

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

Published by the Dalhousie Student's Union
Halifax, Nova Scotia 429-1144

Editorials printed in the Dalhousie Gazette express the individual opinions of staff writers, or the Editors. This must be noted in all reprints.

Volume 96 No. 4, Halifax, Nova Scotia Wednesday, Sept 29, 1965

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Free Education

The following is the text of the McGill resolution passed by the Lennoxville Congress of the Canadian Union of Students.

Whereas equality of opportunity is a fundamental principle of our society;

Whereas the sole determinant of the undertaking of higher education should be academic qualification;

Whereas there exist today social and financial barriers to higher education;

Whereas the elimination of financial barriers would represent a major step forward in the democratization of higher education;

Whereas the decision to pursue higher education is often obscured by financial obstacles;

Whereas earnings foregone represent a real and most serious cost;

Whereas the fullest development of its human potential is an economic necessity for Canada.

Be it resolved that this Congress adopt the principle of universal accessibility to post-secondary education.

Universal accessibility means the abolition of all social and financial barriers to post-secondary education.

Further be it resolved that this Congress adopt as the first priority of the Canadian Union of Students the abolition of all these social and financial barriers as soon as possible. And further that, as a first step, this Congress seek the elimination of tuition fees.

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position as a high school student, the major difference usually being in terms of a curfew and of summer earnings. The curfew is almost always extended, though very often not eliminated, and the summer earnings are now greater and used for paying tuition fees and buying books, clothes and entertainment. A well-paying summer job, of which there are some in Canada, can provide enough money for these pursuits. It usually cannot provide enough money to live away from one's ancestral home.

If a student is forced to go away to university his costs while at college rise very significantly. A tiny fraction of all students are able to earn enough money in the summer to pay all their expenses. Once again the usual source of income is parental, and once again certain controls are often established in terms of courses pursued or behavior while at university.

You may ask where is all this heading, after all, isn't the above a perfectly normal thing, and why shouldn't parents support their children through college if they are financially able to do so.

Now the classical argument for free education is that some parents are not able to support their children while they attend university, therefore our present system is unfair. We agree. However we would go somewhat further than this.

Parents should not be required to support their children while at university no matter how wealthy they might be. To put it another way, children should not be forced to remain dependents of their parents while pursuing an undergraduate degree.

Our universities are busy spewing out intellectual cretins who are technically competent in one field or another, but are devoid of any idea of how to think independently of adult supervision.

Under the present scheme of things students usually are bound over to their parents until they graduate and begin to earn a living. Mind you, it is usually a benevolent bondage and most students are loathe to give up this kind of security. Yet give it up they must, if they are to become adult members of their own community -- the university community.

Free education means that society will bear the burdens of higher education, and that our universities and technical institutes will be open to all qualified young people. It means moreover that no matter whether you are handicapped by poverty... or by wealth... you will be able to attend university and study what your professors advise and you desire.

