



Students to picket Habitat '69

by Bill Brown
Chevron staff

Habitat '69 has emerged. Exactly one week after first rearing its ugly head at the student council meeting Monday September 30 it mysteriously reappeared in the campus center.

A full scale mock-up of one of the double rooms of Habitat has been on display since Monday morning to dramatize what council has described as an abortion. According to one printed sheet appearing on campus, Santa Claus was responsible for delivering the "bundle of joy" to the campus center.

Physical-plant and planning became very interested in the mock-up and by late Monday morning some thought was given to checking the accuracy of the mock-up dimensions against the administration's own mock-up. Further speculation, early in the afternoon, prompted Al Adlington, operations vicepresident, to instruct Ed Lappin, assistant director of PPandP, to make sure the university's mock-up was in fact still securely locked up in the basement of the arts library. Lappin sent Ted Nowak to check. Nowak immediately saw that all was not as it should be and reported to Lappin who reported to Adlington. Adlington insisted Lappin check personally and Lappin confirmed their mock-up was no longer there.

This mysterious disappearance

(coinciding as it did with Santa's delivery to the campus center) caused Adlington some concern. He called on Al Romenco, security chief, to make an immediate report and informed administration president Gerry Hagey of the situation. During the remainder of Monday numerous ad-hoc meetings were held between Hagey, Romenco, Adlington, and provost Bill Scott. They were very upset about the implications the act had regarding the university's security.

"If they could get at it they must be able to get into any place in the university," Hagey said at one of the meetings.

Hagey, however, countermanded Adlington's orders to Romenco to take forcible action on the issue. Since the actual culprit could not be determined the president did not want to intimidate the student council executive.

Adlington and Romenco held continuing meetings during the rest of the week to discuss the university security situation in light of their loss.

The whole thing started a little over a year ago when planning was started on Habitat '69. Near the end of July 67 a committee advisory to president Hagey was set up consisting of students, the associate dean of women, a grad student from the department of design and a PPandP architect prepared a report of general aesthetic qualities, types of rooms, furnishings and other desired structural qualities concerning

Students decided Tuesday to picket Habitat '69. Federation president Brian Iler, council representative Bill Snodgrass and former federation president Steve Ireland described to a general meeting of the Federation of Students the rushed planning and frustrating struggle that student representatives went through in a vain attempt to make Habitat more livable.

The 200 or so present were told of a motion to blow up Habitat that had been made in jest at a student council meeting and defeated by only one vote. Iler then suggested picketing construction of Habitat to protest its poor design which resulted, he said, from the administration's inadequate concern for student needs. Much discussion followed and various viewpoints and suggestions were presented.

The following motion was passed by the general

meeting. In order to prevent future events like those surrounding Habitat '69

- it is moved that we publicize our concern to the public.

- it is also moved that after publicizing, we picket in order to stop the construction of Habitat '69 for a day, perhaps with the support of participating unions.

- it is also moved that students picket the administration offices with the purpose of:

1. the administration admit their mistake(s).
2. the administration commit themselves to a future policy.
3. the administration be given one week to propose concrete alternatives to improve Habitat '69 and if none are forthcoming, we picket again.

Subsequently council picked the strike date as 9 am Wednesday.

the livability of the new residence.

The first meeting to plan general esthetic qualities was the first week of August. They were given a deadline of approximately August 9, the second committee had to reach a decision by August 15, and the university had to get its brief in by August 30. The whole planning was forced into about three weeks although the Village took one and a half years to plan.

On top of this pressure the undergrad students were in the middle of exams, the grad students had imminent thesis deadlines and some of the faculty were going on holiday the last two weeks of August. However, the brief was prepared and presented to Hagey.

In September 7 meeting, the administration announced a ceiling cost of \$4500 per bed had to be met. Village warden Ron Eydt along with associate dean of women Hildigard Marsden urged some single rooms be included but in the end unhappily submitted to the administration's insistence on all double rooms to meet the \$4500 per bed cost. The only student on that committee then federation president Ireland was absent at the CUS congress at the time the meeting was called.

When Ireland became aware that all rooms were to be doubles he called a special meeting to try to get some improvements. The meeting was held in early December, at which time Ireland was told it was too late to change

the submission to the Ontario Student Housing Corporation.

After that it was decided to wait for the submission of designs in hopes of being able to choose a suitable residence plan. However at the March meeting to examine the design bids, those who favored the more habitable designs were voted down by those who insisted on the \$4500 ceiling. Siding with the students in defeat were Eydt and Mrs. Marsden.

The residence is now being built but the federation is not willing to leave it go at that. A general meeting of the Federation of Students was called last Tuesday in the campus center to discuss Habitat '69, and it decided to picket the construction.

Campus center demanded

Vacate office, says council

Student council has demanded that the administration turn over the campus center to the Federation of Students and that campus center director Paul Gerster vacate his office.

No official reply has been received from the administration.

A motion passed at the October 1 meeting of council said, "the policies for the building should be set by a committee composed of a majority of students with representation from other groups in the university."

The motion proposed the position of campus center director be abolished. The day-to-day administration of the building would be undertaken by the federation office staff.

In a memorandum to provost Bill Scott, federation president Brian Iler pointed out that, historically, the campus center was a project initiated by students who began a fund for its construction. The fund was turned over to the administration in 1963.

Iler quoted from a report written by Gerster in May 1965 when he was administrative assistant to student council:

"A federation board of managers, including faculty and administrators, could be established and provide representation of all

university interests which may take the center as their focal point."

Responsibility for the campus center is now with the office of student affairs.

Council feels the center is in present fact the students' building. For this reason Iler asked that Gerster be out of his office by yesterday. This deadline has been extended until Tuesday, when council holds its next meeting.

In a meeting held Wednesday a few tentative agreements were reached. Creative-arts director Paul Berg and university treasurer Bruce Gellatly met with Gerster, Scott and Iler to discuss

finances and programming for the campus center. It was felt operating expenses of the center could be handled by the administration while bookings and programming could be handled by the federation.

Administration president Gerry Hagey has expressed concern of the legalities involved in giving control of the building to the federation, or its committee.

But at the meeting Gellatly noted the analogy of deans assuming responsibility for the buildings of their faculties. However, this was not a final answer, he said.

A final decision has not yet been reached.



Students gather in the mock-up of Habitat '69 room which Santa Claus delivered to the campus center Monday morning.

where it's at

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—Dave Stephenson, the Chevron

"And what is education," questions one student at a meeting of highschoolers in the campus center. They gathered to talk about the highschool supplement put out by the Ontario. The meeting was attended by teachers and university students who took part in the debate.

Highschool supplement

Students debate reform

by Mike Eagen
Chevron staff

About 150 highschool students and a scattering of teachers and university students met Wednesday in the campus center to discuss issues raised in a highschool supplement to the Ontario, the University of Guelph newspaper. The supplement was distributed to local high school students last Friday. It attacked the present education system and advocated that students have more to say in their education.

The ladies and escorts lounge was filled for the meeting and the discussion encompassed many aspects of the problem. The organizers said their purpose in calling the meeting was to try to help high-school students.

Some students wanted to know what the university students intended to do. Specific reference was made to the use of violence. They said nothing could be accomplished by violence.

Federation president Brian Iler assured them university students were no more interested in using violence than they were. Iler attacked the news media for exaggerating remarks made by student leaders concerning violence. He made specific reference to the

often misquoted speech of Peter Warrian, president of the Canadian Union of Students, and to statements made by Columbia University students this summer.

Many highschool students said there is not much use in students trying to change the system since educators are already changing it. These students contended students are not mature enough to have a say in their educational system. One student said, "Student councils should have complete control of the organization of social activities, but teaching methods should be left to the teachers."

A teacher replied, "If students were educated in a system which gave them more responsibility, they would have the maturity to make decisions on matters of curriculum and teaching methods." Iler claimed that if students pressed for more independence, they would eventually get it. He cited the Federation of Students as an example.

Many university students said the highschool curriculum was too rigid. However, these claims were contradicted by highschool students. A student repeating grade 11 stated, "Last year I had to take courses I didn't like, but

this year all I have to take is English and phys-ed."

Another teacher said, "Students shouldn't look to the front of the room for truth. Teachers aren't gods."

Many questions about an educational system based on the individual were raised. One student wondered what would happen to the introvert, if his success was to be based completely on his own efforts.

In answer it was said there would probably be fewer introverts. Another question posed was, "How will people learn self-discipline if they aren't taught to do things they don't like in highschool."

In reply, a student said there are many other ways to learn self-discipline, other than a rigid curriculum.

One thing discussed a great deal was the appearance of four-letter words in the supplement distributed in the highschools. The words appeared in a quotation from a student of Waterloo Collegiate Institute and in *The student as nigger* by Jerry Farber. Most students felt the use of these words did little to help the cause since they gave critics exactly what they were looking for.

Campus quickies

It all comes so clear in the dark

For those who are continually in the dark, there will be spark of light finally in the campus center.

Facilities have been provided in the form of a darkroom and a light switch. We must take it from there.

An organizational meeting for a camera club will be held Wednesday at 8 pm in room 202 campus center. Anyone with pre-

vious photographic experience is invited to throw in their ideas to get this room equipped and the club underway.

"We hope facilities can be made available for the rankest amateur as well as those interested in international competition," said George Tuck. Come Wednesday, or contact Roger Watt 576-6416 or George Tuck, 745-3950 or just leave a note with the Federation of Students.

History society invites speakers

The role of violence in Canadian history, and the implications of the 1968 American elections are just two of the topics which will be discussed by the History Society this year.

This organization was established last February by a group of students interested in the rich heritage of the past and its implications for the future.

Kenneth McLaughlin and Dr. J.M. Craig from the University

of Toronto, A.M. Keppel-Jones from Queen's and D.C. Masters have agreed to appear as guest lecturers.

In SS206 subjects of interest and course problems will be discussed. A library will provide books and special reading material for the interested student. Also parties are planned to provide closer contact with faculty members on a social and personal basis.

Manpower finds part-time work

Campus manpower has found work for an average of better than one student per day since September. This average will have to double to employ all who have returned forms sent out during the summer.

Campus Manpower is a project of the Circle K club. Its purpose is to act as a clearing house for students wishing part-time work with the university. It will also try to arrange off-campus jobs for students.

So far the bookstore and food-services have hired most of the

50 or so students employed through Manpower.

All Manpower applicants are being asked to fill out availability timetables at the federation offices in the campus center. Although no preference will be given to regular students, co-op students leaving at Christmas are asked to indicate this on their timetable.

All applicants have been classified according to their job experience—sales and cashiers, food-services, clerical, typing, general and trained personnel.

Manpower can be reached at local 2113 or 2815.

Creative-arts shows 'War game'

Burning cities, mass graves, food riots—this and more is nuclear war, says the *War game*, a film produced by the British Broadcasting Corporation. The film will be on campus next week.

Though it has won an academy award, the BBC banned it from television as "too horrific".

The film will be shown here under the joint sponsorship of the creative-arts board and the

K-W council of churches. The *war game* was shown here last month as part of the orientation program for freshmen.

The film will be shown at 7:30 and 9 pm in AL116 Thursday, Friday and Sunday. The following week it will be shown at St. Mark's Lutheran Church hall on King St.

Admission is 75c for students and \$1 for adults. Tickets can be obtained from the creative-arts office.

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Cardtable weekend has parade

What does a cardtable with a rickety leg have to do with a weekend of movies, parades, dances, teach-ins and pool parties?

"Well nothing, but we had the name left over," said Tom Ashman, a member of the student-activities board.

The cardtable with the rickety leg weekend begins Wednesday and runs to Saturday. The board of student activities calls it a major-minor weekend.

Wednesday will be movie night featuring *Those magnificent men and their flying machines*.

Thursday there will be a torch light parade led by the Aryan Affairs Commission. The AAC is celebrating their first anniversary

and wants to get in shape for the upcoming Miles for Millions march.

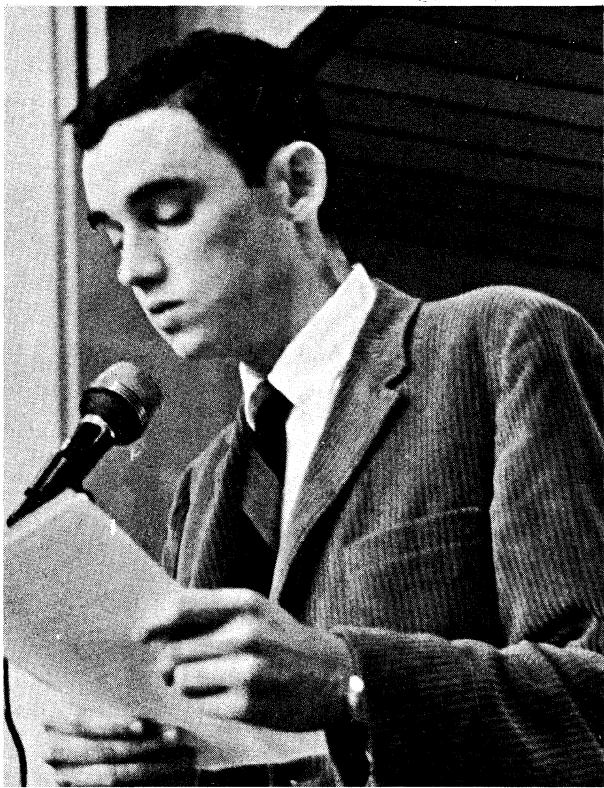
Friday the board of education will sponsor a teach-in. Friday night there will be a 'little fill-more' featuring the Marcatos.

Saturday the teach-in will continue, also a pool party will be held to christen the new phys-ed complex.

Grad Society will run *le coupe de poubelle*, a combination rally and party to end at the campus center.

Just in case there isn't enough to keep you busy Lutheran is running their homecoming that weekend.

October 16-19 The cardtable with the rickety leg weekend.



Federation president Brian Iler tells students they have reached the limit that can be attained in the present system.

A major policy speech

Only power in numbers: Iler Union organizes on campus

Brian Iler, president of the Federation of students, told students where it was at, Tuesday in the great hall of the campus center.

"I'm not too sure you know where I'm at, and I'm not sure where you're at," began Iler.

He said that he had changed from the man he was when he had organized Tenth Anniversary Week last year.

"I couldn't do it now, I'd be presenting a false picture, that this university and our society have a real purpose or philosophy."

"The concept of a community of scholars is 'bunk'. There are three communities, the administration, the faculty, and the students. The only power we have is the power of numbers."

Iler then said he was "deeply committed to democratic and humanist values." He said he thought people were able to make the decisions that would affect their lives.

He went on to say, "I am

opposed to the authoritarian public and secondary schools in which discipline and authority come before human values.

He said he wanted a school where what is learned and how it is taught is determined jointly by the staff and students. He said Waterloo has reached the limit that can be attained by working within the system.

Examples were given ranging from the control by the administration of the student's campus center, to Habitat '69, to the sit-in at the bookstore.

He mentioned general meetings would continue so that many members would be involved in decision-making.

"Democratization and liberation will not come through the manipulations of a few, but only through the struggle of all," said Iler.

Later Iler said, "I thought it was time to lay it on the line. There has been a lot of questioning about the student movement and where it is going. I felt I had to let the students know where I stand."

"I hope it will help them understand the policies I will be asking council to consider. There are a lot of seemingly unrelated issues that are really intricately related when you see society as I do."

Freedom parking flops

The majority of student drivers decided to obey the parking regulations on Monday morning.

There were few instances of students parking in faculty lots in spite of the publicity given the student council motion calling for open parking beginning Monday.

Copies of the motion were distributed on campus and some members of council were at parking lots Monday to tell students of council's position.

Signs proclaiming open parking were torn down by security officers. The reason given was the signs were "unauthorized."

Glen Berry, math rep, said,

"Students parked in their regular lots even after being told to park where they liked and to send any tickets received to the Federation of Students."

During the week many issued tickets were removed from cars and replaced with tickets marked cancelled. This action was not authorized by the federation.

Brian Iler, federation president said he hoped more students would use the faculty parking lots.

"We are going to continue to distribute leaflets stating council's position," said Iler.

"The federation will look after all tickets students send in."

Police stop distribution of paper

Larry Burko, a third-year arts student at the University of Waterloo, was arrested Friday while distributing a special high-school edition of the University of Guelph Ontario. The incident took place at Eastwood Collegiate in Kitchener shortly after Burko had been asked to leave by a teacher.

Burko was one of 30 students who distributed 4000 copies of the supplement to area high-schools.

Five other students were at

Eastwood with Burko but none of them were charged.

The students were waiting to see principal Ira Dempsey when a policeman arrived. Burko and the others refused to produce ID and asked if they were under arrest. At this point the officer told Burko he was under arrest for trespassing.

When Dempsey spoke to the students, he told them to leave the school.

A lawyer consulted before hand had stated it would be necessary to be asked to leave by the prin-

cipal or the vice-principal in his absence before a charge of trespassing could be made.

Dempsey said he was unaware of the arrest although it had taken place outside his office. He commented it was not up to him to lay charges and then refused to say anything further because he felt it was now a police and school board matter.

Burko was kept unavailable to the press from the time he was arrested at 2:30 pm until he was released on \$100 personal bond at 4:30 pm.

Union organizes on campus

Union organizers are working among the mainly non-union staff of the university.

"The professors have their association. I think in an organization as large as the university we need an association just to be heard," says Norman Harrison.

Harrison is a technician for the chemistry department and he builds and maintains research equipment.

For the last month he has been organizing for the Civil Service Association of Ontario.

"It's not the same as a union; the association can be called into court on a law suit whereas a union can't", Harrison said,

"The policy of the association is not to strike."

For the present Harrison is only interested in the 120 technicians although the association represents professional people, clerical workers and technicians throughout Ontario. When the association has 55 percent of the workers enrolled it applies to the labour relation board for recognition.

Harrison outlined generally his complaints. "Parking costs have increased 50 percent and the national cost of living increased 7 percent while our pay increase was 5 percent."

Ernie Lucie, personnel director, said "It is university policy to pay salary at the community

average and to review the average every year."

He emphasized he did not want to make it look like a threat but "turnover is an index of satisfaction. In the last two years only eight of 120 have left. Three head workshops at other educational institutions, one is now a production manager in industry, two left for the states, one returned to his native country and might return and one left because he was unhappy. He also said an association would be useful for communication."

There is only one union on campus, the Canadian Union of Public Employees, among the more than 1200 university employees. It represents only janitors and maintenance men.

Ghost runs in ArtsSoc

The Arts Society held an election last Monday which had a non-existent presidential candidate on the ballot. The hoax was not discovered until after the results of the voting were known. The ghost candidate, R. Archer, received 30 per cent of the vote as the other candidate, Andrew Stanley, arts 1, became Arts Society president.

The nominations were opened last May by past president Ron Trbovich. Only one nomination was received and Trbovich decided to keep the nominations open. The vacant positions in the society were temporarily filled by appointment until nominations were again called for on September 25. The election date was set for last Friday but none of the candidates for the offices of president or treasurer were informed by Trbovich. In order to allow the candidates time to

campaign, the election was postponed until last Monday.

Chief returning officer Tom Ashman reported only about five percent of the arts students voted. Many ballots were spoiled by students expressing their displeasure at the handling of the society election.

Federation president Brian Iler said, "It was unfortunate the election was handled the way it was. It was poorly organized and poorly publicized. This situation should not happen again."

Andrew Stanley, the president-elect organized the recent distribution of the highschool supplement of the University of Guelph paper, the Ontario.

Tom Sloan was elected treasurer over Dennis Aggus elected by acclamation were Larry Burko, secretary and Al Crawford, vice-president.

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in accordance with a vote of the general meeting Sept. 8

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Waterloo students meet considerable opposition when they handed out a highschool supplement at Eastwood. Larry Burko, arts 3, was arrested there Friday for trespassing.

Highschool is brain laundry says Ontarion supplement

The highschool supplement published by the University of Guelph Ontarion presented a very critical view of the highschool system and university systems of education.

The 32-page supplement was distributed to most of the area highschools and met varying degrees of opposition from principals and teachers.

The paper had articles on the Hall-Dennis report, the universities of Ontario, the hair issue in Guelph highschools. It carried an interview with a Guelph high-school principal and reprinted a somewhat expurgated version of Jerry Farber's article, *The student as nigger*. Other articles dealt with the underground press and highschool unions of students. There were several stories on Everdale Place and other free schools.

The supplement carried advertising from Guelph businesses and the University of Guelph.

The paper was visually attractive. Layout was good; color and large graphics were used extensively throughout the supplement.

An editorial says, "We hope to show that the present school system is a brain laundry. Schools are there to make you accept the world we live in."

The editorial mentions free schools but dismisses them as of limited values because the government will not support them.

"The most practical course is to begin a reform and restructuring of the present system.

"The first step then in success-

ful change is an analysis of the existing situation. This critical evaluation is desperately needed. We are now presenting it."

An article outlines the main recommendations of the Hall-Dennis report: 12 ungraded years with automatic graduation, individual timetables, oral French for four years, first year of university tuition-free and freedom to study what the student wishes.

But an article by U of T student education commissioner Andy Wernick calls the Hall-Dennis recommendations "a disguised *Brave new world*"

"The point is that what looks like freedom is in fact manipulation and control by subtle non-bureaucratic methods which drag education deeper and deeper into a corporation network in which intellectual workers are used as instruments of production in a system over which they have only limited control," says Wernick.

Other articles examine case histories of students expelled from school for wearing long hair or beards.

Scattered throughout the paper are quotations from highschools students.

"You can't be an individual."
"Riots are the only way to get attention."

"The rules which make us wear uniforms are ridiculous."

"Student power should not go far enough to wreck the school."

"I'm not really against the system but we should have more discussions and let the kids have more say."

"I hate that bloody place."

A series of interviews with student leaders from several universities give a generally unfavorable view of university with only isolated praise for some parts of the present system.

One article describes the attempts by some groups of high-school students to produce an underground newspaper free of censorship.

Other articles encourage students to form independent high-school unions.

Several articles are printed about Everdale Place, a free school outside of Guelph.

An article written by an Everdale student says: "Everdale has a lot of faults. There is some apathy here too, some lack of personal initiative, a lack of respect for decisions made by the community at large, a lot of noise at later hours and unbeneficial selfishness. But Everdale is on the whole a beautiful happy place to be and a place where life does not need to be sectioned off into inhibiting areas such as home, school, and social life. Everdale is a positive way of living."

Articles on the Stratford Teachers' College attacked it as a disgustingly abominable failure in the realm of education."

A questionnaire at the end of the paper asked readers to send their comments to the Ontarion and offered more copies of the supplement to anyone wanting them.

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Elections And Discussion Of This Year's Activities Will Be

Held At this Time

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Highschools get supplement

Teachers hit obscenities

by Barb Field, Jim Klinck and Nancy Tucker

The distribution of last week's highschool supplement to the *Ontarion* met with varied response.

Comments ranged from "obscene, filthy trash" to "pretty good" and "Generally true", as students, teachers, and principals of several local high schools were interviewed. Of three principals approached, only Waterloo Collegiate Institute principal A.L. Faliot would comment. Principal M.E. Duke of Elmira District Secondary School did not wish to comment, and principal Craig of Kitchener Collegiate Institute did not feel in a position to do so at the time.

However the teachers at EDSS and KCI were somewhat more open. E. Kendall, a senior chemistry teacher at Elmira was ashamed at what the newspaper at his alma mater had produced.

"I feel there was some good parts in the paper," he said, "but a lot of it was trash. It could have been worthwhile, if done properly."

Mr. Paisley, KCI librarian, thought the attacks on the secondary school system were generally good. He did not like the quality of some of the language, but did allow several copies of the issue to remain in the library. But Miss C. Williston, librarian at EDSS, would not let the paper in the library.

"It showed a lack of decency, and I wouldn't let it in the library as literature."

Principal Faliot's main complaint was the article on the Zimmerman boy (a student at WCI). He did not think the boy knew he was being directly quoted, when he chose the words he did. Several "four-letter-words" appeared in the student's tirade against the school.

The students at WCI were busy with classes and could not be reached for comment. However several Elmira students were interviewed and seemed somewhat upset at the principal's futile attempt to recall the paper.

Jorgen Mohr, a grade 13 student and past-president of the student council, said "The school had no right to take it away from us. There was nothing any more obscene in the paper than you can read in hundreds of books right here."

Ross Edenborough, another student at EDSS, resisted a teachers effort to take his copy, and heard nothing more about. Edenborough is one of a group at Elmira trying to get a student newspaper, underway, where the students can say what they want. The present attempt at a paper amounts to little more than a censored bulletin board, said one student.

