowledgeable
+ enthusiastic
+ positive attitude

Instructor: *Out of 7*

1. Communicates goals clearly	5.7
2. Appropriate methods of evaluation	5.8
3. Presents in an organized manner	5.7
4. Explains concepts clearly	5.9
5. Communicates enthusiasm	5.9
6. Attends to questions effectively	6.0
7. Available for personal consultation	5.9
8. Ensures that work is graded fairly	5.3
9. Work graded in a reasonable time	5.9
10. Performs effectively as a teacher	6.2

Course:

1. Comparatively the work load is..	4.2
2. Comparatively the difficulty is...	3.9
3. Value of course reading..	4.6
4. Value of the learning experience	5.6

Political Science

PO 100 Neil Freeman
Professor refused to allow students in this course to participate in survey.

PO 204 - Thomas Hueglin
Percentage who would recommend course: 80%
Course: *Responses: 48/65*
+ course makes you think
+ relates to real world problems and shows how economies and governments are related
- reading material are monotonous; a lot of stiff technical language
- only seems to cover the information superficially, not enough time to get in depth
Instructor:
+ great on a one to one basis; approachable
+ good story teller
- tends to stray form the topic; too many tangents
- biased in his presentation of material; has favorites
Instructor: *Out of 7*

1. Communicates goals clearly	5.2
-------------------------------	-----

2. Appropriate methods of evaluation	5.3
3. Presents in an organized manner	5.1
4. Explains concepts clearly	5.2
5. Communicates enthusiasm	5.6
6. Attends to questions effectively	5.3
7. Available for personal consultation	5.6
8. Ensures that work is graded fairly	6.2
9. Work graded in a reasonable time	5.3
10. Performs effectively as a teacher	5.6

Course:

1. Comparatively the work load is..	4.6
2. Comparatively the difficulty is...	4.5
3. Value of course reading..	4.4
4. Value of the learning experience	5.1

PO 213 - P.K. Kuruvilla
Percentage who would recommend course: 88%
Course: *Responses: 41/60*
+ very good course structure
+ effective evaluation structure
+ logical progression of topics
Instructor:
+ very knowledgeable
+ well prepared and well organized lecturer
+ witty
+ approachable and eager
* sit close to the front, because he speaks softly at times

Instructor: *Out of 7*

1. Communicates goals clearly	5.1
2. Appropriate methods of evaluation	5.2
3. Presents in an organized manner	5.8
4. Explains concepts clearly	5.7
5. Communicates enthusiasm	5.4
6. Attends to questions effectively	5.2
7. Available for personal consultation	5.7
8. Ensures that work is graded fairly	5.1
9. Work graded in a reasonable time	5.7
10. Performs effectively as a teacher	5.6

Course:

1. Comparatively the work load is..	4.0
2. Comparatively the difficulty is...	4.1
3. Value of course reading..	4.4
4. Value of the learning experience	4.6

PO 217 - David Docherty
Percentage who would recommend course: 55%
Course: *Responses: 59/79*
+ entertaining considering it was statistics
+ very informative
- heavy work load
+ practical information
Instructor:
+ taught with enthusiasm
+ fair and objective
+ very personable
+ brings life to the course

Instructor: *Out of 7*

1. Communicates goals clearly	5.6
2. Appropriate methods of evaluation	5.7
3. Presents in an organized manner	5.8
4. Explains concepts clearly	5.8
5. Communicates enthusiasm	6.5
6. Attends to questions effectively	5.9
7. Available for personal consultation	6.1
8. Ensures that work is graded fairly	5.5
9. Work graded in a reasonable time	5.8
10. Performs effectively as a teacher	6.2

Course:

1. Comparatively the work load is..	5.0
2. Comparatively the difficulty is...	4.6
3. Value of course reading..	4.3
4. Value of the learning experience	5.2

PO 227 - Janine Clark
Percentage who would recommend course: 80%
Course: *Responses: 45/66*
+ interesting and informative
+ extensive required reading
+ good class discussion
Instructor:
- speaks far too quickly
+ enthusiastic and very knowledgeable
+ outstanding extra help and office hours
- hard marker

Instructor: *Out of 7*

1. Communicates goals clearly	4.9
2. Appropriate methods of evaluation	5.1
3. Presents in an organized manner	4.6
4. Explains concepts clearly	4.8
5. Communicates enthusiasm	5.6
6. Attends to questions effectively	5.4
7. Available for personal consultation	4.8
8. Ensures that work is graded fairly	4.7
9. Work graded in a reasonable time	4.8
10. Performs effectively as a teacher	5.0