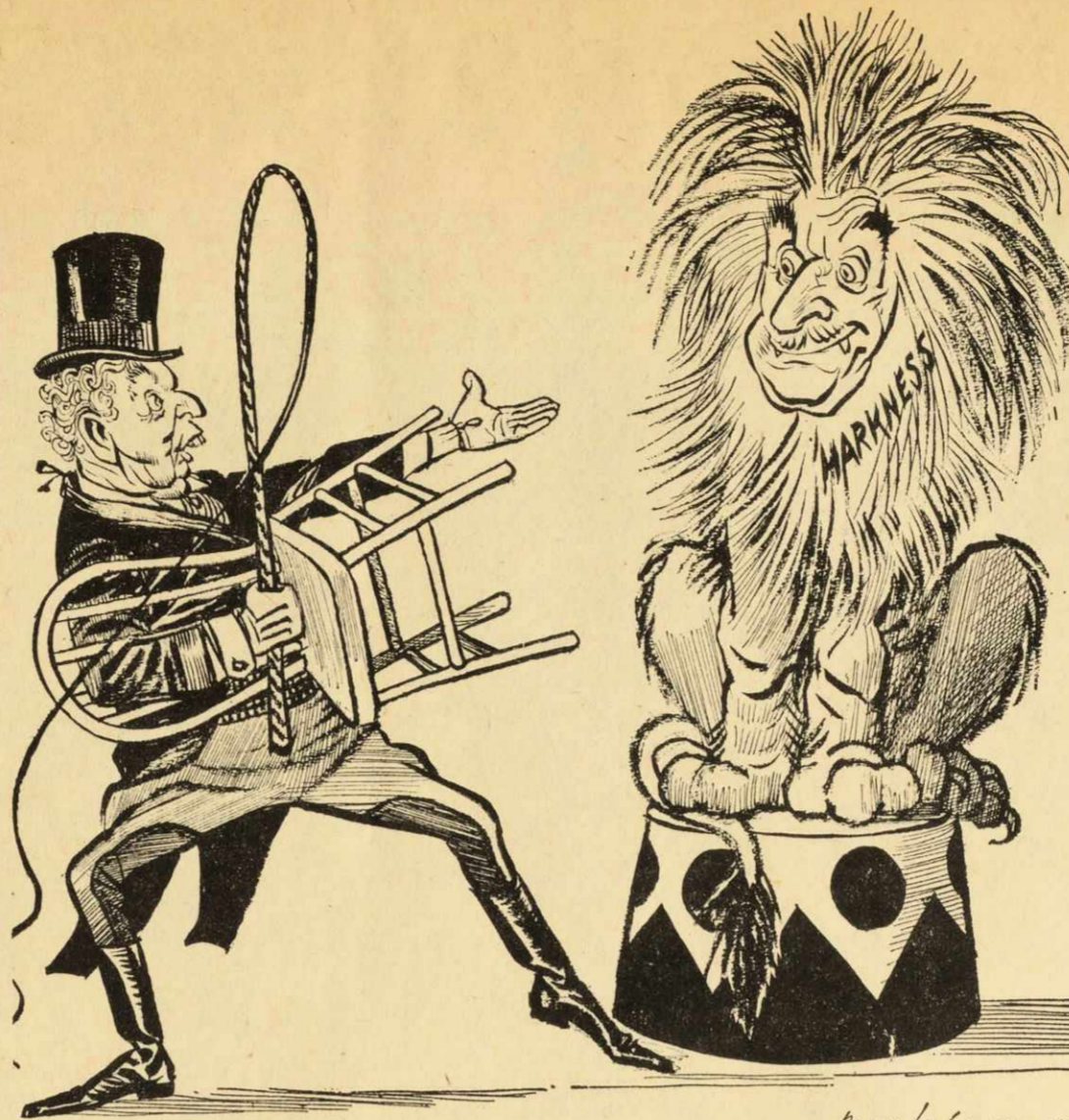
There will be problems, very serious problems of adjustment. Some people are too immature to leave the parental fold quite so early and they will undoubtedly make some bad mistakes. But if free education comes about gradually, and is introduced intelligently, there can be no doubt that our universities will be much the better for its existence. For students by standing on their own feet, will learn how to think for themselves, and thus learn the real secret that university has to offer.

If you read the CUS resolution you will notice that it doesn't call for "Free education" tomorrow. It calls for a gradual program of education to convince the public that this is a worthwhile objective.

A healthy debate in the next two or three years should enable the students of Canada, all the students, to come to an understanding of what should be taken from the McGill Resolution. We hope that every student will participate in this debate.

We also hope, and expect, that every student will support the National Day on October 27. Dalhousie will be marching for reduced tuition fees. We will be joining our fellows across the country in asking the various levels of government for a better deal -- not only for ourselves, but for those who follow us.

In order to help make the decision on free education you must first involve yourself with the student movement. There are many legitimate points of view on free education -- but they are legitimate for the student community only when they come from within the ranks of the student activists. On October 27 you can join those ranks.