William Exley, head of the English department at Elmira had a different view than most teachers. He considered the article by Farber, (*The student as nigger*) an "excellent one". Exley feels most schools are overorganized.

"A lot of the rigid format is both boring and useless for the student and teacher alike". He was of the opinion that the choice of language in the paper was probably necessary for the desired effect. However he stated "Because of the wide variation in age and intelligence at highschool, probably only the older, brighter students understood most of it."

"The rest of the students will probably use the paper as a rationale for the irresponsible behavior that exists already."

Exley didn't think the paper was effective if it was trying to build a better system, or put an end to the "mind killing" at schools, but it did wake some of the students up.

Several teachers, including Faliot, didn't think



Teachers attacked supplement for obscenity.

the schools were the place to be handing out papers to students.

"More George Wallaces are going to come from incidents like this!" Faliot claimed.

Mr. Klosch, a KCI history teacher, found the pictures pornographic and the language obscene.

"There is no purpose in distributing that (the paper in here)".

Of the five lady teachers approached at KCI, none would give their names or consent even to an anonymous quote. Not one of the women were familiar with the paper, nor did they have any intention of reading it.

Finally one of the teachers did venture that "The principal spoke for the staff."

Julie Schwindt and Dave Shore, both seniors at KCI, agreed students should have more freedom. Shore thought enough freedom existed at the university level, but wanted to see more at the high school level.

Scott Eccles, a grade nine student at KCI believed students had enough freedom. When asked about teacher influence he replied it was "Just right." At this time a friend interjected that Scott's father was a teacher at KCI, as well as director of student activities.

Robert Huschka, a history teacher at EDSS, thought the university students could have made a much better impression by talking to the students in the form of a panel discussion rather than sending down obscene papers. He feels, however, that now the papers have had their effect, a closed-door atmosphere will exist for any such endeavor in the near future. But Huschka would support any efforts to get such a discussion at the school, providing the obscene language was not incorporated.

The general feeling of the students interviewed seems to be that the articles are good, although some a bit meaningless.

Teachers opinions range from "Gross and obscene" to "Basically true". The principals at last count were 66% undecided or unwilling to comment.

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Struggle of all needed

Brian Iler, president of the federation of students, made the following major speech in the campus center on Monday Oct. 7.

The guys who publicised this address today called it "Iler Tells Where It's At".

And I think I will—because I'm not too sure you know where I'm at and I'm not sure where you're at.

I've changed from the guy who organised Tenth Anniversary Week for the administration a year ago—I couldn't do it now, because I feel I'd be presenting a false picture, and we did last year—a picture of contentment, of vitality, of purpose, of a true community of scholars. I believed that to be the case a year ago. Now I know that there is very little true contentment in this university, that this university and our entire society lacks any real purpose or philosophy outside of manipulated drives for acquiring possessions—leading not only to a poverty of the spirit but to a frustration borne of the inability to satisfy the need to have more and more.

Community of scholars bunk

I know now that the concept of a community of scholars is 'bunk'. It does not exist.

There are three communities. One, the administration, who can look at students only as numbers to be processed, with a consequent disregard—intentionally or unintentionally—for their human needs. They hold most of the power.

Two, the faculty, who for the most part are more concerned with personal security and the prestige and rewards that research brings than with the welfare of students.

Three students, virtually powerless, who can obtain some minor reforms from the powerful, that is the administration and the faculty, through negotiation, but are unable to obtain major reforms because the only power we have is the power of numbers.

I believe in, and am deeply committed to, democratic and humanist values.

I believe that people have the potential to learn without the pressure of examinations hanging over their heads.

I believe that people can make their own decisions affecting their lives: in school, in industry, and in society, if they are given the opportunity.

The fact that our society is totally based on profit negates the possibility of human needs being fulfilled—a fact which makes necessary the complete restructuring of our society.

And I believe that competition, so much a part of the society we live in, is dehumanising—that co-operation, mutual respect, and love can form the only basis for a truly human society.

As a result, I am opposed to the authoritarian forms of social organization that repress self-determination and self-development—the public and secondary schools we came through in which discipline and authority come before human values, the industries we'll be working in where we do what we're told by the boss (who is himself a cog), and the university where supreme power lies in the hands of some senior administrators and a group of absentee landlords—the Board of Governors.

Democracy a myth.

I find democracy in our society to be a myth.

- a myth because our economy is controlled not by the people but by a small minority, many of whom are not even residents of our country;
- a myth because our elected representatives in government are little more than rubber stamps for decisions made in Cabinet (and made almost exclusively in the best interests of the small minority), representatives who provided us with no real alternatives, who ran on images, not issues;
- a myth because the news media presents only one side, the status quo, and misrepresents any challenge to it (Witness Peter Warrian's speech, printed in last Friday's *Chevron*, and what the news media did to it); and most important
- a myth because our educational system conditions us to accept the status quo, putting each one of us into a little box called a discipline, outside of which we are told we are not competent to speak.

Democracy cannot work unless the school system itself is democratic—where we make the decisions, with faculty, as to what we learn and how we learn it—until education becomes real in terms of what is happening in society and what should be happening.

Pushed to the brink

At Waterloo, we've gone almost as far as we can go to effect change within the system—students have sat on committees, usually horribly outnumbered, committees which for the most part are only remotely connected with the educational process, committees whose decisions rarely threaten the power structures of the university.

I give you some examples:

- The majority report of the committee studying university government, to be released next week after two years' work, recommends only token changes which most universities have already found to be insufficient. The committee failed to discuss the purpose of the university, or a philosophy of education, which would seem to be essential prerequisites of any discussion of structure. A meeting to discuss openness of decision-making had to be cancelled due to lack of attendance, although all three student representatives were present.

- Although the university administration recognises the students' right to appoint student representatives to university committees, it refused, last August, to allow the body most representative of faculty, the faculty association, to appoint faculty representatives to a committee to study the housing & foreign students office.

- The university is now working on an experimental college, to provide a more free alternative to the present system, because in the words of a senior administrator, "we have tried to make changes in the present system and were unable to." It is also quite clear that one of the major reasons for the new college is to sidetrack legitimate student criticism of the present system into a less important, yet more exciting proposal.

- The University administration has attempted to blame student reps for the faults in the new residence, Habitat 69, although they were given only three weeks to prepare the plans, during examination period, while the village took one and a half years to plan.

- Although students are far and above the primary users and, historically, the originators of the campus center, control rests with the administration, which presumes to make decisions in the best interests of the students. I fact, the campus center director has been quoted as saying "This building was never intended to be used in this way (i.e. students sleeping in it). It's not in the best interest of the building for people to sleep in it."

- Bookstore prices were a common complaint among students a few years ago. Long discussions with the administration went nowhere until students staged a sit-in in November 1966. The result: the bookstore is now a break-even operation.

Proper channels useless

I could give you more examples of following proper channels, when a) students have very little meaningful say, and b) when the administration's interests, and often faculty's interests, run counter to student interests, but I hope I've made the point.

You see, we have tried the 'human' approach: sitting down, being reasonable, and trying to earn their respect. It hasn't worked—because we don't have the base.

We're at the stage where we've got to start building this base, through your involvement, in departmental unions, in the Federation, and in other pressure groups which may be found.

This involvement means dialogue, criticism, and ultimately action. And contrary to what's come forth from the so-called non-violent right and Engineers, I'd like to see rational discussion of issues and ideas, not irrational personal attacks. We're prepared to play our part in the dialogue.

We've instituted general meetings this year—to involve more members of the Federation in decision-making and any subsequent action, and they'll continue through the year. We'll be bringing in speakers and distributing pamphlets so that you'll become more aware of, first the problems facing us, and then the alternatives available to us. The *Chevron* has presented a great deal of food for thought in the past few months.

And it's all being done because democratisation and liberation will not come through the manipulations of a few, but only through the struggle of all. And that's where I'm at. How about you?

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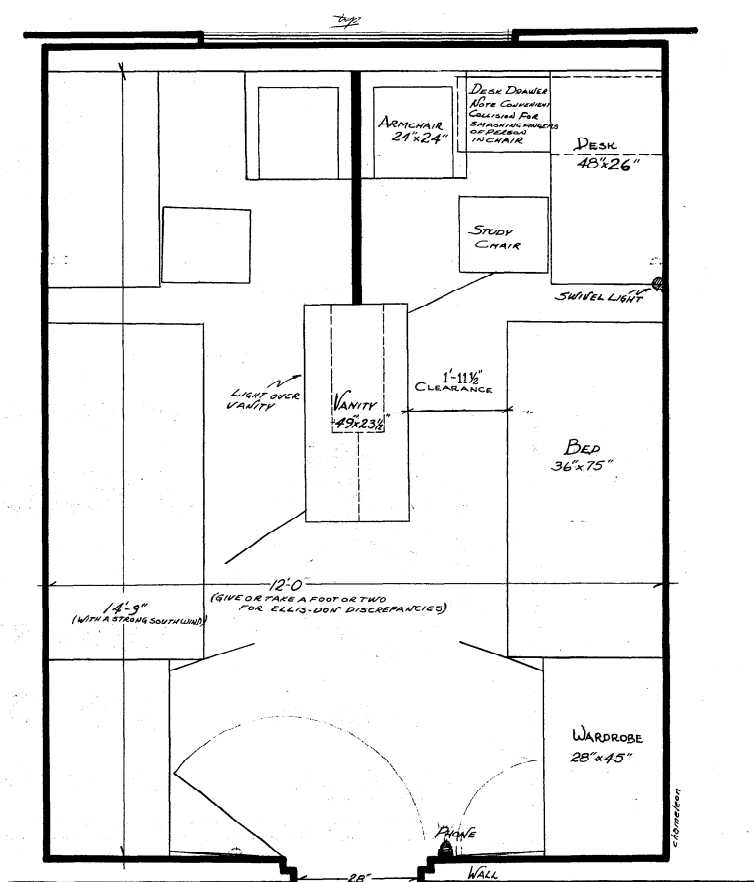
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habitat '69



a revolutionary concept in living—but would you let your kid live there?

by Gary Robins and Tom Ashman
Chevron staff

Habitat '69, the new university residence has recently come under fire for alleged design faults.

Called everything from an abortion to a revolutionary new concept in living, Habitat has aroused such controversy that at the last meeting of student council, a motion to have the whole thing blown up failed by only one vote. Students are still so uptight about it, they are planning to picket the construction site next Wednesday.

To further dramatize the situation, a mock-up of a typical Habitat room was set up in the campus center to show students the rooms really were uninhabitable and that council doesn't go around blowing up buildings indiscreetly.

But are such revolutionary tactics really necessary? Admittedly the whole thing is nothing more than a gigantic botch, but the students blasting the university committee that designed the residence keep forgetting that as part of the administration, the committee is infallible, and therefore the problem must lie within the students themselves.

Psychologists say that no person can live in Habitat and still manage to stay sane. This may be so; but it is unreasonable to make the university responsible

for the mental condition of the average student. They also theorize that students living in Habitat will soon become unhappy with their new residence and wreck it. Again, how can we hold the administration responsible for the emotional hang-ups of students.

The main criticism of Habitat '69 appears to be the space (or lack of it) in the rooms, and a look at the architects' drawings of the rooms easily illustrates this point.

And so it becomes obvious the basic problem with Habitat is that people will keep bumping into each other until they become insane and unhappy and wreck the place.

But what can be done about it all? Student council, in a valiant effort to pinpoint the problem, and not wanting to leave anyone out, has decided to blame the whole mess on the decadence of modern society. But what about the poor, unfortunate people who will have to live in Habitat '69 next year? Is there any hope for them?

With a little thought, the answer to the problem becomes obvious—so obvious in fact that it is almost feasible. Change Habitat '69 into a coeducational residence—Cohabitat '69.

Immediately the advantages of such a residence spring up. There will no longer be any need for two beds in each room, a move which will not only save money since only half as many beds will be needed, but will also create more space in the room.

Another advantage of a mixed residence is that insanity cases in Cohabitat will undoubtedly drop to nil. People will live loving there.

And so, the problem of Habitat is an easily solvable one. Perhaps if the student body was to spend more time on really productive proposals like that of Cohabitat '69, they wouldn't have to worry about the social hang-ups of blowing up buildings.

photos by Gary Robins



In Quebec

Students occupy campus

ST. THERESE, QUE. (CUP)—Over 1,100 students at CEGEP Lionel Groulx occupied the college Tuesday saying they will keep control of the building until their demands are met.

At least four other CEGEPS have been threatened with similar action by students. The schools involved are Ahuntsic, Valleyfield, Vieux Montreuil and Maisonneuve.

CEGEP stands for college d'enseignement general et professionnelle. They are equivalent to community colleges and are designed to more adequately prepare some students for college and others for industry and the technical trades. The CEGEPS figure prominently in the Quebec government's plans for the revamped post-secondary educational system. Dawson College, the province's first English language CEGEP, is due to open its doors in September 1969.

The CEGEPS are in severe trouble. The students at Lionel Groulx marched out after referendum decided 509-313 that occupation of the school was the only effective way of having their grievances heard. Students all over the province have been becoming more militant throughout the year as organizational difficulties at the CEGEPS pile up.

Jean Brule, information on

vice president for the student council, said there would be no violence and that, instead of going to classes, the students will hold workshop groups to formulate precise programs and policies to be presented in negotiations with the school administration.

A major concern is the lack of a second French-language university in Montreal—a problem first recognized by l'Union General des Etudiants de Quebec three years ago and a frequent area of confrontation with the government.

Over 60 percent of CEGEP graduates this year will not be able to get into university, said Brule, charging there was no room at any of the Quebec universities.

Other demands include reorganization of courses, lecture timetables, easier access to laboratories, a complete revamping of the college administration and abolition of a two percent hike in interest on student loans, just recently announced.

Brule said administration disorganization at Lionel Groulx had become intolerable. Arbitrary cancellation of classes was becoming "incredibly commonplace." One student, according to the Vice-President, was notified that 10 of his 17 courses no longer existed.

Renison rep chosen

On Tuesday Renison College coined a new election tactic, hold an election before the nomination. This was done to speed up the normally slow process of student council elections so a council member representing students registered at Renison would take his seat as fast as possible.

To do this Renisix, the Renison council, asked for nominations from students for last Monday, then an election from those nominated was held Tuesday. The man thus selected was placed in nomination Wednesday for the

regular council election. Being the only one nominated, he is acclaimed to the Renison seat on student council and starts attending meetings immediately. Renison thereby does not lose its council voice for the two weeks to hold an election and the week for the rep to take his seat on council.

In this way, Paul Johnson Arts 2, who was defeated by Stan Suda last March for the seat was chosen over Brock Henderson, Planning 1 and acclaimed in an election as Renison council rep.

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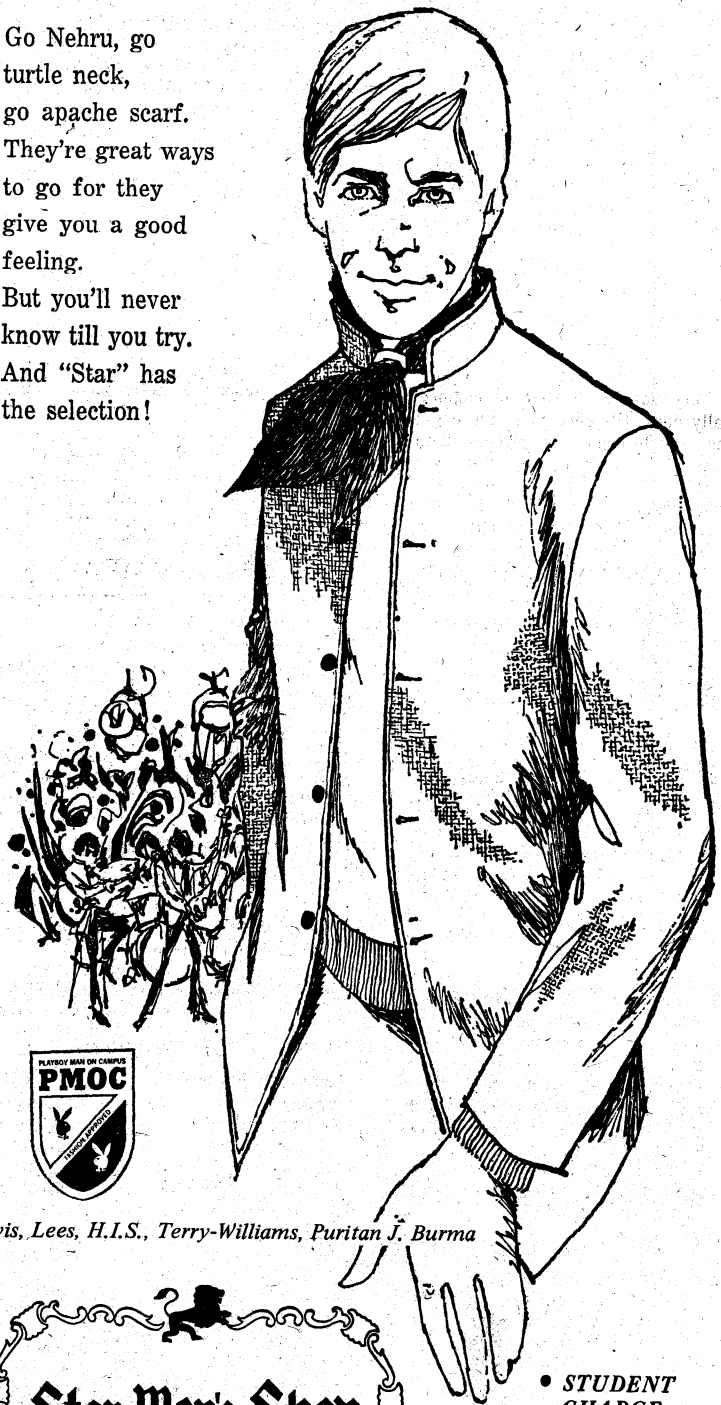
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The student engineer folded, bent and mutilated

The author, managing editor of the Chevron, was an A student in civil engineering until this summer when he did not write his 2B-term exams. He is presently on academic sabbatical.

by Bob Verdun

Why are engineers as a group so defensive? Why are engineers so protective of the status-quo? Particularly, why are engineers so opposed to participatory democracy ideals of the new left, even as this extends to unions?

Engineers have always been typecast on most Canadian and American campuses as having the characteristics questioned above. Much of this applies to students in other technical-based programs like math and science, but the engineer's situation is usually the most blatant and the experience is closest to the author.

The first-year student entering engineering is a confused impressionable individual, but within a week of registration, he's on the way down a path to being a disillusioned, reactionary member of a class.

Conjecture a model of the typical freshman engineer. He took math and science in grade 13 because it was less complicated to him than the so-called arts high-school subjects. He's from a slightly lower socio-economic level than the average freshman and seeks a higher level. He's very unsure of what an engineer actually does. His concept of the engineering rough-tough, don't-give-a-damn attitude is only based on hearsay and is probably overplayed. He apparently believes engineers are important people in a technological society that confuses him. He abhors artsy things because he doesn't understand them—writing essays seems more difficult than mechanical problem-solving because he lacks confidence and abstract conceptual ability.

All this is reinforced by the first contact with the university. The calendar is remarkably simple in its coverage of engineering. The freshman engineer registers in courses without scheduling problems because his entire timetable is preset—usually without any electives in the first year. The engineering society is there to meet him with a whole package-deal of communal spirit and a promise of fun.

Other examples of simplicity in the engineer's status-quo even include buying books from a definite list of required materials (and the bookstore conveniently has all that he needs and more all within easy reach); and of course industrial work assignments—spoon-feeding from the coordination department and the promise of a physically-easy job with higher pay than an artsman can get—are hard to find fault with, although in later years the engineering student usually becomes very critical of the paternalizing and relative economic exploitation of the cooperative program.

So put down, it looks like up

In all this, the freshman engineer hears a lot about a put-down society but he can't relate to it because he is so much better off than the seemingly-bewildered artsies who struggle with things like

scheduling, textbooks and summer jobs. He may dismiss the surface romanticism of subjects like psychology, sociology, philosophy and those other groovy-sounding things—yet he himself probably yearns to dabble a little in them. But the restrictive walls of his new class solidify around him, and when he finally takes an arts elective, the course is so emasculated he becomes completely estranged—the content is usually of little relevance (even less relevant than the average arts-course content), and the prof for the course is the one who lost out drawing lots in his department. It's all too little and too late.

There is one other significant development in the assimilation of a freshmen engineer—he walks into his first class (usually of about 300 people) and instead of feeling the alienation of being lost in the crowd, he is encouraged to revel in the fraternal spirit of being an engineer in a key class of the technocratic society.

That's the way the reactionary engineer gets his start. Similarly throughout his so-called education, the status-quo is emphasized, enhanced and reinforced.

Proficiency in futility

Engineering training is the farthest from the search for truth concept traditionally associated with university. Defined as applied science, engineering instruction tends to take theoretical work as a given and proceed from there in problem-solving. This lack of emphasis on developing formulae leaves more time for what is considered useful work. But many of the problem-solving courses have no relevant application to physical use in engineering. Professors will admit this, saying the object of the course is to make students more proficient in problem-solving—which seems like proficiency in futility. Many engineering students admit this but fail to see how the irrelevance of some of their courses will extend to similar irrelevance of later employment.

While they may accept the meaningless content, most engineering students love restrictive instruction methods. Seminars are abhorred as too much work, and problem assignments are just the thing to get through the course with the minimum work—just do the assignments and then cram for the final quiz.

Labs are usually completed as just another drudge with a correct answer expected and a report to be done where appearance is more important than content. Creative work in labs is non-existent.

Numbers that really count

The only thing that counts in a course is the mark received. This was blatantly shown this summer when the civil-2B class insisted on at least knowing their numerical rank in the class since no complete formal-exam and release-of-marks procedure had taken place in their 2A term.

The scramble for marks—or at least rank—takes on its proper perspective when it is realized many employers announce to their newly-acquired engineering graduates, "Forget everything you ever learned in university. Your de-

gree only proves you can complete what you're told."

Reform or revolution needed

This we all know, and by no means are these all the congenital deficiencies of engineering. The question to be faced is the extent of the malady and whether the plodding reforms now taking place are enough or whether a revolutionary change is necessary.

Examine the engineering student in his later years. He senses something wrong in the paternalistic cooperative program, the lack of real design work for engineers and the failure of the engineering profession to take a lead in reform in the society.

It remains only a felt need—he cannot define it—because his education has not encouraged or provided the opportunity or ability to articulate and define abstract concepts. He has had no experience or teaching in the area of searching out and evaluating alternatives—other than selecting the best combination of design and materials to meet a certain budgetary requirement and provide a defined physical facility.

Mom's apply-pie myths

Basically unable to cope mentally with the socio-political changes he feels are needed, the engineer retrenches his reactionism and clings desperately to what points of reference he has. Uneducated in the ways power functions in our society, he continues to place what little political hope he still has in the myths learned in highschool—the upward mobility provided by the so-called equal-opportunity educational system, the free-market function for the fair operation of the capitalist economic system, the effectiveness of political-party-dominated representative democracy, and the cure-all of society's ills by technical improvement.

Some will see through the myths and realize the uselessness of their engineering instruction in enabling them to deal with society. But to change their course of action now would mean admitting two or more wasted years—and re-starting with younger people in arts courses that are by no means totally useful and relevant in their strictest context anyway.

Instead we have the phenomenon of engineering students decrying those who want radical change now, resolving themselves to stick with their course of action, and planning to be leaders of reform after graduation. It's the almost-cliche struggle-cycle they adopt: suffer through one stage to reach a position of power. But this is a fallacy, for the strictly-controlled environment of elementary school gives way to the mindless, disciplined highschool situation, which in turn yields to course-structured, top-down corporate control of the universities. It doesn't stop there. Graduate engineers fill a powerless technocratic or bureaucratic function in industry, although many may finally make it to management but never to the real level of control in the boardroom.

Engineers especially are frustrated in their powerlessness after graduation, for their corporate-controlled professional association has no semblance of a union,

and they suffer from an exploitation greater than the working class.

Arts pros who build bridges

And yet while they finish their last two or so years in engineering, the students cling desperately to what they have. They follow, as it were, their professors who pretend to know history, sociology and politics and even try to teach courses in these areas themselves. These instructors left such subjects at the grade-12 level and can be effectively challenged by a second-year arts major. It's about the same as a situation where an arts professor pretends to know the dynamics of building bridges because he's driven over them for twenty years.