Course:

1. Comparatively the work load is..	4.4
2. Comparatively the difficulty is...	4.3
3. Value of course reading..	4.3

4. Value of the learning experience	4.6
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PO 231 - Alistair Edgar
Percentage who would recommend course: 84%
Course: *Responses: 44/79*
+ United Nations Simulation is an excellent learning tool.
+ workload is substantially above average but the overall experience is worth it.
+ interesting and informative
+ variety of options for assignments
Instructor:
+ encourages and facilitates discussion
- lecture style is somewhat hard to follow; no visual outlines
+ very approachable; wants students to understand and will take the time to ensure this
+ open to, and respects multiple view points

Instructor: *Out of 7*

1. Communicates goals clearly	5.0
2. Appropriate methods of evaluation	5.2
3. Presents in an organized manner	5.4
4. Explains concepts clearly	5.7
5. Communicates enthusiasm	5.2
6. Attends to questions effectively	5.9
7. Available for personal consultation	6.0
8. Ensures that work is graded fairly	5.2
9. Work graded in a reasonable time	5.1
10. Performs effectively as a teacher	5.7

Course:

1. Comparatively the work load is..	4.8
2. Comparatively the difficulty is...	4.7
3. Value of course reading..	4.7
4. Value of the learning experience	5.6

PO 235 - Rodney Preece
Professor refused to allow students in this course to participate in survey

PO 263 - Judith Oakes
Percentage who would recommend course: 72%
Course: *Responses: 48/68*
- more class discussion would facilitate learning
+ the structure of the course is clear and well divided
- high concentration of historical rather than current political issues in Canada
+ gives students an good overall picture of Canadian politics
Instructor:
+ very supportive to students who approach her for help
- students' questions are sometimes not addressed fully
+ considering Prof. Oakes is new, she did a good job
+ fair marker

Instructor: *Out of 7*

1. Communicates goals clearly	5.0
2. Appropriate methods of evaluation	5.2
3. Presents in an organized manner	5.4
4. Explains concepts clearly	5.7
5. Communicates enthusiasm	5.2
6. Attends to questions effectively	5.9
7. Available for personal consultation	6.0
8. Ensures that work is graded fairly	5.2
9. Work graded in a reasonable time	5.1
10. Performs effectively as a teacher	5.7

Course:

1. Comparatively the work load is..	4.8
2. Comparatively the difficulty is...	4.7
3. Value of course reading..	4.7
4. Value of the learning experience	5.6

PO 478 - Brian Tanguay
Percentage who would recommend course: 50%
Course: *Responses: 58/70*
+ I find the course interesting, and the material well presented
- heavy required reading
+ well structured and organized
* class sizes are too large; they have been split into half sections, but this has resulted in inadequate class/lecture/discussion time.

Instructor:

+ was helpful
+ knows the course material well
+ good speaking presence
+ entertaining and enthusiastic

Instructor: *Out of 7*

1. Communicates goals clearly	5.2
2. Appropriate methods of evaluation	5.4
3. Presents in an organized manner	5.4
4. Explains concepts clearly	5.6
5. Communicates enthusiasm	5.8
6. Attends to questions effectively	5.5
7. Available for personal consultation	5.4
8. Ensures that work is graded fairly	5.2
9. Work graded in a reasonable time	5.6
10. Performs effectively as a teacher	5.9

Course:

1. Comparatively the work load is..	6.5
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2. Comparatively the difficulty is...	5.4
3. Value of course reading..	4.9
4. Value of the learning experience	5.1

Psychology

PS 100 - Bruce Hunsberger

Percentage who would recommend course: 95%

Course: Responses: 150/486

- use of only multiple choice.
- + very organized and interesting
- + excellent study guide,
- but questions on exam are not reflective of workbook exercise
- + good outline

Instructor:

- + speaks clearly
- + is direct and to the point
- + explains concepts with use of examples
- + enthusiastic

Suggestion:

- * include tutorials to allow students to discuss the material

Instructor: Out of 7

1. Communicates goals clearly	5.7
2. Appropriate methods of evaluation	5.2
3. Presents in an organized manner	6.1
4. Explains concepts clearly	6.2
5. Communicates enthusiasm	6.1
6. Attends to questions effectively	6.0
7. Available for personal consultation	5.7
8. Ensures that work is graded fairly	5.6
9. Work graded in a reasonable time	6.4
10. Performs effectively as a teacher	6.3