Now give me your paw DUNCAN MACPHERSON, Toronto S

Smash Student Marches

FROM THE RYERSONIAN

Though the Spanish Civil War ended more than 25 years ago, the frequent student demonstrations in Madrid and other university centres of Spain are a constant reminder of the yearning for democracy.

This yearning, visibly manifested in Spanish universities in the 1930's, is being kept alive by students demanding democratic institutions.

In present demonstrations, the immediate demand of the students is to be represented in the students' union, the Sindicato Espanol Universitario (SEU) by democratically elected representatives.

The most important long range demand was outlined in a pamphlet distributed during a recent demonstration. It states:

"Our demonstration is against this country's totalitarian government which oppresses students and workers alike. Our struggle is for a democratic students' union and democratic government."

The struggle of the students is part of the greater struggle of all Spaniards who resent their present form of government. The history of both is closely interwoven. After Generalissimo Franco's Falangist forces defeated the Republicans in 1939, the universities and other institutions were reorganized. The ranks of the professors of history, politics and philosophy were filled with supporters of the Falange, Spain's version of Fascism.

All student organizations were outlawed and a new country-wide students' union, the SEU, was organized. It remains today as the only students' organization recognized by the state.

The students' union or "sindicato" is an integral part of the Spanish government institutions. The "sindicatos" are unions representing the professions and students.

Unlike the unions in democratic countries, the "sindicatos" include owners and managers of industry and staffs of universities as well as workers and students.

Only the lower echelon of representatives are democratically elected in the "sindicatos". The other representatives are appointed by the government.

Spanish university students have been struggling for many years for the fundamental democratic right to elect all of their representatives.

Petitions and other forms of peaceful demands for a change have brought no results.

Government opposition is strong because the students demand a change in the very structure of the Falangist form of government.

If student demands were granted, the labor unions would also follow the example of the students and increase their struggle for democratically elected representatives in their "sindicatos".

The beginning of the end of the Falangist regime would be in sight.

Public demonstrations have been found to be the most effective way of drawing attention to the students' cause.

Strikes, picket lines and other public manifestations are outlawed in Spain unless government approval can be obtained.

The government never approves demonstrations against itself.

"Our demonstration may not be legal, but it is legitimate," stated a recent pamphlet distributed during another demonstration.

With the justification that they are illegal, demonstrations are

very harshly put down. It is a common sight to see policemen beat students with clubs.

On the day of the demonstration, the police force is mobilized and hundreds of them literally saturate the area where the students are to congregate.

Foot-policemen, in groups of about 40, are transported to designated trouble spots in station wagon jeeps. Mounted policemen often patrol the area dispersing crowds and water hoses have been used.

Recent demonstrations and those of 1956 are considered as being the most important as well as the most violent.

Shootings, brutal beatings, and sentencing of up to several years in prison all occurred in 1956.

These violent events produced some results. The student representative from each faculty is now elected by the students, although the district delegate and the national president are still appointed.

However, there have been promises, especially at the SEU conference at Cuenca in 1962, that these two positions would soon be determined by free elections.

It hasn't happened yet. Another result of the events of '56 was expressed by one student:

"At least now there aren't as many secret policemen in the school as before, nor are the students arrested at demonstrations and sentenced to years in prison."

This year there are further complications to the whole matter. Some of the faculties at the University of Madrid and Barcelona voted to separate from SEU.

The government did not recognize them as forming separate groups. As SEU controls all the finances for student activities, the separation has only theoretical or moral value.

But as the four out of seven faculties in Madrid which formed separate groups account for 25,000 of 30,000 university students, the separation creates an embarrassing situation for SEU.

Demonstrations take place in front of the offices of the Ministry of Education, the headquarters of the SEU, the rectorate, and some of the main intersections in town.

Students number from several hundred to 5,000 (at the most recent demonstration in downtown Madrid).