Their own self-centeredness prevents engineers as a group from realizing the need for drastic change in society. And they feel those who want the drastic changes want to replace technology as well as capitalism. They feel personally threatened and defensively blind themselves to the real conditions.

Humane technology is demanded

There is no way this society can do without technology. The concept raised by the critics who seek alternative systems is the beneficial, productive and, most important, humane applications of technology. There is something seriously wrong with a world society that in just one year (1965) spent \$180 billion on armaments—thirty times the amount experts say is needed to break the back of world illiteracy. Someone, sometime is going to have to stop the use of productivity to kill (and the accumulation of profit from it).

Still more humane issues of napalm, and starving children in underprivileged countries, are usually greeted with criticism for those who bring to the doorstep such conscience-troubling topics. Somehow our society is able to tolerate at a distance something it doesn't on its doorstep.

Planned profit preservation

The same reasoning must be applied as well to planned obsolescence of such things as cars and appliances. This is a game played by capitalists for profit that not only perverts the design capabilities of engineers, creates an inflationary economy and misdirects the system's productive capacity, but also preserves the control of the society in a small, but very powerful, corporate elite.

That is where the society stands with respect to the engineer. Our way of life is committed to technology, but if man and technology are to co-exist in any humane system, the engineer has an extremely significant and important part to play.

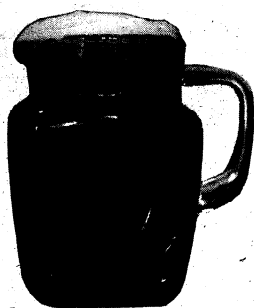
The engineer, however, will only be as valuable as his desire for change, and his perceived degree of necessary change, is radical.

This is a challenge engineers must answer with more than a hurried invective. To say 'if you don't like it, get out' is not a sufficient reply this time.

or, if you believe a car has a right to fall apart after five-years' use... don't ever board an airplane again.

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Butterfield Blues band tickets will go on sale this Wednesday for \$2.50 in the federation office. The Butterfield concert will be 8:30 pm Nov. 3.

Semi-formal tickets will go on sale this Wednesday for \$5.00 in the federation office. All other events with the exception of the speaker series, which are free, will be \$1.00 with a U of W students card, \$1.50 without.

The movies for Nov 3 will run from 2 pm to 2 am and will include

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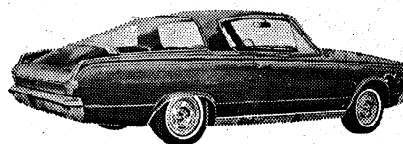


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A letter from work...

The following report was written by a University of Waterloo engineering student.

In the author's own words, it was intended to be "a descriptive outline of learning in a person, from infancy to adulthood", but somewhere between here and there it reveals a grotesquely humorous tragedy to which the author seems completely oblivious.

To be amused—or not to be amused, that is the question; and to find the answer, the *Chevron* suggests the article be read aloud in small groups.

In this report, I have outlined my views on learning. During this past employment, I have learned many facts which I am sure would not have been learned elsewhere. Assignments have taken me into many situations of interest. The great sense of learning, from experience, has been brought to my attention and I felt that I should record what I have seen. It is my hope that this has been accomplished.

"It results in a change in behaviour. It comes about as a result of practice. Learning is a relatively permanent change. Learning is not directly observable."

Sarnoff A. Mednick
Like every other university, high school or elementary school student, a student engineer from the University of Waterloo, is always learning. A wealth of academic and practical knowledge is bound together in offering to the individual an education and a career, to follow throughout his lifetime. This knowledge must be learned and this is the student's aim: To learn it.

The senses

A human being begins to learn at the time of infancy and does not cease learning until his death. An infant, not being able to talk, learns, that if he cries, he can tell his mother that he is hungry or that he desires some other type of care. Gradually, the child learns to use his senses. His eyes tell him who is near. His ears hear noises that he eventually associates with objects that he has seen. The nose also allows one to learn about his surroundings. Odours and aromas circulate through the air, giving one an indication of what is cooking, or functioning in such a way as to give off this perceived smell. These three senses of seeing, hearing and smelling, associate objects and bring meaning to the things that a newly born babe comes in contact with.

A short time later in life, the youngster starts to move about and learned things become reality. His sense of touch allows him to feel things for softness or hardness, heat or cold, and contours.

After these preliminary senses are discovered, the human takes large strides in learning. Crawling begins and walking follows close behind. Walking is a big step in one's life, as many, many paths become open to exploration and discovery. By being able to move about with ease, a person can do and learn more than, perhaps, any other advantage will allow. With walking, of course, comes running, jumping, hopping and skipping. The whole world lies ahead and the individual attains access to it. At this point in life, a person has relative control over association and movement. The final touch—communication—makes the infant's learning complete. He learns to talk. He is now able to converse with those around him and make his ideas known. The infancy is complete and the rest of one's life is spent in developing these senses and enjoying their benefits.

The course

Beyond the infancy years, one finds himself learning great reams of material as he winds his way through elementary and secondary schools. In modern times,

this milestone is only a beginning and a person must seek higher education. Let us assume that the person has chosen the University of Waterloo and the Engineering course; co-operative program.

The co-op program comprises of alternate academic and work terms along with a co-operative liaison between the university and the working world.

The learning involved here is of two different types. On the one hand, the academic term is the book learning part whereas the work term is an application of what one has learned from books along with the seeking of experience. In engineering, many varied courses are offered for study. Over the eight, four months sessions in the classroom, exposed to several courses of study. The interest of the individual is aroused with more and more dedication toward his particular ambitions. The facts that one is exposed to, must answer the questions put to him or he is not fulfilling his purpose. Of course, no one person can be expected to know all and it cannot be suggested that an engineer must be an exception, but he must be proficient in his line of work.

At university, the individual has the freedom to learn; more or less as he likes. It is up to him to control the amount of work that he does and to see that it is done. If he does not wish to learn, he is not forced to. Many channels are open to this learning. Research, libraries and general discussion are in abundance there. People are willing to help the students; this being a comforting thought.

Immediately following the academic term, the student engineer strides out into the business world. This is a walk that he will follow often and upon the length of his stride, depends the length of his career.

The employment offered to a student engineer is varied and widespread. It may be found in industry, construction, research, building, planning, designing,

development, communication, transportation, travel, investigation, field work or hundreds of other places. The chances for finding varied knowledge are plentiful. It is here, in work, that one is exposed to reality.

The engineering course at Waterloo allows for this opportunity in the field. It gives one a chance to apply the facts that he has learned in the classroom. Without this opportunity the chances of learning the academic work are few. One can actually see the "why's" of facts. A wonderful and indeed a most interesting way to learn.

The facets of pure engineering such as buying, selling, estimating, recording and observing are all learned on the job. One starts out learning the small things and gradually, as responsibility and ability grow, bigger and better fields are opened up. This is where the co-operative engineers have a large advantage over students from other schools. We are actually accumulating experience—to our benefit. Experience is one of the strongest teachers that the world has ever possessed or will ever possess. We are proud of this advantage and we do our best to uphold it. This course is a wonderful experience and beyond a doubt, the best way of joining academics to the actual work.

The co-ordinator

Another important step in our learning comes through our co-ordinator. These men are of extreme importance to us. To the student engineer, the co-ordinator is a consultant in confidence; both in the field and at school. He will be constructively, and therefore helpfully, critical. If at all possible, this man will encourage you and help you in all problems.

Your co-ordinator is one of the first people that you meet upon arrival at university. Interviews and chat sessions with him bring insight and revelation to you. Your "beefs" and disagreements are dis-

cussed with him and most of them successfully ironed out. One feels much better after discussing openly with the co-ordinator, the everyday problems that arise.

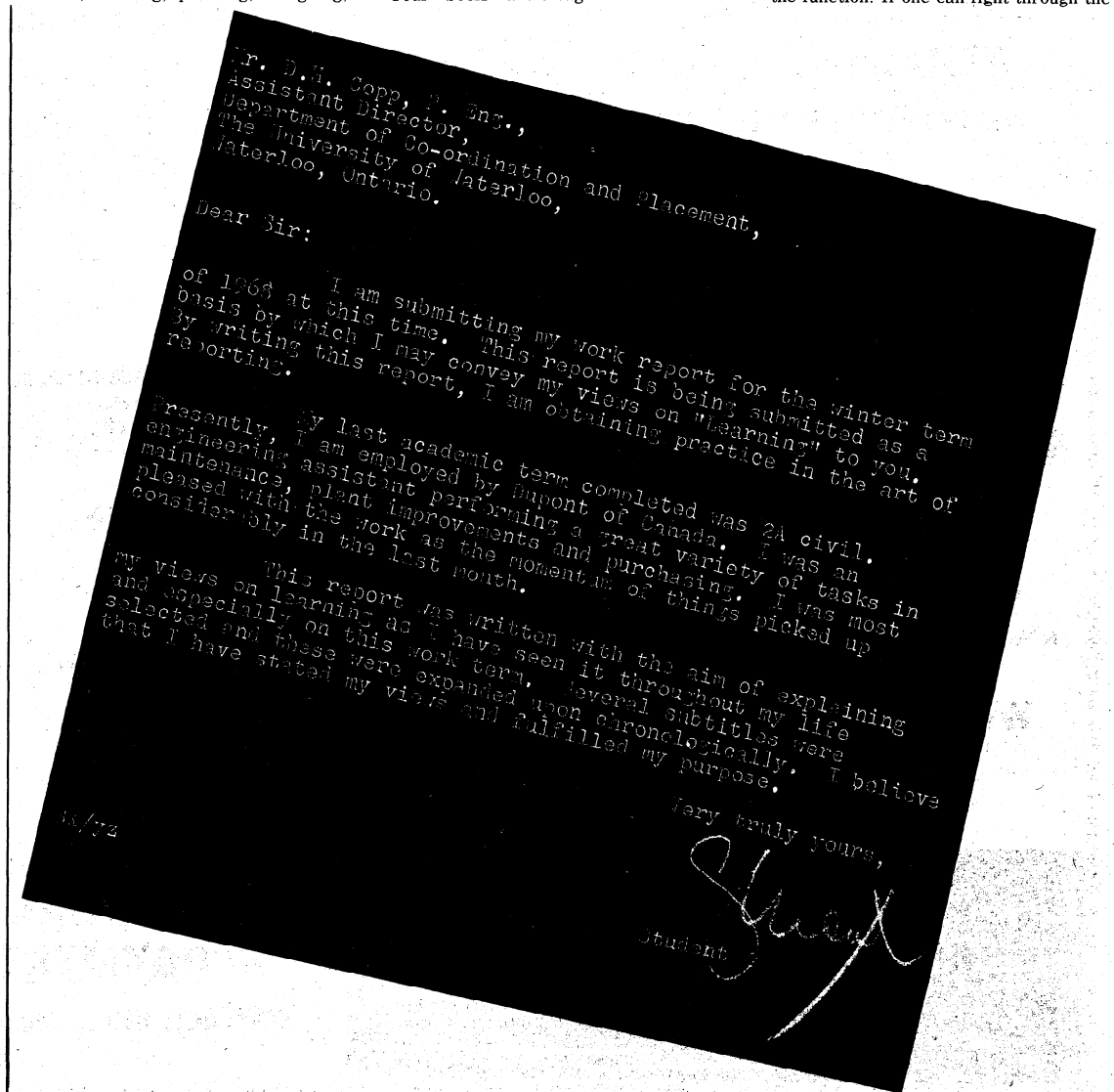
This man will help you to obtain employment if the need arises. He is in constant check with your progress in both academics and field work. He learns many things about you from these records and on this basis he can give ideas and suggestions that will help you. Encouragement is always audible from his lips if you are down or depressed. He can help you out of undesirable situations. Being men of considerable field experience, they can give advice on the facts of knowledge as well as the facts of life. His capabilities are widespread. Work reports, such as this one, are marked and evaluated by him. His recommendations and suggestions that accompany his mark are wisely heeded by most students. A few of his words can set one straight and teach a lot. My own experience tells me this.

Friends and companions are necessary for a sound and well rounded life. A co-ordinator is necessary for the same, in an engineering student's life of learning.

The job

Let us now turn exclusively to the job. It is here where one obtains the practical work and learning. Many and varied tasks are attempted in an environment most suitable to their learning. As one cannot start at the top of an organization, the preliminaries must be learned first. The opportunity is offered here.

Since the jobs are many, varied and preliminary, one may not be satisfied with what he is given to do. But, you must look at the situation objectively as these tasks must be learned. The student's learning powers take a very large test here. Learning is made easy if interest and enthusiasm is maintained, no matter the function. If one can fight through the



"Dear Prof: happiness is...

good and bad, then he has learned. Unfortunately, some people believe that these small jobs are below them and consequently unrest sets in—both with the student and the management. The more one learns, the better engineer he may possibly become.

Learning from a job is abundant. Such things as discipline, relations with people, money situations, business practice, making reports, responsibility (gradually) imagination, holding a position, internal functions of an organization, disappointments, failures, tests, success's, procedures and experience are learned in either great or small detail. Each of the above is important to success and absorbing their lesson is helpful.

The job also gives one a chance to see what line of work that he is truly interested in. Learning this at an early age, is of great benefit to the student as it makes his task much easier. One can prove to himself if he really belongs in the engineering profession.

Each job has its own lesson and I really don't know how many times I have said "I didn't know that before" or "very interesting" or "I'm glad I looked this up." One must remember that there is something to be learned from "every" task.

The boss

The jobs that one receives are given to one by his boss. This man or woman is a most important link in one's overall education. He is the professor away from the classroom. He may or may not have gone through what you, yourself are trying desperately to struggle through. From this person comes a wealth of first hand knowledge, wisdom, leadership and counselling. He is the leader and trying to teach you.

Student engineers will, in the not too distant future, become the leaders of the world. Qualities of leadership must be learned and there is no better place than from the prime example—the boss. These men are not perfect in every respect as everyone is human. But think,—why has he become a leader? He has proven himself. The student must learn to see his bosses leadership qualities and follow them.

Several different people make up the leaders and bosses of the business world. They may be tough or timid, democratic or dictating, ruthless or polite, formal or informal, diplomatic or rash. But whatever they possess, they are leaders. Most of these people are fair and reasonable. Give them a chance and they'll do the same for you. However you are treated by the boss, there is a lesson to be learned and it can be a difficult or easy one.

Your leader is a counsellor and advisor. He constantly keeps check on your work and advises you at every opportunity. These lessons must be well learned as constructive criticism is one of the most difficult facts to absorb. No one likes to be criticized but, as I have found, it helps one greatly. The boss is at hand as much as he possibly can to answer questions and help. Heed his request to go and see him at will.

Learning the traits of leadership and supervision may appear to be easy. It takes years of experience to grasp it, therefore by beginning to learn early in one's career, helps one to become a leader in the future.

The fellow employee

Perhaps one of the most important traits that a student engineer must learn is how to work with people. This is gravely important as it is something that will follow one through life. If one fails to perfect this, then very little success can be achieved in one's career. A completely personality can be formed during this period of one's learning.

Generally, wherever one works as a student, the people with whom he works are experienced and established in their work. These people can be the lifeline to your existence. Learn as much as possible from your associates—be they management, staff or wage-roll employees.

They all serve a purpose and you must know as many of these as possible. Heed their advice and words of suggestion. They are all teaching you and they all know something that you want to learn. As well as learning facts, study their working habits. Some of them are poor but most of them are excellent. Attempt to learn something from everything.

Personal relationships with these men and women are also important. Develop a likeable personality and be friendly. If you are happy with them and they are happy with you, once again your chore will become much reduced. "Good mornings", "good nights" and "hello's" are important. Many new friends can be obtained. Socializing with these people will give you enjoyment as well as build up confidence in you. It is far easier to work with a friend than an enemy. Communicate as much as possible. Learning to do these things pays handsome dividends right from one's beginning.

It has, of course, been shown many times what can happen to people who are not able to get along with their fellows. Co-operation is practically nonexistent and that that does come is worthless. Life can be very rough for the person who holds himself above his co-workers. It is very simple to achieve friendliness. If one's personality does not lean this way, then he must change to make it this way.

One needs friends both in business as well as in everyday life. This is another lesson that is invaluable and must be learned. Remember that your success can depend on it.

The Assignment

Now that the student has learned most of the necessary preliminaries, let him receive an assignment. This becomes his technical learning. The previously learned facts will show up throughout.

As has already been said, the assignments given to a student can be varied. The boss calls you into his office or he comes to see you. Usually he will present the work to you with a bare minimum of information, leaving it up to you to plan and carry out the work. You are now free to go ahead.

The job starts out by one sitting down and looking over the information at hand. It may or may not be something that you have seen before. Plan an approach to reach an end. Don't rush into the problem headlong as it will probably lead you to dead ends. Plan things so that there are alternatives that one may follow depending on the intermediate facts gathered. Once a plan has been adapted, research your ideas on your own. Have confidence in yourself and try it alone as far as you can. When you complete this phase, many questions will have been raised and these can be best answered by men and women within the plant. Establish a communication system with these people so that time consuming wandering and frustration can be avoided. Supervisors, foremen and operators will usually have a few moments to help you out. They have the experience and knowledge that you don't have.

Having done all of this and possibly more, one has almost come up with a solution to the problem. If this course has been followed, many, many relevant and not relevant facts will come up. Learn all of them. Everything is important—big or small—and this actual experience is the easiest time to learn. This point in the project is not the end and much work still remains. While doing the researching

and digging, anything found should have been written down. Now one must write, in a report, all of these facts. The report should include methods, procedures, costs, materials, drawings, locations, recommendations, reasons, advantages and disadvantages. All of these things are necessary in order to make your project clear to the person who will approve or disapprove it.

The next step is to submit the report and discuss it with your boss. It is here that one has the chance to verbally express his thinking on the project. This method of presentation is quite often more effective than just allowing a person to read the report and on this information make a decision. This is an important part of learning in that it shows one how to express an opinion.

Of course, one cannot hope for success every time that he submits a report. It just doesn't come—especially when one is a student. With knowledge at a minimum, one forgets several facets of understanding and can make mistakes which a learned person will discover. Don't give up at a disappointment. I almost did myself one time and it does not bring any satisfaction. Revamp your ideas and try again. A lesson will surely be learned from every project and as there is much work to be done, there is much to be learned for everyone.

The freedom

In engineering, one will find that he is to a greater or lesser degree, free and independent. Very often, a student on a work term will find this. This is a privilege that many people have trouble learning to use. Before coming into engineering, one usually has worked directly under someone and has been told exactly what to do. This is then all changed and many decisions are one's own and he must decide what to do himself. It is a tough thing to learn at first. One may spend much idle time doing nothing and not using this precious time wisely.

Once a person becomes used to this freedom, he will find that it is possibly the only way that an engineer can work to advantage. One can prove their worth by using this independence to advantage. As a full scale professional engineer, one will see that he works this way to accomplish his ends. To learn that freedom is a privilege, is indeed a great step forward for a student engineer. Don't step too far as one may abuse the privilege. A person always has someone to answer to even if it is yourself. A tough lesson?—Indeed!

The responsibility

Another great privilege that every student and professional alike must learn is responsibility. For many people, this characteristic may be somewhat harder than independence to learn. With responsibility, definite results are required and many obligations ensue. Responsibility is simply a headline for a page-full of requirements. One must be responsible to the company, the boss, the fellow employees and the conscience of one's mind. All of this can be a heavy load but a necessary one. Many jobs could not be

done properly by an engineer unless he felt the responsibility involved.

Responsibility gives a person many things. He would not be able to learn as many things, possibly as he would not be in the opportune positions encountered here. One has the chance to get involved in complex manoeuvres and as a result learn many valuable points of information. A student is taught self-discipline by this. One must set up a schedule and plan. Often, large amounts of money are at stake or many lives are involved or both. The engineer must learn from this to think of all aspects in order that the projects operate smoothly. This can definitely be a hard privilege to live up to.

Another important lesson learned along with responsibility is confidence. One must have confidence in himself and others. By being on one's own and feeling the weight on one's shoulders, confidence will build up in the younger engineer. Success would not be possible without confidence through responsibility. These are a few necessary characteristics of the successful engineer who continually learns them.

The experience

Experiences on the job are many. They are something that can't be witnessed in the classroom. This is one of the big advantages of the co-operative program. An employer always looks for experience in an engineer that he hires. A Waterloo engineer has this.

As a teacher, experience is a necessary and important link in any education. One can learn so much, especially little things, from actual happenings. These things seem to be much more easily learned than facts from a textbook in a classroom. To many people, these practical experiences are more interesting. There is activity present at all times and with such a variety of this going on, one has little time for boredom.

A person, engineer or not, is always learning. In the engineering field, the same experience rarely duplicates itself. Most problems encountered are completely unique in nature. Experiences can be good, bad, dull, exciting, hard, easy or even dangerous. As all these things are happening at first hand, then a person feels that he is learning so much more.

Experiences lead people to meet other people. Since people make up the world and how it functions—along with nature—some of the most interesting persons will be encountered; and there are many types. This is worth a world of education as one can study different human habits and peculiarities with ease and at first hand. This first hand knowledge is of grave importance to a young student engineer and it must be learned. Here one learns the difference between success and failure.

The mistakes

Mistakes are another teacher and plenty is to be learned from them. They happen in profuse numbers early in one's career and gradually become fewer

TO LOVE THE BOSS.
TO HAVE RESPECT.
TO SMELL.

LEARNING—

and fewer but they never disappear completely, as everyone is human.

A young engineer is liable to make many errors. They will happen in most any type of work, no matter how well the student feels that he knows the work. He may set up an assignment the wrong way and consequently have much trouble with that particular project. He may use the wrong type of diplomacy in a situation and consequently lose friends and the respect of others. He may take a step too far without authority and end up in trouble with his employers. Mistakes can be quite common in calculations and quotes. Care must be used at all times not to make arithmetical errors in this realm. He may dive into a project without enough thought and end up with nothing but a wasted time. By not seeking advice and going around one's superiors, a person makes suffering for himself and for others. Many other similar examples could be listed as well as the above.

If one fails to learn by these mistakes, then he is losing greatly. Every mistake holds a lesson. Of course these mistakes should not be repeated. Learning by these errors is important for if one does not, then he is liable to make them throughout the rest of his career which would most likely end in failure.

The failures

Under another subtitle, let us look at the failures of a student. Likewise, as mistakes, these can be made in large numbers and they must be corrected and a lesson learned from them immediately. In many cases, failures are not like mistakes in that they occur with the student having no control of the situation. For instance, failing to please someone or one's self on the first attempt is a setback to the student especially if he has gone to all ends to do well. Failing is much more detrimental to one's mental outlook than mistakes and this causes many a problem with students.

A person can fail in many phases of life such as in personality, in work, in the home, or in social events. One may fail to contribute to the employers goals, and leave certain doubts in his mind about the student and his future with the company. One may fail to finish what he has started and lose confidence in himself. He may fail to comply with standards when he knows that he should and as a result end up doing his work over for work must comply to company standards. He also may fail partially or completely in thinking of others, reporting, compromising, obeying, believing or understanding. All of these failures have association with human relations and as a result must be watched carefully. Failure here can be grave and leave a person in unforgive-

able positions. Some of these stem from stubbornness and suspicion. They cannot be tolerated in any way.

As with mistakes, lessons are taught from failures. They are very difficult to learn and comprehend at times but they are a necessity. If a person can learn these lessons, then he is well on his way to overcoming most problems.

The successes

Now let us take a look at the results of some work and the lessons learned there. Success is the end result that one always strives for. This quite often is not accomplished in the student's learning days.

Successes are few and far between for the student. They certainly are a welcome feeling when they do come. This makes work all seem worthwhile and stimulates one's interest in his field of work. Success is not just stumbled upon. It must be worked for and earned by the individual who seeks it. This is real learning and it makes one feel that he really is learning something. This is an easy type of lesson to absorb.

To know that one's work is being accepted is even a success to a student. This shows him that he is advancing and progressing in knowledge and life. When big problems are solved by students, they feel that they are on top of the world. This, of course, can have its draw backs as well. The success may go to one's head and end in disaster. Too much success can be as bad as too much failure if it is not handled correctly. This is a hard lesson to learn—handling the situation calmly—as the student wants to hurry on to the next problem and often, promptly falls into pitfalls.