Course:

1. Comparatively the work load is..	3.9
2. Comparatively the difficulty is...	4.2
3. Value of course reading..	5.4
4. Value of the learning experience	5.6

PS 100 - Robert St.Claire-Smith

Percentage who would recommend course: 84%

Course: Responses: 105/312

- + interesting course material
- classes are too large
- + very good textbook
- should have a reading list so that you can prepare for class
- material should be tested in smaller segments, like the other course sections

Instructor:

- + uses humorous examples to keep your attention
- tends to talk in a monotone voice
- + answers questions well
- lectures directly from the textbook
- + approachable

Instructor: Out of 7

1. Communicates goals clearly	4.6
2. Appropriate methods of evaluation	4.7
3. Presents in an organized manner	4.6
4. Explains concepts clearly	5.1
5. Communicates enthusiasm	5.1
6. Attends to questions effectively	5.1
7. Available for personal consultation	5.6
8. Ensures that work is graded fairly	4.8
9. Work graded in a reasonable time	5.6
10. Performs effectively as a teacher	5.3

Course:

1. Comparatively the work load is..	3.6
2. Comparatively the difficulty is...	4.1
3. Value of course reading..	5.1
4. Value of the learning experience	4.7

PS 205 - Fred Binding

Percentage who would recommend course: 83%

Course: Responses: 24/45

- + interesting material
- + assignments add to the course
- little class interaction

Instructor:

- + teaches the material in an organized easily understood fashion
- + adds his own experience by providing good examples to help understand the theories
- teaches directly out of the textbook

Instructor: Out of 7

1. Communicates goals clearly	4.9
2. Appropriate methods of evaluation	5.3
3. Presents in an organized manner	5.3
4. Explains concepts clearly	5.5
5. Communicates enthusiasm	4.9
6. Attends to questions effectively	5.5
7. Available for personal consultation	5.9
8. Ensures that work is graded fairly	4.8
9. Work graded in a reasonable time	4.6
10. Performs effectively as a teacher	5.4

Course:

1. Comparatively the work load is..	4.3
2. Comparatively the difficulty is...	4.0

3. Value of course reading..	4.9
4. Value of the learning experience	4.8

PS 206 - Donato Tarulli

Percentage who would recommend course: 93%

Course: Responses: 70/89

- + Mandatory Field placement (2 - 5 hrs/wk) was an excellent experience and was directly applicable to the course material
- end of term was rushed since material was not distributed evenly throughout the term
- + interesting material

Instructor:

- + very open & accessible to students for questions, discussion and help.
- + concerned about students understanding course material
- soft spoken, thus difficult to hear.
- * first time teaching course
- + improved throughout term

Instructor: Out of 7

1. Communicates goals clearly	5.1
2. Appropriate methods of evaluation	5.5
3. Presents in an organized manner	5.6
4. Explains concepts clearly	5.6
5. Communicates enthusiasm	5.1
6. Attends to questions effectively	5.8
7. Available for personal consultation	6.0
8. Ensures that work is graded fairly	5.7
9. Work graded in a reasonable time	6.0
10. Performs effectively as a teacher	5.7

Course:

1. Comparatively the work load is..	4.2
2. Comparatively the difficulty is...	4.2

The Honour Role

The top 5 Professors out of 7

1. William Hockley	Psychology	6.8
2. Elliot Currie	Business	6.7
3. Elvera Froese	Music	6.5
Jim McCutcheon	Business	6.5
5. James Higginson	Business	6.3
Bruce Hunsberger	Psychology	6.3

3. Value of course reading..	5.1
4. Value of the learning experience	5.3

PS 228 - Rudy Eikelboom

Percentage who would recommend course: 80%

Course: Responses: 45/69

- + very challenging course material
- heavy course load for 200 level course
- + course is interesting
- * basic knowledge of biology is helpful
- * the amount of information would warrant a full year course.