The students congregate around these buildings, spilling out into the sidewalk and the street, stopping traffic for blocks.

To the rhythm of clapping hands, they chant slogans such as "Sindicato Libre" (Free Union) and "Libertad" (Freedom).

Then follows something which re-occurs with un-Spanish regularity at every demonstration. Shouts of "Assasinos" announce the arrival of grey uniformed policemen who charge with swinging clubs.

Clubs come down indiscriminately on all who happen to be in the area and a general melee is produced as the students and passers-by scurry for cover.

Clandestine university groups organize the demonstrations. Signs are painted on the walls and pamphlets are distributed calling for the demonstration.

The elected faculty and class representatives often support the demonstrations but seldom openly.

Recently, the Economic faculty representative called an open meeting to decide whether the faculty should reintegrate with SEU. It was voted down, and the next day he was expelled from school.

A Real Election for ... those who think young.

Even while many students are being disfranchised, the federal election on November 8 is the most important one for many decades from a student point of view.

In extent of student involvement, as well as in its consequences for Canada's future, student political leaders feel that this is a key election.

Joe Clark, president of the Watershed Progressive Young Canadian Federation feels this is a "watershed election" for young Canadians, since it is the first election since what he termed the development of a "broader inclination towards youth involvement in public affairs."

During the past few years, student involvement in social and political affairs has skyrocketed on most campuses in Canada, yet until this election much of this activity has not been focused.

Gary Smith, executive director of the Canadian University Liberals, feels that political action by students will have free reign this fall, partly because this is the first fall election since the time of Laurier.

"This is the first chance for university Liberals to show their stuff," he stressed.

The escalation of activity among students has emphasized change in the areas of poverty, civil rights, and world peace, according to Hans Brown, federal secretary of young New Democrats.

Mr. Brown claims that model parliament results from last spring, when campus New Democrats won unexpected victories at such universities as Windsor, Carleton, and McGill, show that "politically aware students have not missed the fact that the New Democratic program is geared toward these same areas of concern."

Even apart from its timing, some spokesmen feel that this election will prove to be a crucial one for the future of the nation.

"Mr. Clark says that we are entering a period of national crisis. This decade will decide whether Canada continues and in what spirit it continues," he maintains, claiming that the present government merely reacts to emergencies and has initiated no new policies.

Suggesting that the Conservatives have shown their ability to "break away from the old patterns set by the Liberals for three decades," Mr. Clark says that Canada faces a choice "between a policy of national leadership and a policy of national drift."

But Mr. Brown predicts another minority government, claiming that voters will reject both of the old-line parties and their "nineteenth century spokesmen," apparently feeling that NDP chief T.C. Douglas' birth in 1904 qualifies him as a twentieth century spokesman.

Liberal Gary Smith denies that the high proportion of undecided voters will result in loss of votes by his party, claiming experience has shown that "undecided voters tend to split in the same proportion as the decided voters."

Mr. Smith thinks the most important issue in this election for students is free higher education. He says the specifics of Mr. Pearson's "long-range commitment" to free education are not available now but will be disclosed later in the campaign.

The student Conservative president believes the most important issues are those affecting young people generally -- the need for policies on urban renewal and transport, for example, as well as in the field of education.

All three major party leaders have claimed that they will eliminate tuition fees for university students.

For the New Democrats, Mr. Brown considers national unity to be the over-riding issue. He claims that his party's rising support in Quebec is a key factor in this field, noting that the issue of rural poverty has resulted in 20 per cent of that province's voters supporting the NDP.

This election might have been more of a historic event for students if a recommendation of an all-party committee of the House of Commons to lower the voting age to 18 had been accepted by the government.

Youths in Saskatchewan, Alberta, and British Columbia have voted in provincial elections for some years, and Quebec 18 year-olds will vote for the first time in their provincial election expected next year.

Gary Smith says he is personally "disappointed" that this reform was not carried out, but claims that other more pressing issues took priority.