If success does not come at first to a person, there is not too much call for alarm for it is a very gradual learning. Time will bring great success if a person's knowledge is allowed to mellow with trial and error. One must learn to accept and to lose success as well as he can tell the time of day. The day you have your watch everything will go right but someday you may forget that watch and everything will go wrong. Learn the attributes of success—you will need it.

The disappointments

The world of business often brings

many disappointments. Disappointment in yourself and others can be detrimental to student engineers and any young person for that matter. One must learn to pass over these bridges when they come up.

If a person is disappointed in his job; he can make his life miserable while on a work term. The whole purpose of this work will then be lost and much learning will be neglected. Learn to put up with what you have at hand and attempt to make it better, for enjoyment cannot be found in every task although remember that all work has a purpose.

Try not to become disappointed in one's self for mistakes made. Attempt to rectify the problems as reward will be found in the attempt. Your boss may at times turn his shoulder to you but remember that he is a busy person and does not always have time to deal with your problems. One may become especially disappointed if someone else's work is accepted rather than his own, particularly if you were asked to do it first. Remember that you may have been too slow to act or lacked the experience to do a suitable job.

People are usually very disappointed if they can't do something either when they aren't given the chance or they can't physically do it. When one is not allowed to do what they like, disappointment should not set in, but often does. Disappointment can come from fellow employees or friends, from evaluations or from progress. An evaluation disappointment is especially poignant but most revealing. A lesson taken from this is most important. This is perhaps one of the best means by which one can determine how he is proceeding. Truthful statements from an employer—good or bad—are helpful in showing a person the steps that he must follow in order to better himself. Be sure that you have an evaluation leave his company and return to school. They are necessary.

Disappointments can arise from many other shortcomings. Restrictions, failure of aims and ambitions, scholastic failures and money problems include but a few. Most of these are only temporary things and can be corrected with minimum effort. Scholastic failure can be a crushing blow but one must fight back if he wishes to achieve his goals in life. Money problems are to be straightened out with the employer. A persons merit and contribu-

tion determine the amount that he shall receive, therefore leaving much of the decision to the individual.

Being disappointed with one's self is a personal thing and a matter that must be worked out by each individual. Goals cannot be set too high so that reasonable ends can be met. Don't bring unnecessary disappointment to yourself. Live and work within reason.

Disappointments are good for a person to a certain extent. Live and learn by them as they will follow you throughout life.

The emotions

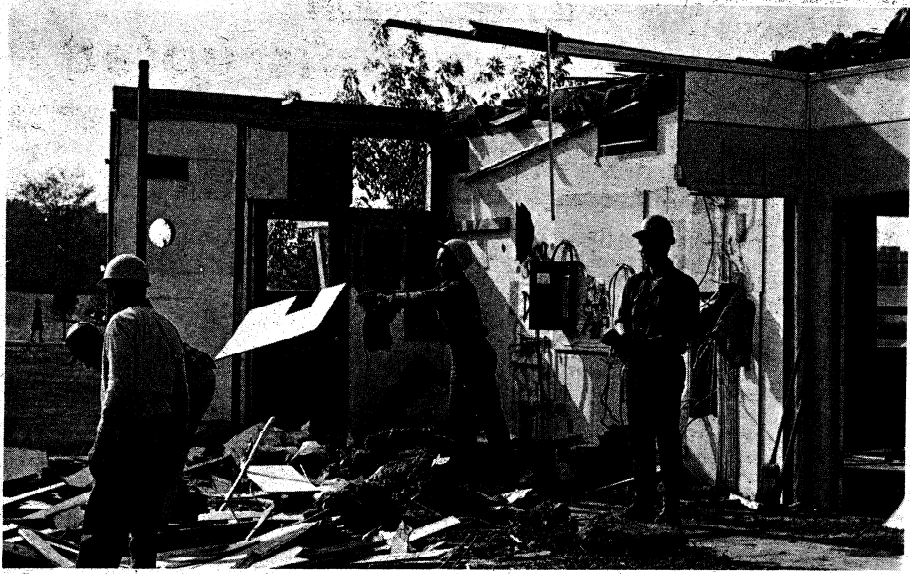
A large part of learning is trying to control one's feelings and emotions. Various feelings will arise from many different situations. One can feel happiness or sadness, depending on the degree to which success or failure occurs. From disappointment, as we discussed in the previous section, one can absorb feelings of sadness, blues, frustration, deflation, downcast or disgust. If, on the other hand, success should arise, happiness, exhilaration, satisfaction, or excitement could occur. All of these feelings and emotions must be controlled and this can only be learned. Learning this is quite difficult in many cases. Feelings will always, naturally, occur, so one must learn to control them.

The ending

Thus we see what learning is. It is a difficult thing but definitely necessary. In this day, the world demands education and knowledge of its people and to succeed, people need it. One's education comes at school and in training but knowledge comes with experience. Learn and want to learn!

Well, believe it or not, the whole thing is for real—even though the Chevron staff thought it had discovered a satirical genius. The mark? A resounding 95.
HMMMMMMMMMM

TO KNOW THE PRELIMINARIES,
TO HOLD A POSITION,
TO SAY 'HELLO', TO SAY 'GOOD MORNING',
TO FAIL IN PERSONALITY,
TO NEED ADVICE,
TO CONTROL FEELINGS,
TO ETC...
(GOOD GRIEF!)



Eleven years ago this was the entire University of Waterloo. It sat in a parking lot at WUC until Hagey decided to form a new university down the road. The Federation of Students lived in it for a time, as did the scheduling center. Now it's being torn down and leaving us for good. Well, it suited its purpose while it was here. Drop in and say good-bye.

Students eligible for rebate

Many students living in off-campus housing may be eligible for a residential property tax reduction. In Waterloo, for the calendar year 1968, the reduction amounts to \$40.19 for each single family dwelling. This is defined by the department of municipal affairs as: *a domestic establishment that consisted of two or more rooms in which the occupants usually slept and prepared and served meals.*

Obviously, this applies to students renting apartments, houses, or self-contained portions of houses, such as a basement.

"The whole definition of the assessment act is very loose. For instance, a tenant living in two rooms could use a hot plate for cooking facilities and be eligible

for the reduction," commented an official of the tax department at Waterloo city hall.

Students should speak to their landlords about the assessment. It is his obligation to refund the money to his tenant. Any land-lord who fails to pay the tax reduction allowance in accordance with the law is liable to a fine of up to \$200.

During the September to April term, the landlord should make two payments. The first, for the last three months of 1968, is payable December 31 and amounts to a quarter of \$40.19 or about \$10 for each family dwelling. The second will be payable at the end of April to the first four months of 1969. It will amount to a third of 1969 assess-

ment, probably between \$12 and \$15.

Students renting their dwelling for the entire calendar year, or occupying the same place continuously during previous years are eligible for a larger payment in accordance with the length of the tenancy.

It should be noted that people who rent a room and share a kitchen with other tenants are not usually eligible for a separate payment.

Rather, there would probably be one payment for the whole place.

Students wishing more information should contact the tax department at the Waterloo and Kitchener city halls.

The Drawbridge RE-OPENS in the CAMPUS CENTRE OCT. 19

25c GATE-TOLL - coffee & donuts inside

McINNIS

is

COMING

LIBRARY HOURS

Thanksgiving Weekend

Arts Library: Closed 6 p.m. Friday, October 11
Re-opening 8:30 a.m.
Tuesday, October 15

E.M.S. Library: Open regular hours

esp

esp

esp

esp

ENGINEERING NITE THURSDAY, OCTOBER 17TH

Food Services Bldg.

BAR: - Carnival Room
- 7:30 pm

DINNER: - Roast sirloin tip
- Festival Room
- 8:30 pm

ADM: \$2.00 - Eng. Soc. Mbrs.

NOTE: 1) Class with best attendance will be rewarded
2) The best Boat Race team will represent U. of W. in the Inter-Varsity meet to be held here OCT. 26th!

SPEAKER: Dr. R.H. Read
Manager of technology
Atlas steels

Practice makes perfect
even for Boat Racing

esp

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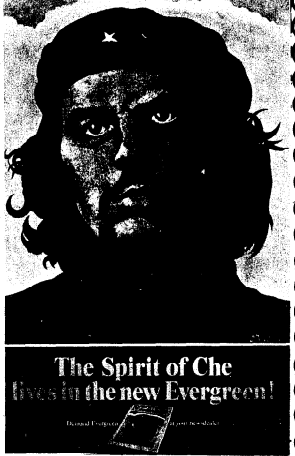
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**SUDDENLY UNLEASHED
THE RUGGED-CHIC OF LEATHER**

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Zacks

DOWNTOWN... 745-9114... 9-6 DAILY... FRIDAY'S TO 9 FAIRVIEW PARK... 576-0170... 9:30-6... WED. THURS. FRI. TO 9:30

UNB sit-in continues

Board disrupted

FREDERICTON(CUP)—Members of the board of governors at the University of New Brunswick had to be carried over the outstretched bodies of 12 protestors sitting in at the board's meeting Tuesday.

It took seven burly campus security officers to convoy the governors over the students.

The 12 had been picketing outside the old arts building, site of the session, when they were invited in to present their views on the Strax suspension.

Physics professor Norman Strax was suspended after he took part in demonstrations protesting the use of ID cards in the library. Students began a sit-in when Strax was ordered to vacate his office. Liberation 130, as the sit-in is called, has continued for two weeks despite a court injunction.

After 15 minutes inside the chamber, the picketers were told the case could not be discussed until a sub-committee report (the one Strax called a kangaroo court last Wednesday) was presented. They were then shown to the door.

Stunned by the sudden and inexplicable turn of events, the 12 linked arms and sat down in the doorway, refusing to allow the governors an exit when the meeting broke up two hours later.

One governor decided he didn't need any help from the security police. He just lifted one demonstrator by the scruff of the neck and shook him. He was pulled off but broke free and did it again.

Meanwhile, concern over the

physics professor's suspension has led several UNB professors to establish a legal aid fund for all Canadian faculty members and students whose "academic rights are violated".

It has asked for donations to support Strax and says the money left over from his case will be used to form the nucleus of a fund to be administered by the Canadian Union of Students and the Canadian Association of University Teachers.

The sit-in at Liberation 130 heads into its fourteenth day and for the first time in the lengthy period there are no rumors or threats of police or counter-demonstrator action.

The sit-in is protesting the suspension, which administration president Coling MacKay said was for Strax's disruption of "the operations of the university, particularly the library."

Monday mathematics lecturer Gerald Pacholke played the bookie-book game to prove this wasn't so.

The bookie-book game is played by people protesting the compulsory use of ID cards in the library. The rules of the game require the person to take books from the stacks to the circulation desk and try to sign them out. When this fails because of refusal to show an ID card, he takes the book back to the stacks and tries again.

Pacholke played with 135 different books and said he caused no disruption and ran into no tangles with the librarians.

Guarueri String Quartet

Theatre Of The Arts

SAT. OCT. 19

8:30 p.m.

Tickets: Box Office

ADMISSION \$2.50

Ext. 2126

STUDENTS \$1.50

Dick Gregory

SEAGRAM GYM

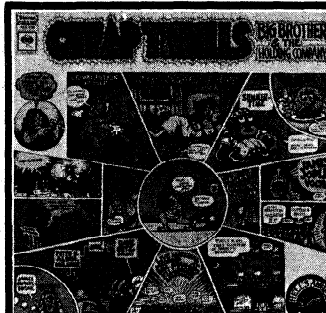
Wed. Oct. 23

7:30 p.m.

Tickets: Box Office

Ext. 2126

ADMISSION \$1.00



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KADWELL**

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by A. S. Neill

Just over 20 years ago I had two books published in New York. The Problem Teacher and The Problem Family. So far as I could make out each issue sold a few hundred copies and the rest were sold as remainders at a few dimes each. The press notices I got were either lukewarm or hostile. One called the books old hat. "We have lived through this in the States and there is nothing new for us." Twenty years later the book Summerhill became a best seller in the States. Why? I have no idea. I like to think that the U.S.A. has come up to date rather than that I have gone out of date. I do not know why I get so large a mail from the U.S.A. It is mostly from young people and in the seven years since the book was published I can recall only two hostile letters. Many are from school children. "Can I come to Summerhill? I hate my school. It is all pessurization. The teachers make every lesson dull and dead and originality is frowned upon." Oddly enough, although our British education is all wrong, I never get letters from home children.

The mystery to me is this: Why has America become conscious that its education is not good enough? Why now and not 20 years ago? Surely the schools have not changed all that much. But is it a case of a change of society? Is society sicker than it was a couple of decades ago? I fancy that that is the deep reason. In all countries youth is rebelling.

Alas, too often rebelling against all that does not matter. The hippies, the flower merchants show their protests, not against war, not against race discrimination, not against the stupid learning we call education; no, all the challenge is the right to wear long hair and leather jackets and blue jeans. That is the impression I get in this country, but from what I hear and read about America the young, especially in the universities, are challenging real evils—the insane dollar values, the dead uniformity of the people who have been molded and indoctrinated so much that they are automatic slaves to any ideas thrown out by the press and the TV screens. In Britain I think that the average TV program is geared to a nation of 10-year-olds. Our B.B.C. refused to put on The War Game because it told of the horrors of an atomic war and it might upset the nice folks who want to think that God is in his Heaven and all is right with the world.

The young feel that they have been cheated by the old, lied to, castrated by their parents and teachers. They no longer accept glib answers—in Vietnam we are saving the world from Communism; in South Africa we are preserving the God-given rights of the superior whites; in the U.S.A. we are battling to preserve the white civilization. It is significant that all these reasons involve hate and war and possibly ultimate death to humanity. Youth sees a world full of savagery. Hitler's six million Jews paved the way for a world that accepted torture and death as almost commonplace factors in our modern life. In short, the world is very very sick, and youth feels it but, alas, cannot do much about it. Summerhill's good friend Joan Baez, recently in prison, has no power over the hate merchants; all she can do is to march in protest and then be carted to prison. It is the helplessness of youth that so often brings despair.

In this American Stimming the book Summerhill was launched in 1960. It caught on because it was voicing

what so many of the young had felt but had not intellectualized, had not made conscious. For its theme was freedom—real freedom, not the sham thing so often called democracy. Freedom for all to grow at their own pace; freedom from all indoctrination, religious, political, moral; freedom for children to live in their own community, making their own social laws.

A Cadillac-civilization with its sequel, dope and drugs and misery for those who cannot accept the god of cars and furs and wealth

To many a youth Summerhill became synonymous with Paradise. I hasten to say that it isn't—Gott sei dank! Most of the rebellion stems from home, from what Wilhelm Reich called the compulsive family, the family that strangles youth, fear youth, often hates youth. From my mail I am led to believe that the American family is more dangerous than the British one. I never get the sort of letter I had two days ago from New York. "I am 17 and I am allowed no freedom at all. I have to be in at certain hours and if I am late my father hits me. I hate my parents." A girl of a middle-class family. I have had scores of similar letters. A boy of 15 writes, "I hate school and cannot concentrate on my work and my parents bully me all the time because they say that I must go to college and get a good job." I have no idea how much truth is in Vance Packard's The Status Seekers but even if a 10th is true it gives a terrible picture of American civilization. A Cadillac-civilization with its sequel, dope and drugs and misery for those who cannot accept the god of cars and furs and wealth.

This looks like an attack on a country by an outsider, but I do not mean it as an attack; it is a case of trying to think aloud the answer to the question: Why did the Summerhill book catch on in the U.S.A.? At home we have our own miseries and troubles. The growing race hate due to the immigration from Jamaica. The futility of a culture that dwells on bingo and football crowds, on infantile TV programs; a culture that gives the cheap sensational press millions of readers while the more cultured papers—The New Statesman, the Observer the Sunday Times—too often struggle to keep themselves alive. World sickness is not confined to North America. Russia has its teen-age gangsters also.

One reason why Summerhill appealed to the U.S.A. may be that it is, so to say, anti-education. The great American educationists, Dewey, Kilpatrick and their kind, were mostly pre-Freudian in their outlook. They kept linking education to learning, and today in all countries educational journals concentrate on the learning process. I escaped that trap. I was and I am ill-versed on what the educationists did. I never read Rousseau or Pestalozzi or Froebel; what I read in Montessori I did not like, partly because it made play the mate of learning.

Youth is free to die but not to live and love

Learning what? Summerhill is not a seat of learning; it is a seat of living. We are not so proud of David who

became a professor of mathematics as we are of Jimmy who was hateful and antisocial and is now a warm-hearted engineer with much charity and love to give out.

Summerhill puts learning in its own place. I have more than once written that if the emotions are free the intellect will look after itself. What a waste it all is! Sixty years ago I could read some Latin and Greek. Today I can't decipher the Latin words on a tombstone. Our schools teach children to read Shakespeare and Hardy and Tennyson and when they leave school the vast majority never read anything better than a crime story. For my part I'd abolish nearly every school subject, making geography and history matters for the school library, and quadratic equations a luxury for the few boys and girls who loved maths. Abolish exams and my school will have only creative teachers—art, music, drama, handwork, etc.

Every man has a bee in his bonnet. It was comforting to read in Erich Fromm that Freud had to be in the station an hour before his train was due. My original bee was psychology. In the 1920s my home was Vienna and my associates the psychoanalysts. Like all young fools I thought that Utopia was just 'round the corner. Make the unconscious conscious and you have a world full of love and fellowship with no hate. I grew out of that phase but did retain the belief that education must primarily deal with the emotions.

Working for many years with problem children made my belief stronger. I saw that the aim of all education must be to produce happy, balanced, pro-life children, and I knew that all the exams and books in a million classrooms could not do a thing to make children balanced. A B.A. could be a hopeless neurotic—I am an M.A. myself. A professor could remain at the age of 10 emotionally. What the emotional level of the British Cabinet or the American Pentagon is is anyone's guess; my own guess is a low one. Today in any school anywhere it is the head that is educated; every exam paper proves the point.

Now one cannot flee from reality. I could not say to prospective parents, "Exams and school subjects are



not education and I refuse to teach the ordinary school subjects." That is what the Americans would call flunking out, and, by the way, I get too many letters from students in the U.S.A. saying, "I can't go on with my college career. The teaching is too dull; I am flunking out. I want to be a child psychologist." I answer that they won't let one be a child psychologist unless one accepts their qualification demands. I wrote to the last man who had flunked out, "If you haven't the guts to walk through the muck heaps, how can you ever expect to smell the roses you value so much?"

I do not find this flunking-out element in old Summerhill pupils. One of my first pupils spent two years standing at a mechanical belt in a car factory. He is now a successful engineer with his own business. His brother who wanted to be a doctor had to pass an exam in Latin. In just over a year he passed the matriculation exam in Latin. "I hated the stuff but it was in my way and I had to master it." That was over 40 years ago when students did not as a rule flunk out. I do not think that youth has become defeatist; rather it is that society has reached a point of futility and cheapness and danger where youth, frustrated by the mundane standard of success, simply gives up in despair.

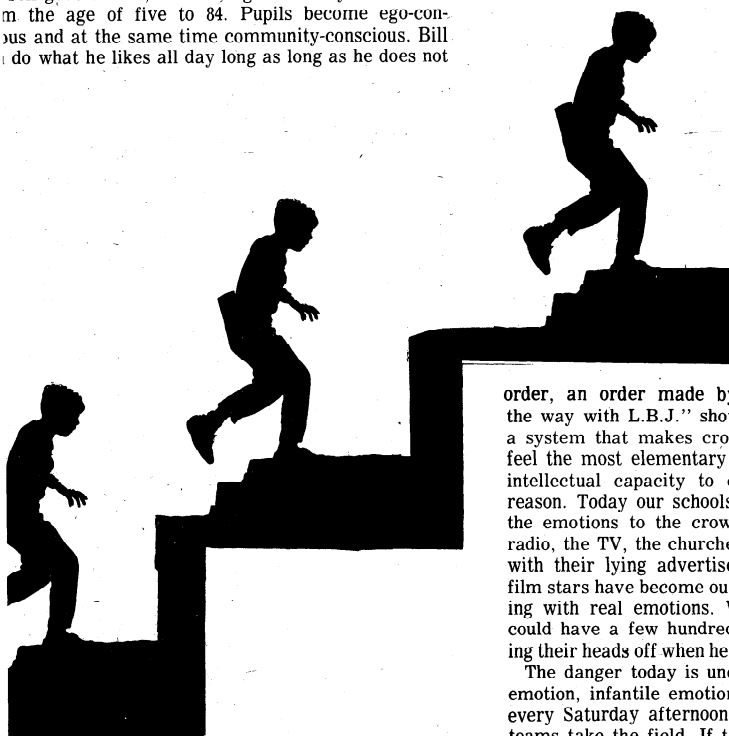
Thou shalt conform

"Make Love not War" is a most appropriate motto for youth even if youth feels it is a hopeless cry, and it is a hopeless cry; the hate men who make wars force

**Escape
to
freedom**

to die for country but when the young demand freedom to have a sex life, holy hypocritical hands held up in horror. Youth is free to die but not to live love. like to think that freedom helps one to stand outside maddening crowd. Symbolically one sees differences. conventional suburban office-goer with his striped trousers and his neat tie and his neater mind on one side. On the other, the creator, the artist to whom extra things mean but little. Compare the tailoring of L.B.J. with that of a film director or a Picasso. Symbols, characteristic. Put it this way: Summerhill gets hundreds of visitors but I do not think that any visitor notices that my staff never wear ties. Summerhill hasn't got to the Old-School-Tie stage. But one cannot try such phantasying too far; my old friend Bertrand Russell wears a tie, and no one would claim that he is a wild man. think that one aspect of Summerhill is that it, rightly or wrongly, gives pupils an anti-crowd psychology. I could not imagine any old pupil following a Hitler or that matter a Kennedy or a Reagan. This sounds outrageous because the chief feature of Summerhill is self-government, the making of laws by one and all in the age of five to 84. Pupils become ego-conscious and at the same time community-conscious. Bill does what he likes all day long as long as he does not

Summerhill Summerhill Summerhill



order, an order made by himself. The slogan "All the way with L.B.J." shows the iniquity of the crowd, a system that makes crowd members sheep who can feel the most elementary emotions without having the intellectual capacity to connect such emotions with reason. Today our schools educate the head and leave the emotions to the crowd-compellers—the press, the radio, the TV, the churches, the commercial exploiters with their lying advertisements. Our pop heroes and film stars have become our leading schoolmasters, dealing with real emotions. What teacher in what school could have a few hundred hysterical females screaming their heads off when he appeared?

The danger today is undeveloped emotion, perverted emotion, infantile emotion. Millions scream in Britain every Saturday afternoon when their favorite football teams take the field. If the evening paper had a front page in big lettering "Atom War Very Near," most of the spectators would turn to the back page to see the latest scores. Crowd emotions are not touched by news of starvation in India or China. It is this same unattached unrealized emotion that makes the crowd numb to any realization of a likely atomic war. Crowd emotion is not shocked by our inhuman and un-Christian-like treatment of criminals in prison; it does not even realize that the inhumanity is there. And none of us is guiltless. I do not cut down my tobacco and give the savings to the starving nations.

We are all in the trap and only the more aware of us try to find a way out. My own way is Summerhill or rather the idea behind Summerhill, the belief that man is originally good, that, for reasons no one so far knows, man kills his own life and the lives of his children by harsh and anti-life laws and morals and taboos. It is so easy to cry, "Man is a sinner and he must be redeemed by religion" or what not. God and the Devil were comfortable explanations of good and evil.

How far can a pro-sex school go in an anti-sex society?

One thing I think Summerhill has proved is that man does not need to become a "sinner", that man does not naturally hate and kill. The crowd in Summerhill is a humane one. In 47 years I have never seen a jury punish a child for stealing; all it demanded was that the value of the theft be paid back. When children are free they are not cruel. Freedom and aggression do not go together. I have known a few children who were reared with self-regulation, that is, without fear and outside discipline and imposed morality. They seem to have much less aggression than most children have, suggesting to me that the Freudians with their emphasis on aggression must have studied the wrong children.

Even in Summerhill, where very few pupils were self-regulated, there is a peacefulness, a minimum of criticism, a tolerance that is quite uncommon. When a Negro pupil came from the States not even the youngest child seemed to notice her color. Our TV showed white faces full of hatred when black pupils were being stoned in the Deep South. This is alarming. We can condition children to hate and kill by giving them a hate environment. But we can also give them another sort of environment—were I a Christian I'd call it a love-

your-neighbor environment. But then, what is a Christian? Catholics and Protestants beat children in home and school—didn't Jesus say suffer the little children? The Christians see that they suffer, all right. But to narrow the life negation to religion is wrong. A humanist can hate life and children; he can be as anti-sex as any Calvinist.