Instructor:

- + enthusiastic about the material,
- but often does not transfer this enthusiasm to class
- + very approachable
- + knowledgeable about the material
- + answered questions well

Instructor: Out of 7

1. Communicates goals clearly	5.6
2. Appropriate methods of evaluation	5.3
3. Presents in an organized manner	6.0
4. Explains concepts clearly	5.5
5. Communicates enthusiasm	5.2
6. Attends to questions effectively	5.6
7. Available for personal consultation	5.7
8. Ensures that work is graded fairly	5.5
9. Work graded in a reasonable time	6.0
10. Performs effectively as a teacher	6.1

Course:

1. Comparatively the work load is..	4.4
2. Comparatively the difficulty is...	5.0
3. Value of course reading..	5.2
4. Value of the learning experience	5.4

PS 298 - Vern Schaefer

Percentage who would recommend course: 54%

Course: Responses: 24/85

- + useful course
- + prepares you well for your thesis research
- heavy workload
- * unconventional and abstract form of evaluations necessitates comprehension of the material

Instructor:

- + well organized lecturer
- + dedicated and enthusiastic
- + helpful
- + provided outline each day
- quiet spoken

Instructor: Out of 7

1. Communicates goals clearly	6.2
2. Appropriate methods of evaluation	5.9
3. Presents in an organized manner	6.4
4. Explains concepts clearly	5.8
5. Communicates enthusiasm	5.9

6. Attends to questions effectively	5.5
7. Available for personal consultation	5.9
8. Ensures that work is graded fairly	5.7
9. Work graded in a reasonable time	6.2
10. Performs effectively as a teacher	5.9

Course:

1. Comparatively the work load is..	5.9
2. Comparatively the difficulty is...	5.3
3. Value of course reading..	4.6
4. Value of the laboratories is..	5.1
5. Value of the learning experience..	5.6

PS 311 - Angelo Santi

Percentage who would recommend course: 100%

Course: Responses: 1/1

- + learned a lot of information
- difficult concepts introduced too quickly
- + overall a very positive experience

Instructor:

- + was available for extra help
- + was knowledgeable about the course content

Instructor: Out of 7

1. Communicates goals clearly	7.0
2. Appropriate methods of evaluation	6.0
3. Presents in an organized manner	7.0
4. Explains concepts clearly	6.0
5. Communicates enthusiasm	6.0
6. Attends to questions effectively	6.0
7. Available for personal consultation	7.0
8. Ensures that work is graded fairly	7.0
9. Work graded in a reasonable time	6.0
10. Performs effectively as a teacher	7.0

Course:

1. Comparatively the work load is..	4.0
2. Comparatively the difficulty is...	5.0
3. Value of course reading..	7.0
4. Value of the learning experience	7.0

PS 318 - William Hockley

Percentage who would recommend course: 88%

Course: Responses: 5/5

- + learn to critically analyze relevant literature
- material must be ascribed at a very quick pace
- + very interesting subject matter

Instructor:

- + very enthusiastic and knowledgeable about subject matter
- + very approachable and willing to help students with any problems
- + good at communicating ideas and holding discussions

Instructor: Out of 7

1. Communicates goals clearly	6.3
2. Appropriate methods of evaluation	6.1
3. Presents in an organized manner	6.1
4. Explains concepts clearly	6.6
5. Communicates enthusiasm	6.8
6. Attends to questions effectively	6.8
7. Available for personal consultation	6.9
8. Ensures that work is graded fairly	6.5
9. Work graded in a reasonable time	6.8
10. Performs effectively as a teacher	6.8

Course:

1. Comparatively the work load is..	4.8
2. Comparatively the difficulty is...	4.8
3. Value of course reading..	6.1
4. Value of the learning experience	6.0

PS 399 - Rudy Eikelboom

Percentage who would recommend course: 14%

Course: Responses: 49/70

- material is abstract in nature
- + well prepared to perform the required statistics on your own research
- need a more structured course
- lack of examples in lectures confuses course material

Instructor:

- + knowledgeable and enthusiastic
- + patient with students
- + attempts to ensure students understand the material
- + very approachable
- * first time teaching the course and was at times unorganized

Instructor: Out of 7

1. Communicates goals clearly	4.2
2. Appropriate methods of evaluation	3.7
3. Presents in an organized manner	3.7
4. Explains concepts clearly	3.4
5. Communicates enthusiasm	5.6
6. Attends to questions effectively	6.2
7. Available for personal consultation	6.2
8. Ensures that work is graded fairly	5.1
9. Work graded in a reasonable time	5.4
10. Performs effectively as a teacher	4.5

Course:

1. Comparatively the work load is..	4.7
2. Comparatively the difficulty is...	5.8
3. Value of course reading..	3.8
4. Value of the learning experience	3.7