One controversial election issue for students may be the Company of Young Canadians. Gary Smith says he has heard some complaints that CYC has not benefited enough from the previous experience of the Canadian University Students Overseas (CUSO), and that it should not have granted \$4,000 to the Student Union for Peace Action (SUPA).

However, Mr. Smith says he prefers to wait and see what projects CYC organizes before assessing its value to students.

Conservative Joe Clark calls the CYC "one of the prime examples of government by gesture." He considers it an exceptionally good idea in principle, but suspects it was copied from the American Peace Corps with little advance thought about its purpose.

But the people now organizing the CYC have good ideas, according to Mr. Clark. "The CYC might as well not exist if it doesn't work with organizations like SUPA," he maintains.

STUDENTS, GO HOME

Reprinted from the Globe and Mail

STUDENTS, GO HOME! The suggestion that an advance poll during Thanksgiving holidays might be opened for the convenience of university students barred from voting at school November 8 by a section of the Canada Election Act sounds suspiciously as though Prime Minister Lester Pearson expects few surprises, additions or clarifications to materialize during the final four weeks of the campaign.

In a way, the idea sounds almost defeatist. The Liberal Party has had a less than spectacular success in gaining support among Canada's youth and perhaps Mr. Pearson feels a student voter might well have been a better or worse than one cast when all the shouting is done.

The Union of Students has already lodged a strong protest with the Prime Minister, but nothing can be done about the act before a new Parliament convenes.

One course of action should surely seem clear to those who have been willing in the past to pilgrimage all the way to Mississippi in support of the voteless Negro minority in the South: whether he has to hitch-hike, bicycle, bust his allowance on plane fare or trundle by Conestoga wagon, the most effective way for any student voter to protest a parliamentary system he disapproves is to return to his home and vote on election day.

Whichever way he marks his month before the issues are fully thrashed out will be no better or worse than one cast when all the shouting is done.

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MAILBAG

Education a Privilege Assuredly, the Universities can add the student in getting through. Instead making education free -- which is a drain on any economy -- why not adopt the Co-op programmes in the industrial areas and establish the Trimester plan to allow people to work their way through. Is the thought of taking six years for a degree so great a sacrifice? Many students in North America without any martyr opinion in my belief that education is as much a privilege as a right, and must be earned. Your statistics stated that 78% of the potential students whose parents earn less than \$3,000 per annum are not in university. This is deplorable.

The question I would like to raise is how many of them want to be in University? How many of these are willing to work for two or three years to get the required funds. If education is important, then the sacrifice shouldn't be that great. Too many of our generation feel that if it isn't given to them then to Hell with it. This type of attitude certainly isn't part of our democratic heritage.

Yours truly,
John J. Cove.

The Pakistani farmer, using a bullock-drawn plow, may work 100 hours and walk 100 miles to plow one acre of land.

Red King's Dear Sir, Perhaps someone should inform King's that the flag (the red ensign) has no meaning... except perhaps to suggest the mentality of that institution.

Yours truly,
G. Wilde,
Dal Men's Residence

State Dept., Viet Cong "square off" at Toronto

By FRASER SUTHERLAND
GAZETTE REPORTER

The French-in would take place from Friday through Sunday in either the King's Gymnasium or the Dal Physics Theatre.

Miss Campbell remarked that she hoped the weekend date would not deter a large number of students from attending.

She said the teach-in is a must for anyone "the least bit aware of a changing world."

Friday afternoon, Sept. 24, an important first organizational meeting was held, in attendance five members of the Dal Students' Council, two from the King's Students' Council, plus faculty representatives.

There is a chance of the event becoming city-wide if St. Mary's and Mt. St. Vincent decide to join the teach-in.

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University of Toronto's celebrity student 'teach-in' will come to Dalhousie, October 8-10 via short-circuit radio.

The teach-in concerns international conflicts as centered in its theme, "Revolution and Response".

"We want to