Summerhill has not answered many questions, the biggest one being: Why does humanity kill the life of children, why does it take more easily to hate than to love? Why did jackboot Fascism conquer a nation of 60 million?

One answer to the question of world sickness is sex repression. Make sex a sin and you get perversions, crime, hates, wars. Approve of children's sex as the Trobriand Islanders did under a matriarchal system and a Malinowski will fail to find any trace of sex crime or homosexuality before the missionaries came and segregated the sexes.

Wilhelm Reich, to me the greatest psychologist since Freud, dwelt on the necessity for a full natural orgasmic life as a cure for the sickness of an anti-life society. Then came the new American Interpersonal Relationship school of Sullivan and Horney, with long case histories of patients who seemed to have no sex at all. I have a book on problem children written by an Adlerian; I failed to find the word sex in it. And in all this divergence of views on sex, what can one believe? One can make the guess that the torturers of German Jews were sex perverts, but can one safely conclude that the men in the Pentagon are Hawks because of their sex repressions?

I have gone through many phases in the last 50 years, the most exciting my long friendship with Homer Lane and then with Reich. Now, at 84, I simply do not know the truth about sex. Is a teacher who canes a boy's bottom a repressed homosexual or a sadist or simply a man who has never been conscious of what he is doing? I ask because my father in his village school tawled children with a leather strap and when I became a teacher I automatically did likewise without ever once wondering if it were good or bad. Looking back now I see that one motive was fear, fear of losing one's dignity, one's power; fear that any slackness would lead to anarchy. I cannot see anything sexual in my tawling.

Summerhill society is a sex-approving society. Every child soon learns that there is no moral feeling about masturbation or nudism or sex-play. But every adolescent is conscious of the fact that if approval meant the sharing of bedrooms by adolescents the school would be closed by the Establishment. One old boy once said to me: "The fear of closing the school if pregnancies occurred gave us a new form of sex repression." The difficulty was and is this: How far can a school go in being pro-sex in an anti-sex society? Not very far, I fear. Yet one factor is of moment; the pupils are conscious of our attitude of approval. They have had no indoctrination about sin or shame, no moralizing from Mrs. Grundy. Their free attitude shows itself in minor ways. In our local cinema a film showed a chamber pot. The audience went into fits of obscene laughter but our pupils did not even smile; one or two asked me later why the people laughed. Free children cannot be shocked—by cruelty, yes, but by sex, never.

Summerhill products are often said to be quiet, unaggressive, tolerant citizens, and I wonder how much their rational attitude on sex has to do with their calmness of life. They prove that censorship is the product of a life-hating civilization. I never see our adolescents taking from the school library Lady Chatterley or Fanny Hill. A girl of 16 said they were boring.

Most of our old pupils are pacific. They do not march

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interfere with the freedom of anyone else; he can sleep day if he wants to but he is not allowed to play a trumpet when others want to talk or sleep. It is as near democracy as one can get; every child is a member parliament able to speak "in the house." No doubt about this democracy is real and honest our old pupils cannot tolerate the sham we name politics. Cause politicians have to rely on votes nearly every cent reform is delayed for two generations. Was any act of man a politician? Any Darwin, any Freud, any Einstein, any Beethoven? Was any big man ever a crowd-compeller, a demagogue?

When children are free they become wonderfully sincere. They cannot act a part; they cannot stand in the presence of a school inspector because they do not countenance insincerity and make-believe. Tactics them to make minor adaptations as it does with me. I dutifully doff my hat to a lady although realize that it is a meaningless, even dishonest, gesture, knowing the fact that in a patriarchal society a woman inferior in status, in pay, in power. To tell a social lie is often a necessity but to live a lie is something that free people cannot do. And my pupils feel that to be a member of a crowd must involve living a

This crowd psychology angle is important. It is at the root of the sickness of the world. A neighboring country insults your flag and many thousands of young men die for the honor and glory of their fatherland. National hatreds everywhere, Greek v. Turkey; Israel Arabs; Rhodesian white v. Black. And it is not only nationalism crowd. Our football grounds are full of national, partisan hate and violence. Gang warfare is confined to Chicago. Yet in a way violence is minor. It is the violence that a crowd inflicts on its members that frightens, the violence of intimidating, of molding. School uniform means: We are members of a crowd, crowd that will not tolerate opposition. We must all dress alike, think alike, act alike. For the great law of the crowd is: Thou shalt conform. The world is sick because its crowds are sick.

Education therefore should aim at abolishing crowd psychology. It can do this only by allowing the individual face life and its choices freely. Such an education cannot lead to egocentricity and utter selfishness, not the individual is free within the confines of the social

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with banners against the H-bomb or against racial discrimination. I cannot imagine any of them ever supporting warmongers or religious revivalists or play censors. But how much this has to do with a free attitude to sex I cannot know. Certainly sex is the most repressed of all emotions. Most of us were made anti-sex when in our cradles our hands were taken from our genitals, and it is an arresting thought that the men who have the power to begin a nuclear war are men who were made sex-negative long ago. Anglo-Saxon four-letter words are still taboo in most circles, maybe partly for class reasons; a navy says fuck while a gentleman says sexual intercourse.

I confess to being muddled about the whole affair of sex. I do not know if we all experienced Reich's perfect orgasm there would be an end to war and crime and hate. I have ma doots. Yet it is true that people who have a pro-sex attitude to life are the ones most likely to be charitable, to be tolerant, to be creative. Those who do not consider themselves sinners do not cast the first stone. For charity I would go to Bertrand Russell rather than to Billy Graham.

Summerhill has no religion

Billy naturally leads to religion: Summerhill has no religion. I fancy that very few religionists approve of it. A leading Church of England priest once called it the most religious school in the world, but few parsons would agree with him. It is interesting to note that I have had many letters of approval from Unitarians in the U.S.A. I asked one Unitarian minister what his religion was. Did he believe in God? No, he said. In eternal life? "Good heavens, no. Our religion is giving out love in this life!" and I guess that is exactly what the Church of England priest meant. It is our being on the side of the child that has aroused so much antagonism among religionists. The other day a Catholic school inspector told a meeting of Catholics that corporal punishment was practiced much more in their schools than in Protestant ones. "We beat the body to save the soul!" In the days of that life-hater John Knox I would have been turned at the stake.

The widening interest in the freedom that Summerhill stands for fits in with the lessening belief in religion. Most young people, outside the R.C. faith, have no interest in religion. To them God is dead. God to them was father, molder, punisher, a fearful figure. The gods and fathers were always on the side of the suppressors. In Britain the enemies of youth, those who call for the return of beating with the cat, those who want to censor plays and films and language, those who demand strict punishment for the teen-age delinquents, they are not the young; they are the old, the old who have forgotten their teen-age period.

I am sure that the growing interest in freedom for children coincides with modern youth's rejection of a joyless, repressive religion. A religion that has become perverted. Christ's "love your neighbor as yourself" has become: Okay, so long as he isn't a Jew or a Black. "Let him who is without sin among you cast the first stone" has become: Censor plays and novels and measure bathing costumes. Owing to the threat of universal in-

cineration youth today is possibly more pro-life than it has ever been. Juvenile crime is really at bottom an attempt to find the joy of life killed by morals and discipline and punishment. In the days when Summerhill had many delinquents they went out cured simply because they were free from adult standards of behavior. Religion must be rejected because it tells the young how to live, but it does not need to be religion; I have known humanists who gave their children sex repression; I know agnostics who believe in beating children. Really what one believes does not matter; it is what one is that matters. After all religion is geographical; had I been born in Arabia I'd have had three wives and, alas, no whisky.

There is a comic element in religion even if there isn't a joke in the Bible or the Prayer Book. The true believer must know that Bertrand Russell will roast in hell for eternity while Billy Graham sits at the right hand of God. With Russell to look after, the familiar words "poor Devil" will have a real significance.

Millions of adults are sheep

What is the outlook for freedom? Will the minority ever take over from the majority? And if it does, will it retain its belief in freedom? Doesn't Ibsen say somewhere that a truth remains a truth for 20 years, then the majority takes it up and it becomes a lie? Summerhill has 64 children who are free from molding: the world has millions of children who have little or no freedom, millions of children who have little or no freedom, millions of adults who frankly are sheep.

One tragedy of life is that men have followers. Men who remain disciples are always inferiors. The Pharisee who thanked God that he was not as other men may have been a conceited ass but on the other hand he may have got hold of something. There is something wrong when millions who praise the Beatles never heard of Milton or Freud or Cezanne, when millions kill the life of their babies, when thousands of young men die in a battle for they know not what. Anti-life is all around us, and I wish I knew why. I wish I knew why mankind kills what it loves. I do not know the answer; all I know is that when children are free they do not kill life; they do not condemn their fellow men. They do not want to tell others how to live. It is significant that old pupils do not seek jobs where they will boss others; few have gone into business. I used to daydream of one's becoming a tycoon and endowing the school, knowing all the time that he would be so hard-boiled that he would not endow anything.

I am not trying to sell Summerhill. I am trying to say that the cure for the sickness of man does not lie in politics or religion or humanism; nay, the cure is freedom for children to be themselves. Like many others I once thought that the Russian Revolution would bring Utopia to youth, for it began with freedom for children, "self-government in the schools." Then, according to Reich, the psychologists took charge and youth became sacrificed to political anti-life, so that today communism has no connection with individual freedom to grow naturally. Indeed I often wonder why the Americans are so scared of communism. Both systems believe in the terror of the bomb;

both discipline and castrate children; both believe that education means subjects and exams and acquired knowledge. The only difference I can see is who takes the profit? The Russian Revolution proved that the sickness of the world cannot be cured by politics.

The only answer that I can think of is freedom, sexual freedom as in a small way practiced in Summerhill.

I said that I thought Wilhelm Reich the greatest psychologist since Freud. His diagnosis of man's sickness is deep and wise. Man flees from natural sex by armoring himself against joy in life, stiffening his body, fearing any signs of genitality, changing good emotions into "emotional plague," in short, becoming anti-life, hence wars and many diseases and child-beating. Even if one accepts Reich's diagnosis the question arises: What can be done about it? How can we prevent folks from becoming anti-sex and anti-life? Analysis of any school is not the answer. What effect on humanity have all the case histories ever published? Do all the things Melanie Klein found in babies have any bearing on the education of children? So far psychology has been a matter of diagnosing without any salient suggestions for a cure. Ah, yes, some cases of cures of individual neurotics, but the cure for a sick world, none. A Scientist has just told me that he could cure any problem child in my school in 10 days.

Are we all fakers? Self-deluders? Do the hundreds of books on psychology published every year have any effect at all? I am inclined to say none, but I am biased, for I cannot read a book on psychology now.

The psychologists have narrowed the science—or is it an art? The doctors have limited psychology to the consulting room and the rich and those with time to spare. How many psychoanalysts have opened schools? A few—Anna Freud, Susan Isaacs, e.g., but the main body of Freudians has done nothing in the way of prophylaxis. The Summerhill Society of New York issues a list of schools claiming to have self-regulation and self-government. Some may be excellent but, as I have not seen any of them, I cannot give an opinion pro or anti. I do not think that they belong to any special schools of psychology and I sincerely hope that they don't. I am sure that the list does not contain the name of the school that claimed to be Summerhillian and washed out a boy's mouth with soap and water when he swore.

Summerhill went through the stages of the Century—the faith in analysis, the futile attempt to find the original trauma in a young thief. I read them all—Freud, Jung, Adler, Rank, Stekel, Reich—and got more and more confused by their psychological jargon. I never learned the meaning of words like manic-depression, compulsive neurosis, hysteria, etc. Never knew how specialists could draw the line between one another. Oh, so many were brilliant in their diagnosis and treatment, but in the end what did one learn?

If we label ourselves we become "yes" men

Let us face the truth, that we are all little men, even the greatest among us. We do not know how and why the super Rolls Royce, the human body, ticks. We know nothing about life and how it began, nor can we account for the universe. We

do not know why Brown dies of cancer and his brother of diabetes. In the psychological realm we cannot account for a Bach or a Milton or a Hitler. We know little about heredity or the origins of love and hate. A doctor does not know what causes a headache. So that we should be wary of panaceas of all kinds—Zen Buddhism, Scientology, Theosophy, psychoanalysis, Moral Rearmament, and a few score of other isms and ologies. We must go on enquiring, searching for the truth, but if we follow a creed, if we become disciples, if we label ourselves Freudian or Reichian or Hubbardian or any other ian we have stopped growing, stopped enquiring; we become "yes" men. It worries me to hear of schools in the U.S.A. that call themselves Summerhills. One should take from others what one feels is good.

No one should accept any creed, religious or political or psychological. I got much from Homer Lane; later I got much from Reich. But in both men were views that I could not accept, and thus I escaped discipleship. If a teacher claims that Summerhill inspired him, good, I wish him luck, but if a school claims to be a new Summerhill I fear it will fail. There is a pioneer in each of us, an explorer, a visionary. As in sport we pay others to play the game for us, so in pioneering; we find it easy to look for a leader and be content to be a humble follower of Billy Graham, Sigmund Freud, Barry Goldwater, Karl Marx. Fans are arrested creators, arrested, pioneers. And the big question is: in a world in which the vast majority are fans, how can a few independent people set about "curing" the Establishment?

We must remember that the Establishment has the ultimate power. A bureaucratic Ministry of Education could close my school on material grounds alone: not enough lavatories, not enough cubic feet per child in a bedroom. But, to be fair, the Ministry has not interfered with me in the 44 years Summerhill has been in England. But now that the National Union of Teachers and many Labor M.P.s demand the closing of all private schools,

pioneering in education is going to have a bad time. Had there been no private schools there could not have been a Summerhill; the State, the Establishment will allow new methods of teaching history or maths but it is unlikely to tolerate new methods of living in a school. Really I should vote Tory, for the Tories will not lightly give up their Etons and Harrows, and as long as we have the public schools like Rugby the smaller private schools will be protected.

Alas, the private school is I fear doomed by lack of finance alone. Summerhill would have died seven years ago had not the publication of Summerhill in the U.S.A. brought a flood of American pupils. Today people in England do not have the money to support private schools. Those who do, select the established schools, the public schools and the big co-ed schools with their well-equipped libraries, labs, etc. Parents, like teachers, still look on education as learning in all countries East and West. Educational journals seldom mention the child or freedom or creation. When I write a letter about the teaching of English I get quite a few replies, but when I write an article on the psychology of the child no teacher answers.

I want to claim that Summerhill has for 47 years demanded that character is of more moment than the ability to learn subjects. I have never denigrated learning; all I have done is to put it in its second or 10th place. But what effect the school has had on education I cannot judge. Some say that the permissiveness of some schools stems from Summerhill. Who can know? I like to think that it isn't Summerhill, that it is the Zeitgeist, the longing of youth for freedom. Maybe some History of Education in the year 2000 will have a footnote about a school called Summerfield run by a mad Scot called S. A. Neale. Sorry I won't be there to laugh at the footnote.

This article by A.S. Neill, founder and director of Summerhill school originally appeared in *Psychology Today*, May, 1968 entitled *Can I Come To Summerhill? I Hate My School*.

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Address letters to Feedback, The Chevron, U of W. Be concise. The Chevron reserves the right to shorten letters. Those typed (double-spaced) get priority. Sign it - name, course, year, telephone. For legal reasons unsigned letters cannot be published. A pseudonym will be printed if you have a good reason.

U.S. economic imperialism found in our Orientation

Howcum the University of Waterloo Frosh buttons were made in the USA? Next time buy Canadian.

JOHN EDWARDS
planning I

Economics, not politics is weapon of New Right

In reply to the editorial 'The non-literate right', I must say you are right in certain respects.

The naivety of the so-called right-wing advocate, Bob Brown, who has the absurd idea that right-wing only means non-violent, means I must divorce myself from him and any of his ideas on politics or campus issues.

I would like to express the views of the true New Right, a new radicalism that far supersedes the New Left in philosophical backing.

The Left died forever in the slaughter-house of the Soviet Union, when statism was shown for once and for all its true face, totalitarianism.

The beliefs of the New Right can be described in one word, the most misunderstood word of this century—freedom—to say what you want, to pursue your own happiness, to think what you want and the freedom from stealing (even legalized stealing).

I don't believe a stranger should

be robbed of his freely-earned wealth to put myself, a stranger, through university. Nor do I think I should be robbed of my freely-earned money to put someone through university.

The sacrifice of the best for the benefit of the worst is immoral and can only end in disaster. I believe in the final freedom of man from arbitrary control from systems beyond his control.

Universities should be institutes beyond the control of government, competing with other universities for the best students—institutes run for students not because of physical threats but because if students don't like it they will take their business elsewhere.

Economics, not politics, is the final weapon. I don't believe in socialized education since the hard workers always lose and nothing gets done on a ship where the whole crew is captain. The New Right appeals to your rationality.

DON GREAVES
engineering I

Shocked at hostile people who only want to do math

I was really wondering when somebody was going to tell us Dr. Fryer didn't accept the challenge to debate with the seniors who sat in on our freshman meeting a few weeks ago.

I've really been surprised to

see how angry so many people are that many of the ways we've operated our world and especially our educational systems are being criticized by more and more people.

I thought university was supposed to be a place which helped me become a thinking human being, but it looks as if most people feel thinking means knowing how to solve problems on Dr. Fryer's final algebra exam.

Could you please use a pseudonym under my letter? I think there are a lot of people who would like to speak out, but like me, they're afraid of possible repercussions.

HARRIET
math I

Welcomes newspaper battle as the only democratic way

With the entrance of Enginews this week, it becomes evident a newspaper battle may be imminent.

This is a great thing for the campus as a whole. The Chevron may be trying to impress some unwanted ideas on the students and perhaps it is not. With two views, the entire campus can formulate its own opinions as individuals and voice them in the next federation elections.

It is the only democratic way, so go to it and may the right, (not mighty) or left, man win.

DAVE RECHTSMAN
mech eng 2A

Responsible to use libel, but filth isn't welcomed

The engineers finally seem to have found a focal point worthy of the attention of the entire student body. In Enginews they have attacked and challenged the views of the activists.

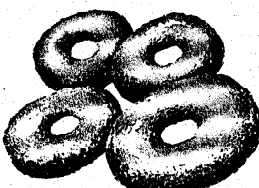
However, while adopting a responsible attitude on one side, they continue with their traditional (or so they believe) trash. Come-on fellows, elevate yourselves from the depths of the gutters. Or, if you insist, continue in your orgy as you wish, but keep your filth and rubbish to yourselves.

What purpose does it serve? Whom is it intended to impress—the girls? Is it satisfaction to you? Surely you have progressed beyond that stage. Should others exist amongst our fellow students, individuals who require this smut, they can nourish their minds with material from any of the local shops.

We have a good start in our paper. Let's not ruin it with this type of performance. What we need are informative articles of value to us, social activities, sports and the latest engineering faculty happenings.

Engineers are supposed to be creative, mature individuals ready to assume strategic social responsibilities.

KURT LOVGREN
mech eng 3B

Tim Horton
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Soccer squad drops opener

by Hans Weisner
Chevron staff

Soccer experts regard teamwork and player attitude as the qualities which are most important in being a winning soccer team. Last Saturday the Warriors proved the experts correct as they blew their season opener against Western by a 4-3 count.

The Warriors should have won on the basis of their superior soccer ability but the Mustangs walked off the field winners.

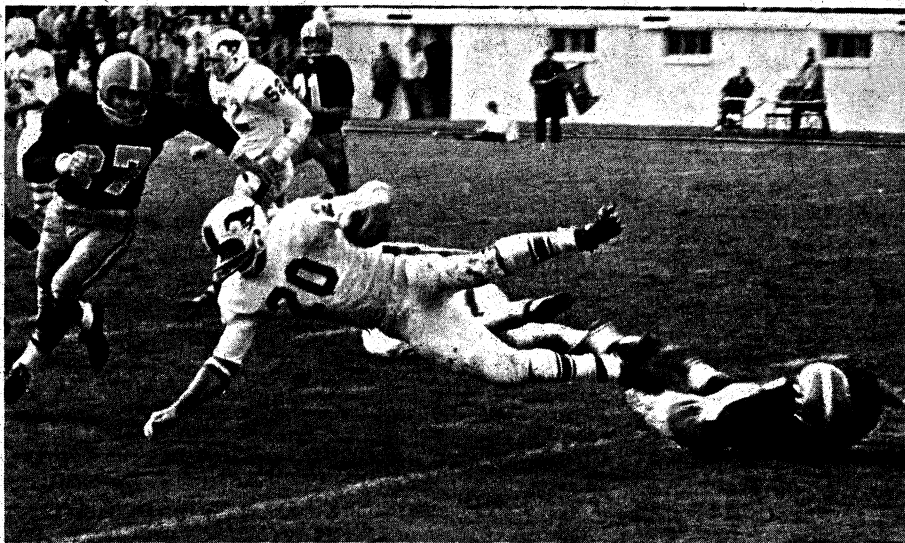
Leading 3-2 with only ten minutes to play, Waterloo proceeded to hand Western the victory by allowing two goals in less than three minutes. Both the forwards and the defence became complacent with their lead as there was ample opportunity in both cases to clear the ball.

The Warriors deserve credit for coming back from a 2-0 deficit to take the lead but generally their play was sloppy and panicky. Occasionally they showed the ability apparent during the exhibition season but these incidents were rare.

Goal scorers for the Warriors were Ed Murphy from the penalty spot, Tony Travis and Wayne Reid.

One bright spot was the play of Brent Carter, converted from a fullback spot to fill the vacancy in goal. Although four shots eluded him, Carter showed he has the ability to replace Steve Bedford.

The Warriors travel to Toronto tomorrow to take on Varsity Blues



Western halfback Stu Behie (20) is tripped up as Brent Rotondo (20) moves in to make sure.

Cross-Canada football moves into high gear

The young football season is two weeks old and all signs point to some interesting battles before the Vanier Cup game, emblematic of Canadian collegiate football supremacy, on November 23 in Toronto.

Of primary importance to local fans is the situation in the Ontario-Quebec Athletic Association, where Queen's is the only undefeated team. Varsity Blues have to match the Golden Gaels win for win and then beat them by 36 points on the final day of the season in order to move into the

national play-downs. Three other teams are tied with Varsity with one win in two outings. The Warriors bring up the rear.

The OQAA winner heads to Alberta on November 16 to take on the best in the west. In all probability that will be defending Canadian champion Alberta Golden Bears. The powerful Bears, almost identical to last year's squad, are the top team in the country and should have no trouble in running up a perfect season in the four-team western loop.

A real fight is shaping up in the western division of the Central Canada Conference. The unlikely leaders at the moment are the Guelph Gryphons with two straight wins. One win was on a reversal of a loss to the Ottawa Gee-Gees, who used an ineligible player.

Ottawa is still very much in contention as are the Waterloo Lutheran Golden Hawks, who won the Vanier Cup two years ago. Carleton Ravens cannot be discounted either.

The winner of this four-way scramble must go into the only league championship in the country against the CCIFC eastern winner. Loyola and Bishop's are currently tied with 2-0 records. They should receive little opposition from the other four teams in the division.

The winner of the CCIFC play-off goes into the eastern semi-final against the Bluenose conference champ. On the basis of early results, the Maritimes are in for a lot of football excitement.

Three teams are tied with two victories in the early going. These include Acadia and St. Mary's. Nationally ranked St. Francis Xavier lost its season opener to St. Mary's, which gives some idea of what to expect in the East.

This is the first year that the College Bowl will be a truly national championship, incorporating all four conferences. A lot of good football will be played before then.

Women's sports underway

On October 21, the women's track team heads for Windsor for a practice invitational meet. This meet is in preparation for the official invitational meet at Western on October 26.

Two veterans on this year's team are Jan Roorda and Caroline Baycroft. Jan will be participating in the high jump in which she placed second last year. She will also take part in the long jump and the 880. These are new events for her.

Caroline will compete in the javelin and discus. She placed third in javelin last year.

The OQWCIA tennis tournament will be held at the Waterloo tennis club on October 18 and 19. Our girls will be hosting teams from York, Laurentian and Carle-

ton. York is expected to supply tough competition. Three of last year's players are returning—Marianne Gaskin, Brenda Wilson and Marilyn McLelland.

The women's field hockey team had their first taste of competition in a practice game against Guelph on Tuesday. Jan Meyer and Pam Ernst are the only returnees.

Applying their skills to a game situation brought out fine playing from Cheryl Ward, Joanne Landsborough and Pat Bennersley.

The girls are looking forward to their first meet with Western on October 19.

Preliminary intramural badminton starts at Seagram gym October 15-17 from 5 to 7 pm. Schedules will be arranged

Men's Intramurals

LACROSSE—Mon. Oct. 14, 4:30-5:20, South vs Phys Ed (S), Arts vs Sci (N); 5:30-6:20, West vs North (S), Math vs Eng B (S). Tues. Oct. 15, 4:30-5:20, Co-op vs St. Paul's (N); 5:30-6:20, St. Jerome's vs Conrad Grebel (N).

FLAG FOOTBALL—Tues. Oct. 15, 4:30-5:20, Sci vs Eng B (1); 5:30-6:20, Eng A vs Math (1) Wed. Oct. 16, 4:30-5:20, St. Jerome's vs Conrad Grebel (1), West vs North (2); 5:30-6:20, Co-op vs St. Paul's (1), South vs Phys Ed (2).

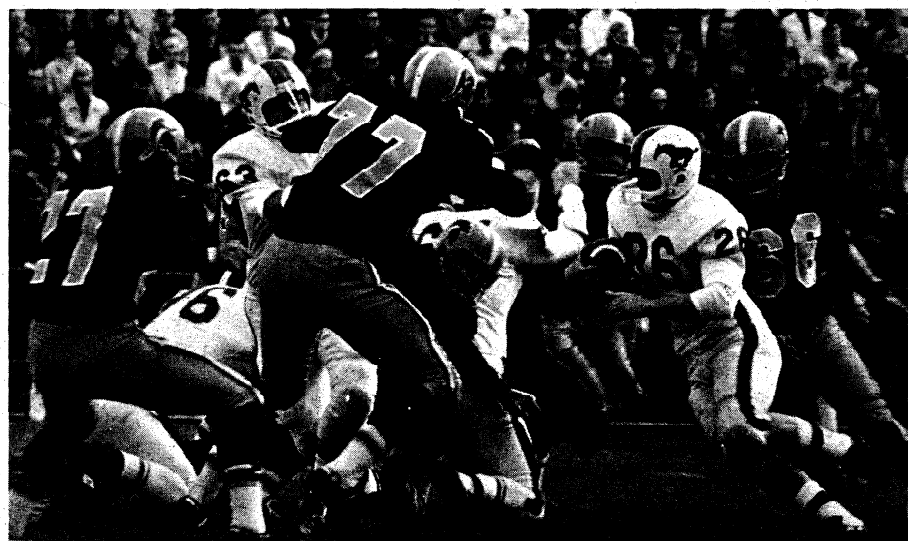
WATERPOLO—Organizational meeting for all male students interested in forming a Recreational Waterpolo League, on Tuesday, Oct. 15, 7:00 pm in the Gallery of the new Swimming Pool. All interested parties are welcome.

ORIENTEERING—Organizational meeting—Tues. Oct. 15, 6:30 pm - to include a short instruction period, film, and later, a short course to be run on campus. Please meet in Student Lounge in new Physical Education Building.



Wide open action, so typical in rugby, is shown in this play from last week's game against Western. Russ Krokoszynski (carrying the ball) is tackled by a Mustang as he tries to lateral out to a trailing team-mate. Coming up on the play are Pete Watson (head band) and Murray Brooker while George Tuck (beard) is covered by a Western defender.

Warriors fall short at Western



Mustang's George Hill (26) has nowhere to go on this play. About to snow Hill under are Brent Rotondo (27), Ed Scorgie (77) and Dan Young (66).

playing the field

with Paul Solomonian
Chevron sports editor

There is a lot of bally—hoo these days about the rise in popularity of college sports and the resultant increase in attendance and enthusiasm at intercollegiate games.

This realized phenomenon, of course, has realized its greatest fruition in that bastion of the spectator sport, the US of A. Down there they think nothing of chartering some fifty jets to carry the rabble half-way across the country to spend a Saturday afternoon sipping Jim Beam and screaming for blood.

Closer to home, a good portion of the 18,000 souls in Varsity stadium last Saturday root journeyed up from Kingston to root the Gaels on to victory.

In the face of all this, it is unfortunate that no more than a handful of Waterloo's loyalest travelled the 60 miles to London to watch the Warriors take on the Mustangs. The fans that stayed home to watch the Cards and the Tigers battle for the rounders championship of the American mid-west or who just couldn't be bothered going missed out on one of the most entertaining and exciting football games in many a season.

The Warriors trotted out a completely overhauled offense on this crisp and clear October afternoon and they came within five points of beating a good Western squad.

Albeit during the second quarter the play grew a bit chippy, prompting the officials to talk things over both with player representatives on the field and the coaches at the benches, for the most part it was wide open, back-and-forth college football.

Gord McLellan set the tone for the game on the

very first play when he lugged the ball around right end for 46 yards. That play worked well all day as did the pass to backfielders in the right flat.

The Warriors carried the play to the Mustangs all afternoon and the results showed up in the offensive statistics. What the Warriors didn't do was take away the long gainer and that is what ultimately beat them.

Three Western majors came on plays covering fifty yards or more, one a back-breaking punt return of 76 yards early in the third quarter that put Waterloo 10 points down after being tied at the half.

It was a fine performance in Waterloo's first league game against one of the traditional Big Four.

The only thing to be said about Queen's amazing 35-0 win over Varsity last week is that the timing was lousy. You have to figure that the Blues will be really working out this week getting ready for tomorrow's game at Seagram stadium. Their complacency came one week early. The Warriors are just going to have to be up for this one. It should be an interesting afternoon.

There is only one more home game after tomorrow's encounter. That is the homecoming clambake against those same Mustangs. Before then, the team travels to Kingston and then over to Hamilton.

That 4-3 season is still possible but we have to start now.

by Paul Cotton
Chevron staff

Yes, the Mustangs did out-score the Warriors, 31-27 last Saturday, but it is another question if they outplayed the Waterloo squad.

The Warriors showed a different type of football as they finally gave the Waterloo fans something to really stand up and yell about.

True, there were bad blocks and missed tackles but a real team effort nearly pulled the Warriors to a victory. The Warriors out-classed the Mustangs in every statistical category except the one which counts—points!

Dave Groves started the game in the QB slot and lead the offense to their best game this year. The team piled up 364 yards for 21 first downs as the aerial attack moved well with Groves and hitting 44 percent of his passes.

The Warriors scored first when Groves went over for a major on the second Waterloo series. The Mustangs wasted no time in coming back as they took the kickoff and marched 64 yards for their first TD.

Gord McLellan, late in the first quarter, showed the versatility of the new Warrior offense as he took a Groves pass and went 35 yards to give the lead back to the Warriors.

Both teams lost a player in the second quarter, but the permanent damage may be to the Warriors.

McLellan had to be taken off the field on a stretcher late in the quarter when he suffered a concussion. The Warriors offense will be definitely weakened if he cannot return to play in tomorrow's game. As an indication of the rookie's ability, McLellan had a total yardage of 137 yards in less than half a game.

Bruce MacRae was "excused from further participation in the game" when he was ejected for unsportsman-like play. His ejection was an indication of the rough play in the first half. All through the game there were players being helped off the field by their respective trainers.

Before MacRae was ejected he scored his second major of

the day taking the ball 90 yards in two plays.

Paul Knill ended the first half scoring with a single that sent the Warriors into the dressing room with a 14-14 tie. Knill helped the Warriors on several occasions as he averaged nearly 40 yards a punt.

If the game broke open at any time it was early in the third quarter. Western jumped into the lead with a field goal and touchdown in less than two minutes. Stu Behie made the Warriors look very bad as he took a Knill punt and ran it back 76 yards for the TD.

Using passes to the fullback in the right flat the Warriors charged right back, holding a sustained series for 77 yards and a TD. Rich Anderson, who was called upon quite often after McLellan left the game, went over from the one for the score.

The Warrior pass defense looked quite good against the Western air attack, holding them to 148 yards. The only real lapse gave the Mustangs a 31-20 lead when Joe Cipparone hit Doug Digby on a 55 yard pass and run play.

The Warrior spirit was evident as they fought hard to cut into the Western lead. The defense kept the Mustangs bottled up for the rest of the game and Shaune Lawton set up Ryan Tripp's TD when he recovered a fumble.

The Warriors just couldn't seem to get another drive going as Western dragged out the last minutes to win their first game of the season and put the Waterloo squad into last place in the Senior Intercollegiate Football Conference.

Greg Plyley played well in his first start as he intercepted two Western passes. At centre Bob Padfield is showing improvement with every game as he plays his first season of football. The Warriors will need more individual efforts along with a strong team effort tomorrow when the Blues from Hog-town invade Seagram Stadium.

AFTERTHOUGHTS

The Warrior cheerleaders will be wearing their new uniforms tomorrow.

The Warriors lost to the Blues the last time they played. The score was 50-2.

West wins tennis; Eng A leads Fryer

by Norm Sergeant
Chevron staff

Last week 78 competitors participated in intramural tennis at the Waterloo Tennis Club.

Renison led the way in the number of participants with twelve.

The contest drew to an exciting finish in the match between Marc Christie of Village West and Larry Copeland of Village West and Larry Copeland of Village North. Christie won the championship by a 6-4, 6-3 score.

Other finishers in the top five were Clarke of science, Paul Noble of phys-ed, and Greg Gorden of engineering A.

The race for the Fryer trophy is well underway. After the completion of three events, engineering A leads the pack with 51 points, closely followed by arts with 48.

St. Paul's is tops in the residence league with 29. West is best in the Village with 25.

The engineers picked up 16 points in golf, 17 in track and 18

in tennis to amass their early season total.

Several games were scheduled in all three major sports during the past week.

In soccer:

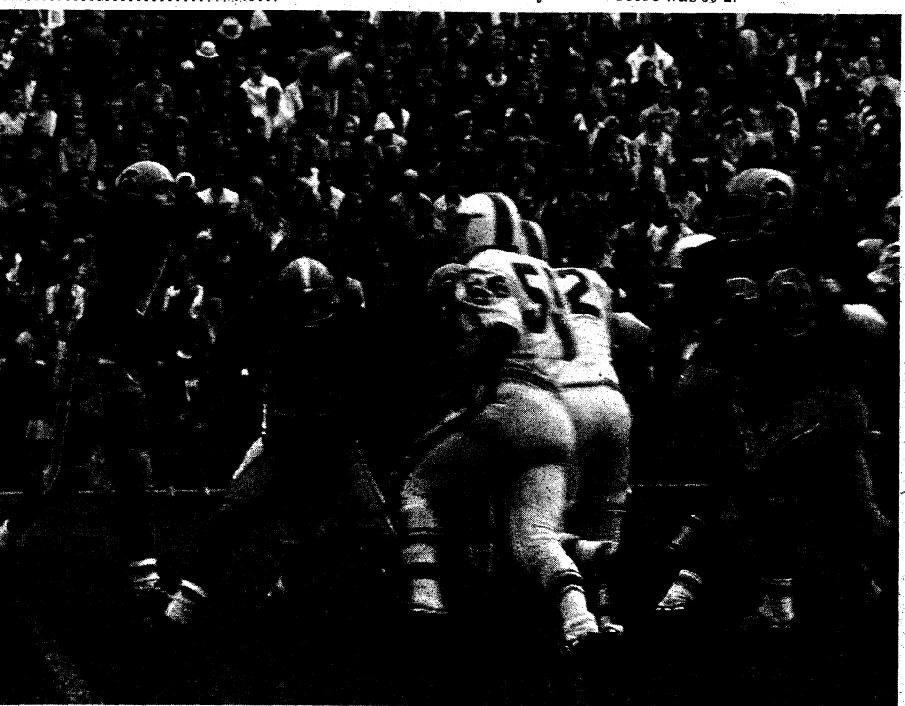
Con. Greb.	4	Co-op	0
Renison	1	St. Paul's	0
South	4	North	0
East	1	Phys-Ed	0
East	1	North	0

Engineering B and math are tied for the lead in the faculty league, each with two wins and no losses. Renison leads the residence loop, undefeated after two games. East tops the Village circuit with three straight wins.

In flag football:

Renison	19	Co-op	12
Math	18	Eng B	0
St. Paul's	1	Con. Greb.	0

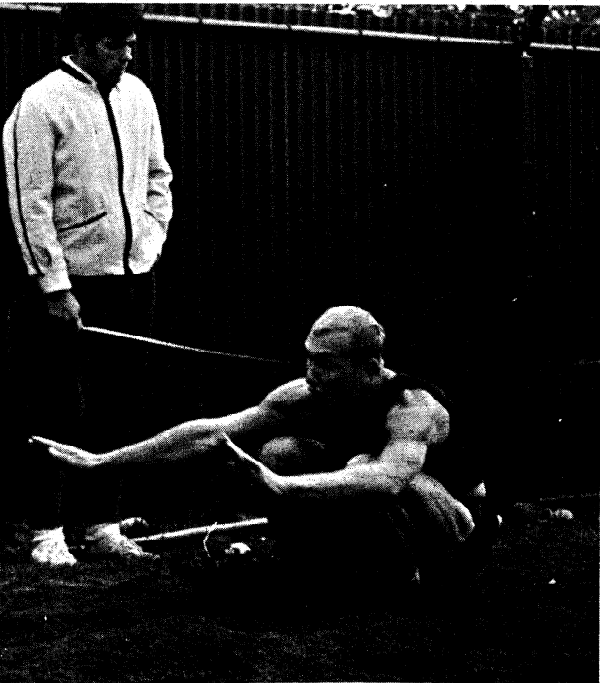
Math holds the lead with two victories in the faculty league with arts in hot pursuit. However, math has a game in hand. Meanwhile in the residences, Renison has a commanding lead of four points over St. Jerome's, after winning three straight games.



Quarterback Dave Groves (14) passes against Western under excellent protection. Groves amasses 214 yards via the aerial route during last Saturday's 31-24 loss. Getting set to block all-star Ottavia Colosimo (55) is Gord McLellan (20). Brent Gilbert (60) moves back to lend a hand on the play.

(Chevron staff photo by Gary Robins)

Track Warriors strong in second straight win



An unidentified Warrior reaches for that extra inch in the long jump at last week's triangular meet. Waterloo's Dennis McGann won this and the triple jump to lead Warriors to a 157-100 victory over McMaster.

Davis Cupper leads OQAA tennis squad

The over-all Ontario-Quebec Athletic Association tennis championships are being held today and tomorrow at McMaster and Waterloo is representing the western division of the conference in two of the three events.

Last week-end in the western championships, also held at Mac, Waterloo's Nur Gurak won the singles title and then teamed with John Pezzack to pick up the doubles crown.

Gurak and Pezzack will be in action this week-end in these events. Toronto is representing the west in the team event.

Purak is from Turkey where he represented his country in Davis Cup competition. He has played extensively in eastern Europe and has even faced the Australians.

In his last meeting with Ron Emerson he lost by the very respectable score of 6-3, 6-3. When you consider that Emerson is a world class player.

Good showings by Gurak and Pezzack will stimulate a burgeoning tennis interest on campus. The game would receive another shot in the arm if the proposed tennis club is established. Plans call for a clubhouse and ten courts to be built on the shoreline of Columbia Lake on the north campus.

According to Athletic Director Carl Totzke, the courts could be ready by next year. According to Totzke, "It would be nice to stage the championship here with our own students as defending champions."

The track Warriors continued their winning ways with a decisive victory over their McMaster and RMC counterparts in a triangular meet held last Friday at the Stadium. On a 7-5-3-2 point basis, Waterloo racked up 157 points to Mac's 100 and RMC's 19.

The Warrior's dominance showed victories in all the middle distance races as well as in all jumping events and the javelin. Times and distances were good considering the cold and rain.

Dennis McGann again won the long and triple jumps. In the latter he broke his own school record set last week at Mac. After fouling twice in a row he came through with a great 45'3 3/4 effort on his last jump.

Jerry Krist, Jim Strothard and Kip Sumner each showed a lot of speed in their respective victories in the 440 hurdles, the 880 and the mile. Paul Pearson had a much tougher time defeating Mac's Herb Monck in the 3-mile but a final 220 burst gave him the win in 14:43.4.

Glen Arbeau and Terry Wilson again led Waterloo to total dominance in the javelin. Coach Neil Widmeyer believes he has the top entry in Canada in this event. Arbeau came up with a winning toss of 199'6" and Wilson had 185'11".

The 440 sprint relay team featured some good passing to defeat Mac by ten yards in 43.9. Even more impressive was Waterloo's win in the 4 x 440 relay, previously dominated by McMaster. At all three exchanges the Mac and Waterloo runners were never more than a yard apart. But the Marauders faltered on passing into the anchor leg and Strothard opened a 20-yard lead to notch the win in 3:30.1.

The team journeys to Kingston tomorrow for a final meet at RMC prior to the Ontario-Quebec Athletic Association championships next week-end. The OQAA is shaping up as an exciting competition that could give Waterloo its first championship of the year.

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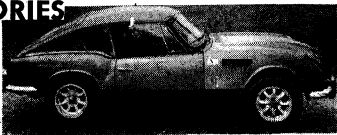
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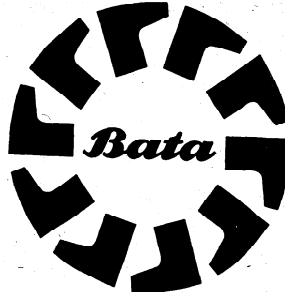
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THE EXPERIMENT IN INTERNATIONAL LIVING OF CANADA

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Rugger provides tops in sports action

by Dave Goodrow
Chevron staff

In the early nineteenth century, a frustrated English soccer player picked up the ball and ran it down the field. From that run, the game of rugby, or rugger as we know it, developed.

Rugger employs ideas and techniques from both soccer and football. The ball is moved downfield by either running it or kicking it. If the ball is run over the opponent's goal-line and touched down a try is scored.

A try can also be scored on a kick. A dropkick during the regular progress of the game, or a penalty kick going through the uprights, which are the same as football, counts a try. Whether the try is scored by running or by kicking it is worth three points.

If a try is scored by running the ball in, the ball is moved directly out from where it was touched down, and the scoring team attempts to kick a convert, the kick being tried from the ground. If the ball goes between the goalposts, two additional points are awarded.

One team consists of 15 players, eight forwards and seven backs. The forwards are the musclemen of the team. They are the players who bind together in the scrum and try to push the opponents away from the ball.

A scrum occurs when a player is tackled amidst others. Rules demand that the ball be released immediately. Forwards from both teams huddle around the ball and the fallen player, pushing the opposing forwards away and heeling the ball backwards. Only after the ball is completely clear from the scrum can it be picked up.

If the ball becomes trapped in the middle of the pileup, then play is stopped and the forwards regroup in a set scrum. The scrum half of the non-opposing team rolls the ball between the two groups of forwards. The hookers try to heel the ball back, while the rest of the forwards push ahead and step over the ball.

When the ball comes out of the scrum, the scrum half picks it up and relays it to the other backs. The ball is then run forward and lateralised sideways in an attempt to spring a man free. Forward passes are not allowed, but sometimes it is advantageous to kick the ball ahead and try to run under it.

After a kick, the players on the kicking side are allowed to retrieve the ball only if they were behind the kicker when he kicked it, or if he runs past them, thereby putting them onside.

The backs are the speedy ones, and are necessarily good tacklers. When attacking, they lateral the ball and cut around each other in an attempt to move the ball downfield for a try. On defense, they move up in a line and tackle the player with the ball. If they are not in the position to make the tackle, they must cover their opposite on the other team.

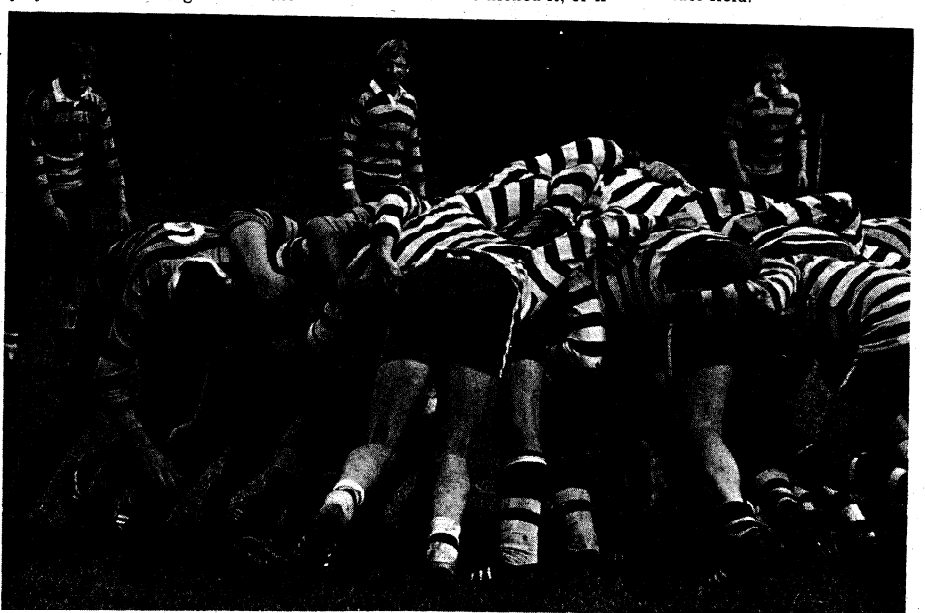
When the ball goes out of bounds, the forwards of both teams line up opposite each other. The ball is thrown into the air between them and they jump and try to pull the ball down. If they get the ball, it is relayed to the backs. This is known as a line out.

The pack (forwards) follows the movement of the ball, tackling and then forming the scrum around the ball.

Last week the Warriors lost the season opener 33-0 to a big, well-coached, aggressive Western squad.

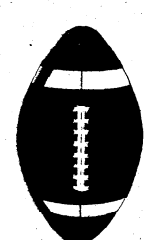
To morrow they go against the Blues in Toronto. The seconds go at 10:30 am with the varsity squads matching up at noon.

The first home match is Wednesday at 3 pm against McMaster at Bauer field.

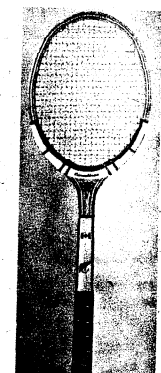


The scrum forms in non-stop action during last week's 33-0 loss to Western. Somewhere in this seething mass of humanity is the ball which the Warriors (dark jerseys) are attempting to kick back to their team-mates. It was Western's superiority in this phase of the game, as they consistently pushed the lighter Warriors off the ball, that led to the loss.

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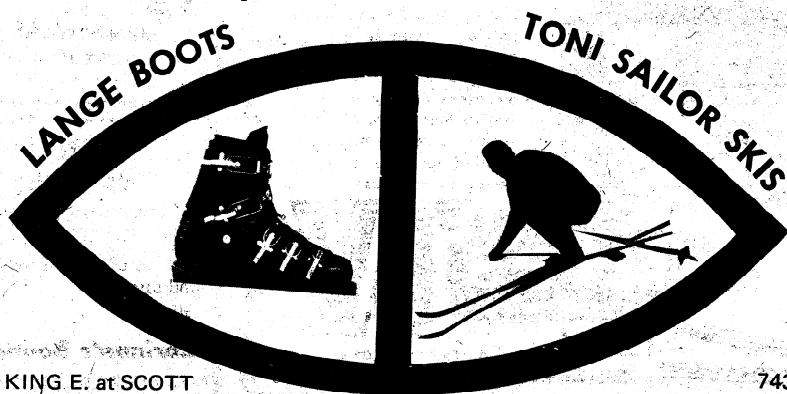
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Underground films

Most popular event

by Gail Roberts
Chevron staff

The underground film night was a great display of good film. Consisting of four films, *Winter kept us warm*, *Occurrence at Owl Creek bridge*, *Satan's Choice* and *Nobody waved good-bye*, the show was the most popular event of the festival.

Satan's Choice was approached from a different point-of-view that made the members look like a bunch of ex-boy scout types who were only out for a good time and wanted only to be left alone. I could almost taste mom's apple pie after the movie was over which left me wondering about the validity of the approach. The unusually clean appearance of the character and the gentlemanly type of vocabulary and songs confirmed my doubts.

Nobody waved good-bye is almost a classic within its own realm and is already a perfect reflection of the artistry of Canadian film.

David Sectre's *Winter kept us warm* depicts the initiation of a boy named Peter into university life by tracing his frosh year at the University of Toronto.

In many ways Peter presents a classic stereotype: born of new-Canadian parents, small-town boy, good student, Ontario scholar on an entrance scholarship, pale and reticent, introverted and sensitive, coming to university naive and innocent and expecting to find a community of scholars.

Sectre has done a commendable job for we follow Peter, at first awkwardly—for he himself is awkward—and then with his growing confidence and spontaneity to see that he has gained the insight necessary for his own self-realization, to do his own thing.

An occurrence at Owl Creek bridge winner of best film award at the Cannes film festival, is a short, intense and excellent film.

The storyline is simple: a man about to be hung from a bridge stands with the noose about his neck and pictures his wife.

The close identification of the audience with the main character made some feel cheated by the surprise ending when we see happiness is all in the head whose body dangles at the end of a hanging rope.

encore! **Lapinette** the advertising burrab.

by Lapinette



One day our lapinary friend was busy making a short hop across campus when she espied a truck transporting copious quantities of carrot cupcakes.

but such culinary consummations call for capital.

and capital, kiddies, means like banks.

funny we should mention that.

now lappy was short of cash. this isn't surprising, because we would be hard put to advertise this way if she weren't.

So she romped over to the Campus Bank, which was nearby, natch, and garnered a few pfennigs therefrom.

and she still had time to catch the cupcake vendor and blow the lot before he was out of sight.

So we have a happy lappy.

but one problem.

at this rate we'll soon have the fattest rabbit in town.



the drawback...



why not hop over?

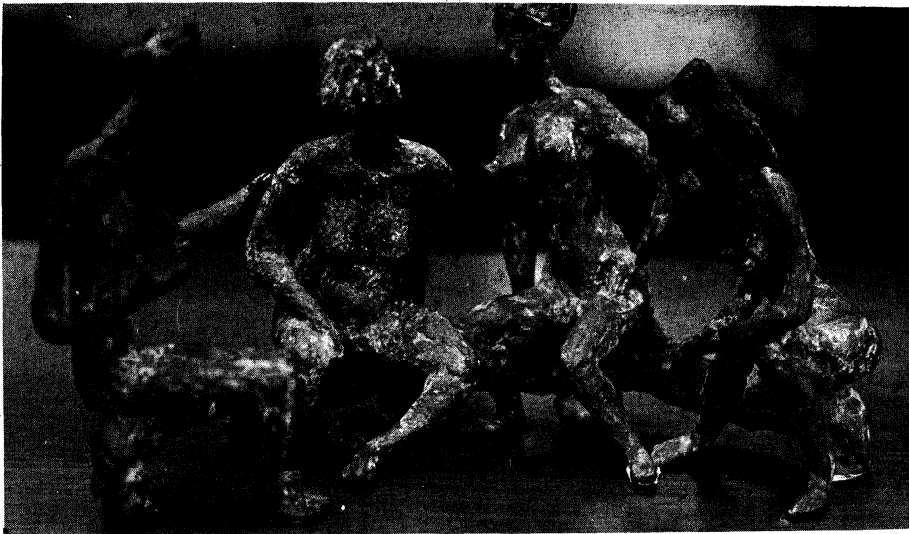
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Women's Association is a Lukenhaus contribution to the status of women showing.

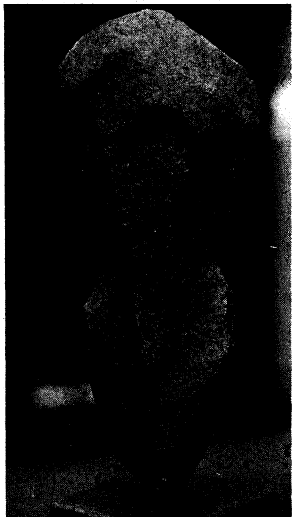
Arts-festival sculptures: the weird and the wonderful

by Rod Hickman
Chevron staff

Sculpture at the arts festival ranged from the ridiculous to the magnificent. There were three showings this weekend: the *Swinging London* art show in the arts-theater gallery which will be on for the rest of the month, *Central mobia* in the arts quad-angle, the *Status of women* in the arts library and the *Swinging London* art show in the arts theater gallery. The latter stays all month.

Central mobia was that conglomeration of snow fences and sheet metal cluttering the arts quad. To think the artists were paid to do it is enough to make you want to cry. To point out the effect of this sculpture, one student was asked to comment on *Central mobia*. His reply was simply, "Who?"

The sculpture in the arts lib-



The status of women?

rary more than made up for the other two disappointments. The showing entitled the *Status of women* was the work of eight women. Their cultural backgrounds, their creative styles and their choice of materials differ, but each sculptor follows her own creative impulses sincerely and quietly.

This collection especially fitted into this year's theme, the *Arts in the pepsi generation*. "I think I belong to the pepsi generation," said sculptor Dora de Pedery-Hunt, "because I do my own thing."

Totemic sculptures no. 3 and no. 6 are great examples of cubism in form. These painted wood structures used contrast in colors, black versus white, and angles—all 90 degrees—as well as stratification to transmit their impression.

Playing Girls by Rothschild shows the spirit of youth and the joy of childhood. This was manifest in the simplicity and sincerity of the structure.

"Acrobat (another structure by Rothschild) was the best one there," said Art Webster, phys-ed 3A. The horizontal, thin-line structure suggests a delicacy and a balance that is unique."

Women's Association by Luthenhaus shows the intimacy and freedom between women. In presenting the four ages of women, she seems to indicate a special close relationship and understanding between generations.

by Pat Connor
Chevron staff

Swinging London, just as the notices stated, was "an exhibition of twenty-four London eccentrics", from the 20/20 Gallery in London, Ontario.

After casually glancing at the works, one could very easily

have classified them as some more of that modern stuff. However, appearances can be deceiving and were!

The art had a twentieth-century look, but it was not a study in expressionism, surrealism or other mind-blowing techniques. Rather, it was a recipe of the following:

1 cup of modern materials (e.g. wire, lights, steel, fibreglass, styrofoam)

2/3 cup of twentieth-century ingenuity (e.g. ideas of presentation, stark non-complementary colours)

Pinch of reminiscence (of the good old days and ways)
mix ingredients well.
serve with taste; and voila! an art gourmet's delight.

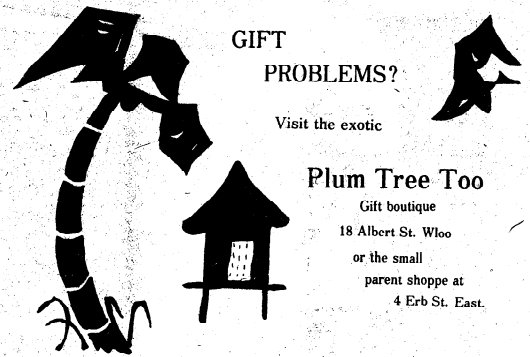
Sound a bit much? If so, did the reader examine the exhibit-brochure article just before the price list? Here's a quote. "..... I think centennial year worked, and it's killing our freedom. And I think a part of what's happening here is a reaction to the death of our anonymity, and a part of what's happening here is an acceptance of an awareness of our tentative selves, of our death wish, of our wish to be Americans."

So now, maybe, the four, funny, old, brightly-coloured horns entitled *Four auto horns* by Eve Apostle don't seem quite so funny.

Most probably, *Victoria wouldn't agree* with the work by James Boyd, but it does recall the Conservative element (Sir John A.) in the forming of our confederation during Queen Victoria's reign.

My captain suggests the emphasis on pomp and ceremony, the glorification of uniforms in the nineteenth and early twentieth centuries.

The display mixed the present with a longing look at the past. Now do you get the picture?



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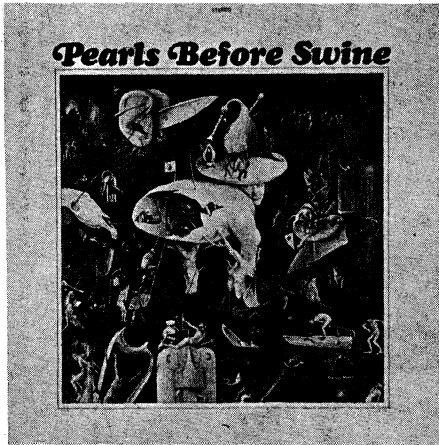
GUELPH

'Pearls before swine...turn ye on'

record reviews by Jim Klinck Chevron staff

One nation underground,
by Pearls Before Swine (ESP)

"Give not that which is holy unto the dogs; nei-
ther cast ye your pearls before swine lest they tram-
ple them under their feet, and turn ye on, and rend
ye." Matthew 7:6.



That is all the introduction necessary to *One nation underground* by Pearls Before Swine.

Unfortunately, this is one of those albums that is almost impossible to obtain, unless you are in the record store within a day of its arrival.

The group ignores the howling guitar of Clapton and Hendrix in favor of a folk style. The first song, *Another time* utilizes a deep fuzz bass and celeste for a most effective sound.

Playmate, the only song not written by the group, is sung very well by vocalist Tom Rapp in a style reminiscent of the Velvet Underground.

"(Oh dear,) *Miss Morse*", is most unusual, as the Swine chorus chants "dit dit dah dit—dit dit dah—dah dit dah dit—dah dit dah," in tune with the banjo and organ accompaniment.

One thing readily noted is singer Rapp's versa-
tile voice. He easily switches from the slow,
melodic sound of *Regions of May* to the gutsy, blues
style in *Uncle John*. His intonation in the latter
song is much like that of Bob Dylan or Paul Simon.

This album is one of the few around where every
song comes out fresh, and is well worth adding to
any collection. The only problem is in finding it!

Stereo quality—good
Instrumentation—very good
Vocal—excellent.

Grateful Dead's newest not best

Anthem of the sun,
by the Grateful Dead (Warner Brothers)

The first thing noticeable on the Dead's new al-
bum, is the absence of the usual strong organ part.



It has been removed from the spotlight and is now
barely noticeable in the background.

The group has also decided to get rid of the short
two-minute songs, in favor five long composi-
tions. Definitely a step in the right direction. It's
during the seven-to-ten minute instrumentals that
the group has a chance to do some talented jam-
ming. Unfortunately, many of these opportunities
are blown in favor of electronic 'music'. All too often
this fades into noise.

The latter half of *That's it for the other side* does
get off the oscillation kick long enough for some of
the group's old-style instrumental.

Side two leads off with *Alligator* a Viola Lee
Blues type song. The comical lyrics combined with
the kazoo chorus back up make it one of the best
songs on the album.

This could be one of those albums which get
better every time they are listened to. However it
doesn't seem up to the group's usual level the first
time around.

Stereo—good
Instrumentation—average
Vocal—fair



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JAMES GARNER

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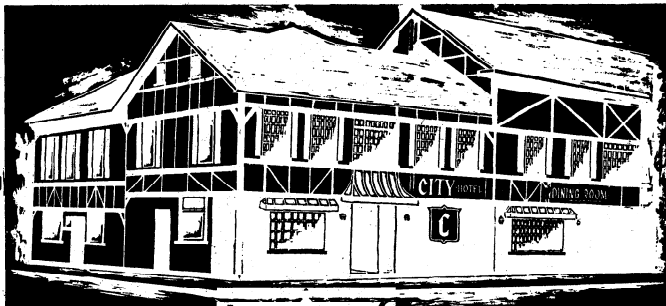
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STAFF AD
—Page 19



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So if problems intrigue you, and if you have aptitude for concentrated, meticulous, creative thinking, you might make a good CA—in a public accounting firm, in industry, education or government. At some point, you might even decide to form a firm of your own.

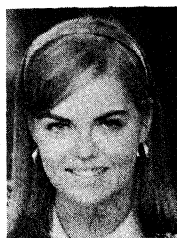
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CAMPUS QUESTION

by Teddy Singh

What can make the social life of foreign students more active?



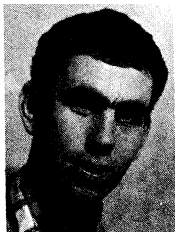
Ann Flemming
phys-ed 1

Give 'em a smile!



Maynard Y. Chen
grad biology

Foreign students are active enough but can't keep pace with local students. Why not meet half way?



Rick Vodden
math 1

Take her (foreign student) out to lunch...to dinner...to...



Tej Saraf
grad electrical

Excite the field around them.



Serge Bercovici
grad mechanical

They should join the local activities of Canadian students rather than staying apart.

Rita Ernewein
audio-visual

Send them to 79 Hazel Street.



Jim The
grad mechanical

Give them \$10,000 each and promise to deport within a month.



Deena Eliosoff
grad math

More action!!

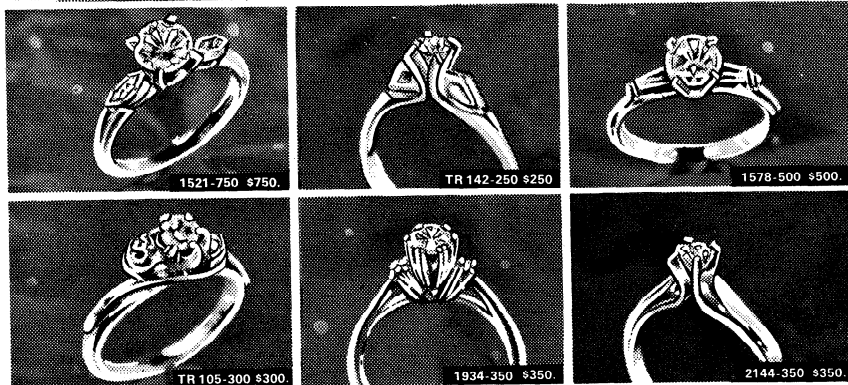


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THE THIGH'S THE LIMIT at 2030 in the grubshack. \$1.50 minus 10¢ an inch. 12" and over free.

TOMORROW

SAINT AUGUSTINE BOYS CHOIR, presented by Conrad Grebel, at 2000 in the theater. \$1.50 and \$1 for children.

SUNDAY

KWAIDAN, international film series. 1830 and 2100 in AL 116, series tickets for \$7 (students \$5).

MONDAY

*CHESS CLUB thinks they're meeting at 1830 in campus center 211.

National DAY OF SOLIDARITY with the native Indian people we "discovered" this country away from.

TUESDAY

*IVCF BOOK STUDY at 1300 in campus center 202.

*DUPLICATE BRIDGE CLUB plays in SS lounge at 1900. 75¢ per night.

WEDNESDAY

RUGGER vs McMaster at 1500 on Bauer field, followed by a booze up in campus-center pub.

POLITICAL-SCIENCE UNION organizes and elects at 1600 in SS347.

PUB NIGHT with the rugger club at 1700 in the campus-center pub.

CIRCLE K meeting at 1815 in campus center 211. New members welcome.

COMITATE at 1900 in campus center 206.

MEETING TO PLAN ACTION for Oct. 26 demonstration of Waterloo committee to end the war in Vietnam. 1930 in campus center.

RADICALISM VS REFORMISM, sponsored by SCM at 1930 in WUC arts bldg.

THOSE MAGNIFICENT MEN IN THEIR FLIGHTY MACHINES, at 2000 in AL116, free to flighty club members, 50¢ to non-members.

CAMERA CLUB organizes at 2000 in campus center 202.

PHYSICS CLUB shows The Radio Universe and selected shorts at 2000 in P145.

HOOTENANNY with the French club at 2030 in pub.

THURSDAY

*BIBLE STUDY ON HEBREWS set up by IVCF at 1200 in campus center 202.

THE CITY AND ITS REGION, free at 1215 in AL116.

FASS writers meeting at 1900 in campus center 217. No talent needed.

classified

FOUND

One pair of antlers in vicinity of N4-313. For return apply Loch Ness west shore line LNM.

LOST

Lost in registration week. 1 notebook with names and addresses; reward! Contact box 567 Chevron.

Grey-black glasses in brown case between campus center and seagram stadium. Phone 745-3950 George Tuck.

Man's wrist watch in campus centre. Thursday Sept 26. Reward! Phone 742-1459.

PERSONAL

Baroque
potion. LARRY have a ball. Gopher
tion, but autumn must fall. Invention is
GRONNHOOG. Hibernation is frust-

Learn from the people mass democracy discussion with Bob Cruise of Canadian Student Movement. Campus center, room 211 Tuesday October 15th noon.

WANTED: Patent male for physiological experiment. Involves active research for nine month period. Mandy 576-0785.

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Winter yellow jacket almost new, worn less than 10 times. Size 36. Phone 576-9159.

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clinder, good gas mileage 35 per gallon. Phone 576-8737.

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Chess club members every Monday. Room 211 campus center 6:30-12:00. Beginners welcome.

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Opportunity to live in regal splendor. 3 male students sharing house in Breslau require fourth to share expenses. Very reasonable, should have car. Must be male or female. Phone 648-2750 after 6.

Half of double room plus board, male. 15 minute walk to university. \$18 week. 744-8897.

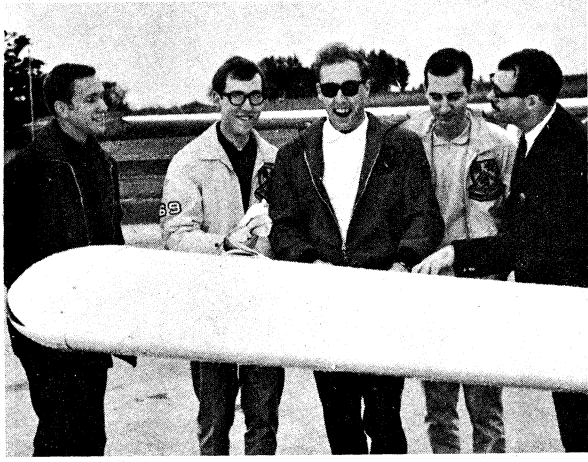
SERVICES AVAILABLE

Mr. Soul recorded soul music for dances and parties, reasonable prices 742-7337. Sewing alterations of all kinds special for students. Contact 743-4815.

Two chair barber shop Columbia and Lester Street. Students Tuesday to Friday \$1.50.

Thesis drawings and general drafting. K-W Drafting Services. Phone 742-2111.

UniWat airforce invades Muskoka



Pilots get their pre-flight briefing. "Now this is the wing."



"This is your pilot speaking, no smoking and please fasten your seat belts during takeoff, and by the way does anybody know how to drive this stupid thing."



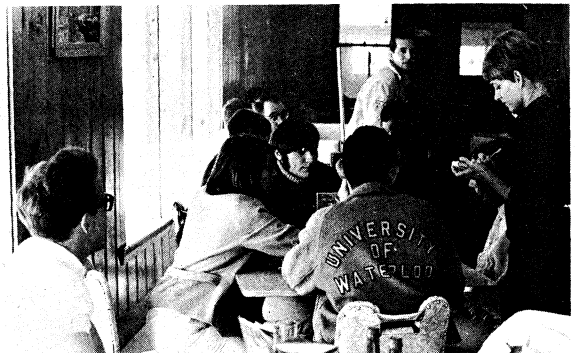
"Anyone see an airport—we just ran out of gas."

photostory by

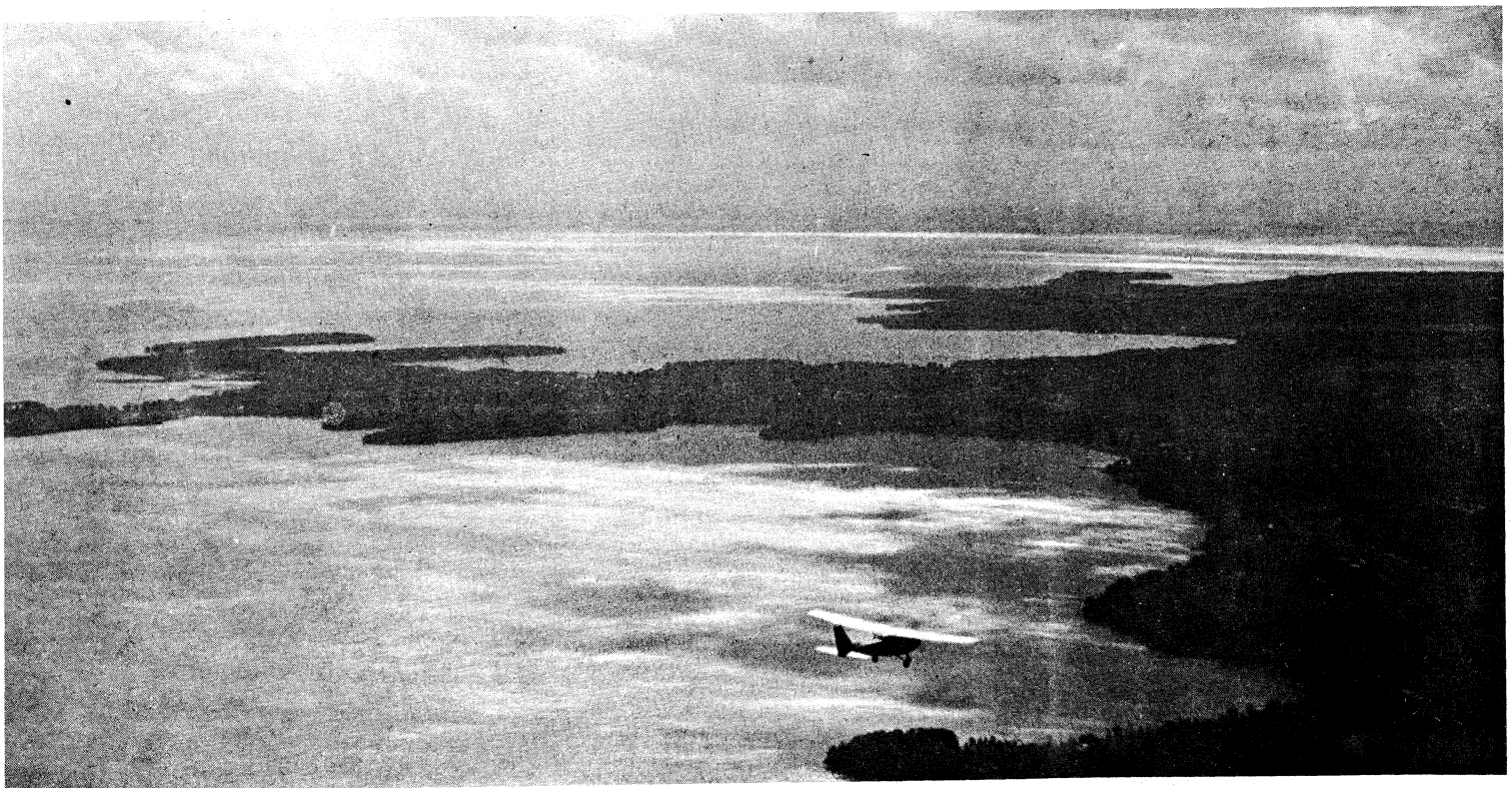
Arnie Vaughan

The University of Waterloo Flying Club embarked on one of the highlights for the term when it held a fly-in to Muskoka airport near Bracebridge. Five planes and eighteen students left Waterloo-Wellington airport last weekend for a trip that would take them over some of the most scenic landscape in Southern Ontario. Arrival at Muskoka was marked by an informal gathering at a near restaurant. Prior to returning a short flight was made over some of the surrounding lakes.

In addition to the cross country trips the club also offers to its members a number of movies and dances, plus the opportunity to enroll in the pilot-training program. It is the only university club in Canada to offer such a course in its own aircraft.



Safe on the ground at last, Br'ler and Tom Patterson order a couple more drafts at the local Muskoka dive.



The day students laid the old whore of New Paltz

by Wade Thompson

New Paltz, N.Y., is an ancient and tiny community (3,000) nestled in the mid-Hudson valley, halfway between Albany and New York City, just beyond the range of commuters to either city. Its chief attraction consists of a number of old stone houses built by early Huguenot settlers, and its chief desire in life is to retain a kind of old-stone attitude toward everything beyond its town limits. Right in the center of this quaint community there is a huge branch of the State University of New York—so huge indeed that whenever school is in session, the population is more than doubled. Many of the students come from the hippie and yippie sections of New York City, and have learned to wear tribal costumes which quite bedazzle the burghers of New Paltz. The burghers, in turn, wear tribal costumes which quite bedazzle the students.

This, then, is the improbable setting for a revolution—college style, 1968—which took place during the past school year. It didn't quite match Columbia's in convulsiveness, nor the Sorbonne's in profundity but it came close. It began, naturally, with the war in Vietnam.

From the very outset of the school year, it was apparent that hundreds of students were failing to see any point to the war, and some of them were getting downright nasty about the matter. In order to explain the benefits of the war to the students, the local Congressman, Joseph Y. Resnick, agreed to engage in public debate with Dave Dellinger, editor of Liberation and eloquent spokesman for peace. Congressman Resnick had been to South Vietnam, where he had noticed several things that had escaped other visitors.

Doing it up big

He had noticed, for example that the military picture was splendid, that our fighting men were happy and raring to go, that General Westmoreland had a realistic grip on the situation, and that it would take only another year to get the whole job mopped up. "We are winning this war and winning it big," he announced joyously—to the most incredulous audience I'm sure he had ever seen.

I don't propose to go into bloody and unpleasant detail. Suffice it to say that Congressman Resnick departed New Paltz abruptly, and hasn't been seen here since. Nobody expects him, either. Every time he's asked what happened in New Paltz, he can only sputter something about how biased the moderator was. (Resnick has a point here: I was moderator on that occasion, and could not contain myself. Accordingly I have given up moderating for good.) But the latest and best word is that Resnick has given up politics for good.

No sooner had Resnick been routed than the peaceniks decided to take to the streets. You must understand that the streets of New Paltz are not the kind of things you take to lightly. Believe it or not, New Paltz has a Village Ordinance (No. 538, a) which prohibits any person

from participating in any public assembly whatsoever without first getting permission from the town clerk. Never in its 278-year history has a single citizen of this village been known to protest the slightest thing—much less a war—on the sacred streets of New Paltz. And so help me, even today the village attorney is prepared to advise anyone that, if he must protest the war, he should do so on private property where he will not make a public spectacle of himself.

Backed by their ordinance, the village fathers threatened the peaceniks with wholesale arrests if they tried any monkey business. The American Civil Liberties Union valiantly tried to explain to the fathers that there was such a thing as a Constitution, and that even people in New Paltz were supposed to live by it. Hell no, said the fathers. Hell yes, said the ACLU. Finally, on a dark day last November, under an ominous sky, a tense and stealthy band of outcasts—twenty-one in all—gathered at high noon, directly opposite the Huguenot Bank, hoisted their picket signs (saying PEACE NOW), and began a vigil. And down the street about two minutes later came the Mayor of New Paltz himself, leading a contingent of New Paltz's Finest, and all keyed up for the greatest arrest since the last roundup of Redcoats.

Oh, Oh—Cooler!

I was in charge of the demonstrators on that occasion, and I could not believe, until the very last moment, that we would actually be arrested. But damned if we weren't. Not only that, we had to gouge out more than \$1,000 for bail. It's like, man, they really crack down on crime in the streets around these parts.

The District Attorney of Ulster County, charged with the task of prosecuting, went almost cross-eyed trying to figure out what to do. A rational man with some grasp of the law, he had conjectured that Village Ordinance (No. 538, a) might be unconstitutional under a line of Supreme Court cases stretching from here to out of sight. But how explain that to the voters? If you do prosecute you'll surely lose, and if you don't, those damn peaceniks just might sue the village for false arrest. Oh Lord, give me a sign.

Just as the D.A. was scanning the horizon for a sign, the community of New Paltz sustained another terrible jolt. The police on Long Island had staged a middle-of-the-night dope raid on the students of Stony Brook (also a branch of the State University) and had done it with such slam-bang, cloutish melodrama that hackles were raised all over the nation. Immediately, rumors began roaring around New Paltz that we were about to get the same treatment. Lots of students here experiment with drugs—primarily marijuana, if you call that a drug—and the suspicion that the fuzz is about to roust you from bed at 3 o'clock in the morning is paranoia-inducing, to say the least.

Hoping to alleviate the situation, I wrote a mild letter to the student newspaper, in which I said that (a) the raid on Stony

Brook was disgraceful; (b) cops are a lot bigger problem than pot, which probably doesn't hurt anybody; (c) laws against pot are unenforceable, the stuff being just too plentiful (bales of it, I said, are available right on Main Street in New Paltz).

As it turned out, no police raid, comparable to the one at Stony Brook, took place in New Paltz. Maybe none had been scheduled; more likely, the police were afraid, with the students alerted, they would not be able to come up with a respectable amount of contraband. But the blood pressure of the entire mid-Hudson valley rose ominously. Newspapers in Poughkeepsie, Newburgh, Middletown and Kingston began calling for action against that guy who was baling marijuana on Main Street. The village fathers—already apprehensive about their security after that disastrous arrest—first ordered the police department to equip itself with MACE (honestly!), and then wrote to the president of the college demanding that something be done. Hundreds of parents had their worst fears confirmed: college professors do give aid and comfort to the enemy; they do encourage riots in the street, and now dope addiction! The screws on the D.A. were given another powerful twist.

Meanwhile the faculty of New Paltz had become alarmed by something known as the Hershey memorandum—a public directive from Gen. Lewis B. Hershey advising draft boards, in effect, to use the draft as a club against student troublemakers, and to hell with due process. This meant that whenever a military recruiter came on campus, his very presence would place any number of protesting students under a threat of punitive draft reclassification, even if the students were exercising their legal rights. What to do?

The obvious move was to ban all military recruiting on campus until the Hershey memorandum was withdrawn. And to the eternal honor and glory of higher education in New Paltz, the faculty perceived the obvious. (If you think that doesn't represent progress, you don't know modern academia.) The faculty petitioned for an immediate halt to all military recruiting, and one faculty member even announced publicly that if we didn't stop the recruiting, "this college would not have the moral integrity of an old whore."

Guess what happened? For years this old whore of a college had yielded herself supinely to the depredations of her military-industrial clientele—"servicing the community," she called it. But now old Alma Mater rose, and announced in a quavering voice to an unbelieving mid-Hudson valley audience that she indeed would refuse to service her military clientele as long as they threatened her own true sons.

And for a few days this seemed to be the best college in the best of all possible worlds. But then about a week later, for reasons never explained, the old whore flopped right back into bed. Who knows what pressures were used to get her back? Whatever they were, they worked. When the next recruiters came, they appeared

not to notice that the slightest thing had happened. And the sons of Alma Mater wept for shame.

But not for long. Even if we couldn't get the recruiters ousted, we could still do something. Back to the streets. And this time there would be no dillydallying with nutty ordinances or threats of MACE. The streets were just as much ours as anybody's, and we intended to use them.

At two o'clock in the afternoon of April 27, the villagers stared aghast to see Sheriff Martin and the whole New Paltz police force politely escorting hundreds—yes, hundreds—of peaceniks up and down the sacred streets of New Paltz. At the head of the parade was this writer carrying an American flag, and behind the flag were dozens of signs—some calling for an end to the war, others calling for black liberation. The revolution was finally getting into gear.

Revolution

Three weeks later it reached a climax. This time the students—a thousand strong—conducted a sudden uprising that forced the whole State University to reel back as though it had just got hit by a whiff of MACE. Doubtless inspired by their compeers at Columbia and the Sorbonne, as well as by local action, our rebels decided that they had had their fill of shadow democracy. To get their muscles in shape, they decided first to overturn their current student government—a milk-run operation, said "government" having been more or less quislingesque in composition.

Then they went after the big, real-life government. They invaded official meetings. Students at New Paltz actually intruded themselves upon meetings that were duly convened to deliberate upon official college policies! They did so, not quite obstreperously, but yet not so demurely that they could be dismissed. They demanded a voice. And they demanded it in such a way as to convey the unmistakable message that if they didn't get it, they would have to be dispersed by force.

Surprisingly enough, the strategy worked (very much aided, incidentally, by a hunger strike on the part of one Roger Knapp). It didn't work perfectly because, for one thing, there was no concrete symbol (like Columbia's gymnasium) that everybody could point to and say "shame, shame." For another thing, the students had waited too long before starting their action; the school year was almost over. (Much as I sympathized with them, I advised against anything extralegal: there was no time, and too much danger of losing everything.) On the whole, though, the uprising accomplished quite a bit. The State University conceded the big point: henceforth the students at New Paltz shall have a major voice in the policy decisions of the college—including the hiring and firing of faculty. Not bad for a minor revolution.

Originally published in The Nation, August, 1968. Mr. Thompson is an English instructor at New Paltz University.

Is it for everybody?

The campus center has become, in reflection of reality, a student center, and so it should be.

The April 4 Chevron ran an editorial entitled *It's for everybody* and indeed we still hope the building will serve as a meeting place for the university's four communities.

But essentially the building is for students, more so than all the other buildings on campus.

Especially in this case the building should be run by its primary users.

For many students the campus center is their living room and one of their main recreation areas. It is the home of their student government.

As the present building administration has clearly shown, no one other than the students can really understand how they want

the center run and what they want in it.

Divorced from the center being an actual living experience, the present directorship has felt no personal ties to it (except as a power base for promotion).

Continued procrastination in getting essential tasks done has been a symptom of this lack of real interest.

But even if a good job were being done, students must have the final say in how their house is run. No legitimate reason to the contrary can be found. Those that are offered are only insulting.

Numerous people in the administration agree with student council's demand for control of the campus center.

Hopefully the keys will be turned over without a fuss.

'You can't print that'

The ideas printed in the high-school supplement of last weeks Ontario became self-proving.

In many different ways the paper accused our system of education, especially in the high-schools, of being autocratic and mind-controlling.

In burning copies and attempting to prevent their being distributed, the schools proved the paper's point much better than it ever could have.

To their credit, a few schools did allow circulation but unfortunately they were the exception.

The general response was condemnation, often from people who had read one story at best.

Why? Not because the paper had printed the word fuck, that was a false issue raised to obscure the real problem.

The real problem was the very existence of the paper and its

authority-challenging articles.

Our educational system is based on the unquestioned acceptance of authority. That is in fact what is usually being taught.

The proof of this point may be found in the words used by those attacking the publication. "We don't want children reading this trash. Its not good for them," is a typical example.

Ignoring the implications of their use of the word children, it is fascinating to view their attitude toward the dissemination of ideas with which they do not agree.

It is becoming standard to defend our supposedly-democratic system by suppressing ideas that don't fit. Some democracy.

But then that's certainly not a fault held only by the schools, although they seem to be working hard to insure its continued existence.

With a great big boom

People of the right, people of the left, people of the wishy-washy center, UNITE!

Help put UniWat in Playboy magazine.

Yes, guess our girls could just about do it this year (finally), but that's not what's up.

The plot is to get the Warriors band on the list of Playboy jazz poll finalists.

The poll is included in the Oc-

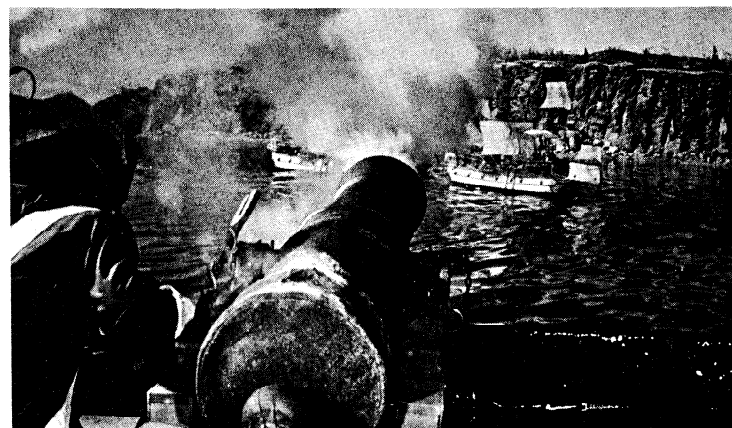
tober issue. About 100 nominations should put them in the list.

There must be at least a 1000 ballots on this campus.

No one who has ever heard them can doubt whether or not the band deserves this support.

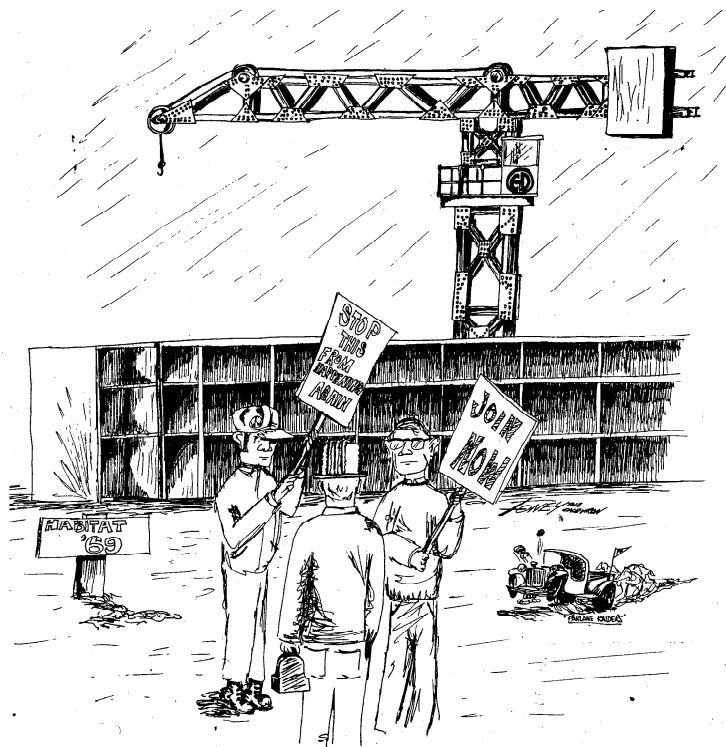
Chickity-rick, chickity-rack, hullaballo, ballick, ballack, zigity-zic, zigity-zoo, we've got the band that's Waterloo.

Up the Warriors band.



"In the final stages of the revolution, students should be prepared for attempted escapes by senior administrators. To frustrate this, guns should be strategically located on the shores of Laurel Lake"

—the notebook of Chairman Iler



Well gee, I'd really like to join but my mother warned me about you radicals. . .

Action at Inhabitat

The real issue with Habitat '69 is not the inhabitability of the place.

There are millions of kids in this country whose beds at home aren't as good. Granted they do not have to study in their rooms, but there are lots of highschool kids who have to do homework on the kitchen table because they don't have a desk.

There are two reasons for protesting the abortion we have on our hands.

First is administration control. There is no reason why residences cannot be governed by the residents.

There is even less reason why the university administration should be able to get 100 percent mortgages while private citizens and co-ops can only get 90 percent.

And finally there is absolutely no excuse for the high-handed administration behaviour regarding the design committee. Students were not only outnumbered, they were handicapped and ignored.

The second reason for the pro-

test is to try and make the best of a bad deal—and this had better be the last time.

The room is just barely large enough to salvage a decent double if a student-design department committee is given a free hand with the interior layout of the room. This will probably require a small penalty to change the contract, but its a small concession.

The work must be stopped at Habitat to gain these goals.

Such a stoppage should also gather enough publicity to expose the Ontario Student Housing Corporation's concept of residence design and contracting.

If it really wants to save money, OSHC should design a good, single-room residence utilizing modular construction and use it all over the province until a better design is developed.

For the sake of those of us who will have to live in Habitat 69, as well as for students in the coming years at Waterloo and elsewhere in Ontario where OSHC residences will be planted, Wednesday's protest must be an effective one.

Join the lines!



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10,700 copies

A whole bunch of us will be at Western for the weekend—its the Ontario regional conference of Canadian University Press. And the armchair radicals will be at the Ontario Union of Students conference in Toronto. Looks like a peaceful weekend on campus. Stirling staff this week—Jim Bowman, circulation manager; Frank Goldspink, Atlantic bureau; Pete Huck, Toronto bureau; Rod Hickman, entertainment coordinator; Dave 'X' Stephenson, recruitment officer; Gary Robins, photo editor emeritus; Wayne Bradley, Arnie Vaughan, Grass Strasfeld, Teddy Singh, Gerg Wormald, Bob McKercher, Rob Brady, Chris Walker, Tom Purdy, Matti Nieminen, Hal Tonkin, George Loney, Bill Brown, Brian Brown, Glenn Pierce, Barb Field, Jim Klinck, Nancy Tucker, Brenda Nicobchuk, Mike Eagen, Jim Allen, Larry Wilkins, Chris Swan, Mike Monteith, Bill Roys, Dave Blaney, George Tuck, Tom Ashman, Bill Sheldon, Wayne Smith, Bev Bond, Rod Hay, Alan Lukachko, John Parlane, Ann Stiles, Pat Connor, Gail Roberts, Peter Soroka, Dave Youngs, Fred, the telex, Kevin do you still read this far, Dum-Dum, Paul Cotton, Jerry Krist, Dave Goodrow, Norm Sergeant, Donna McCollum, Jan Thomas, Hans Wiesner, some prolific writer in the jock pr dept, and making lots of news this week—Larry Burko.

WHY

ACTIVISM

THE CONTINUING ANSWER

In a participatory democracy, the political life would be based in several root principles:

- decision-making of basic social consequence be carried on by public groupings;

- politics be seen positively, as the art of collectively creating an acceptable pattern of social relations;

- politics has the function of bringing people out of isolation and into community thus being a necessary, though not sufficient, means of finding meaning in personal life;

- the political order should serve to clarify problems in a way instrumental to their solution; it should provide outlets for the expression of personal grievance and aspiration; opposing views should be organized so as to illuminate choices and facilitate the attainment of goals; channels should be commonly available to relate men to knowledge and to power so that private problems—from bad recreation facilities to personal alienation—are formulated as general issues.

Work should involve incentives worthier than money or survival

The economic sphere would have as its basis the principles:

- work should involve incentives worthier than money or survival. It should be educative, not stultifying; creative, not mechanical; self-directed, not manipulated, encouraging independence, a respect for others, a sense of dignity and a willingness to accept social responsibility, since it is this experience that has crucial influence on habits, perceptions and individual ethics;

- the economic experience is so personally decisive that the individual must share in its full determination;

- the economy itself is of such social importance that its major resources and means of production should be open to democratic participation and subject to democratic social regulation.

Like the political and economic ones, major social institutions—cultural, educational, rehabilitative and others—should be generally organized with the well-being and dignity of man as the essential measure of success.

In social change or interchange we find violence to be abhorrent

In social change or interchange, we find violence to be abhorrent because it requires generally the transformation of the target, be it a human being or a community of people, into a depersonalized object of hate. It is imperative the means of violence by abolished and the institutions—local, national, international—that encourage nonviolence as a condition of conflict be developed.

These are our central values, in skeletal form. It remains vital to understand their denial or attainment in the context of the modern world.

In the last few years, thousands of students demonstrated they at least felt the urgency of the times.

They moved actively and directly against racial injustices, the threat of war, violations of individual rights of conscience and, less frequently, against economic manipulation. They succeeded in restoring a small measure of controversy to the campuses after the stillness of the Joe McCarthy period. They succeeded, too, in gaining some concessions from the people and institutions they opposed, especially in the fight against racial bigotry.

The significance of these scattered movements lies not in their success or failure in gaining objectives—at least not yet. Nor does the significance lie in the intellectual "competence" or "maturity" of the students involved—as some pedantic elders allege.

The significance is in the fact the students are breaking the crust of apathy and overcoming the inner alienation that remains the defining characteristic of American college life.

The real campus is a place of commitment to business-as-usual, getting ahead, playing it cool

If student movements for change are still rareties on the campus scene, what is commonplace there?

The real campus, the familiar campus, is a place of private people, engaged in their notorious "inner emigration." It is a place of commitment to business-as-usual, getting ahead, playing it cool. It is a place of mass affirmation of the twist, but mass reluctance toward the controversial public stance.

Rules are accepted as "inevitable," bureaucracy as "just circumstances," irrelevance as "scholarship," selflessness as "martyrdom," politics as "just another way to make people, and an unprofitable one, too."

Almost no students value activity as citizens.

Passive in public, they are hardly more idealistic in arranging their private lives: Gallup concludes they will settle for "low success, and won't risk high failure."

There is not much willingness to take risks (not even in business), no setting of dangerous goals, no real conception of personal identity except one manufactured in the image of others, no real urge for personal fulfillment except to be almost as successful as the very successful people.

Attention is being paid to social status (the quality of shirt collars,

meeting people, getting wives or husbands, making solid contacts for later on); much, too, is paid to academic status (grades, honors, the med-school rat-race). But neglected generally is real intellectual status, the personal cultivation of the mind.

"Student don't even give a damn about the apathy," one has said. Apathy toward apathy begets a privately-constructed universe, a place of systematic study schedules, two nights each week for beer, a girl or two, and early marriage; a framework infused with personality, warmth, and under control, no matter how unsatisfying otherwise.

Under these conditions university life loses all relevance to some. Four hundred thousand of our classmates leave college every year.

Apathy is the product of social institutions and of the structure of higher education itself

But apathy is not simply an attitude; it is a product of social institutions, and of the structure and organization of higher education itself. The extracurricular life is ordered according to *in loco parentis* theory, which ratifies the administration as the moral guardian of the young.

The accompanying "let's pretend" theory of student extracurricular affairs validates student government as a training center for those who want to spend their lives in political pretense, and discourages initiative from the more articulate, honest and sensitive students.

The bounds and style of controversy are delineated before controversy begins.

The university "prepares" the student for "citizenship through perpetual rehearsals and, usually, through emasculation of what creative spirit there is in the individual.

The academic life contains reinforcing counterparts to the way in which extracurricular life is organized.

The academic world is founded on a teacher-student relationship analogous to the parent-child relationship

The academic world is founded on a teacher-student relation analogous to the parent-child relation which characterizes *in loco parentis*. Further, academia includes a radical separation of the student from the material of study. That which is studies, the social reality, is "objectified" to sterility, dividing the student from life—just as he is restrained in active involvement by powerlessness of student "government."

The specialization of function and knowledge, admittedly necessary to our complex technological and social structure, has produced an exaggerated compartmentalization of study and understanding. This has contributed to an overly-parochial view by faculty of the role of its research and scholarship, to a discontinuous and truncated understanding by students of the surrounding social order; and to a loss of personal attachment by nearly all to the worth of study as a humanistic enterprise.

There is, finally, the cumbersome academic bureaucracy extending throughout the academic as well as the extracurricular structures, contributing to the sense of outer complexity and inner powerlessness that transforms the honest searching of many students to a ratification of convention and, worse, to a numbness to present and future catastrophes.

The size and financing systems of the university enhance the permanent trusteeship of the administrative bureaucracy, their power leading to a shift within the university toward the value standards of business and the administrative mentality.

Huge foundations and other private financial interests, besides government, shape the universities, not only making them more commercial, but less disposed to diagnose society critically, less open to dissent. Many social and

physical scientists, neglecting the liberating heritage of higher learning, develop "human relations" or "morale-producing" techniques for the corporate economy, while others exercise their intellectual skills to accelerate the arms race.

Huge foundations and other private financial interests, besides government, shape the university

Tragically, the university could serve as a significant source of social criticism and an initiator of new modes and molders of attitudes. But the actual intellectual effect of the college experience is hardly distinguishable from that of any other communications channel—say, a television set—passing on the stock truths of the day.

Students leave college somewhat more "tolerant" than when they arrived, but basically unchallenged in their values and political orientations.

The student learns by his isolation to accept elite rule within the university.

With administrators ordering the institutions, and faculty the curriculum, the student learns by his isolation to accept elite rule within the university, which prepares him to accept later forms of minority control. The real function of the educational system—as opposed to its more rhetorical function of "searching for truth"—is to impart the key information and styles that will help the student get by, modestly but comfortably, in the big society beyond.

There are no convincing apologies for the contemporary malaise. While the world tumbles toward the final war, while men in other nations are trying desperately to alter events, while the very future *qua* future is uncertain—America is without community impulse, without the inner momentum necessary for an age when societies cannot successfully perpetuate themselves by their military weapons, when democracy must be viable because of the quality of life, not its quantity of rocket.

The apathy here is, first, subjective—the felt powerlessness or ordinary people, the resignation before the enormity of events.

But subjective apathy is encouraged by the objective American situation—the actual structural separation of people from power, from relevant knowledge, from pinnacles of decision-making.

Just as the university influences the student way of life, so do major social institutions create the circumstances in which the isolated citizen will try hopelessly to understand his world and himself.

The very isolation of the individual—from power and community and ability to aspire—means the rise of a democracy without publics. With the great mass of people structurally remote and psychologically hesitant with respect to democratic institutions, those institutions themselves attenuate and become in the fashion of the vicious circle, progressively less accessible to those few who aspire to serious participation in social affairs. The vital democratic connection between community and leadership, between the mass and the several elites, has been so wrenched and perverted that disastrous policies go unchallenged time and again.

This second extract from the Port Huron Statement by Tom Hayden concludes this attempt to take a look at the reasons behind the activist movement.

The combined extracts represent about one quarter of the total work. Interested students are invited to come in and read the entire document in the Chevron offices.