

**The Dalhousie Gazette**  
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# Joey for PM

Joey for Prime Minister may well be the cry of Canadian University students following the events of last week.

For there can be no doubt that Premier Smallwood of Newfoundland had made the most significant contribution to "free education" of any individual in Canada.

It might have been expected that the Newfoundland government would, in the near future, bring about free tuition for all Memorial students. The favourable situation in which the provincial government finds itself, vis a vis the per capita grants (Newfoundland has a high population in proportion to the number of students at Memorial, the only university on the island) plus the recent statement of Government spokesman would make this move not too terribly surprising.

But when coupled with the magnificent policy of salaries for students, we cannot doubt for a moment that this program will be the herald of free education in Canada.

The details of the plan are remarkable. Education grants and

government scholarships will be raised from \$600, to \$800. This is to be effective for this year.

Next year tuition fees for all years will be paid by the government for every student with parents residing in the province. In addition, salaries of \$50 per month for St. John's residents, and \$100, per month for out of town students will be provided for one class starting in 1966 with other classes to be added in successive years.

The Gazette wishes to extend its appreciation and heartfelt thanks to Mr. Smallwood for his bold initiative in the struggle to make Canadian universities accessible to all Canadians. We also congratulate the Student's Council at Memorial for their tireless fight to convince their government of the necessity of this kind of action. Their's is an example from which Nova Scotians could greatly profit. If we wish the same

benefits we must be prepared to go out and fight for them.

Presumably Memorial will have a huge turnout for National Student Day on October 27 in order to properly thank Premier Smallwood. Our turnout should be even larger in order to properly impress upon Mr. Stanfield the urgency of the situation in Nova Scotia. We owe at least this much to the pioneering done in Newfoundland.

Newfoundland is not a rich province. It cannot, for example, come close to approaching the resources of Ontario. Yet it will lead the way in free education.

The time is now for the other provincial governments to formulate a similar plan in their jurisdictions. The time is now for the federal government to provide the funds to make this possible. The time is now for the students of this country to come out and support the ideal of free education and the program adopted in Newfoundland.

If Joey can do it, then so can all the others. Let's get out and make them aware of the fact.

# Stop Bombing Now

There are usually two major reasons which the American government advances as a justification for their continued presence in Viet Nam.

They contend that they have been "invited there" by the government of South Viet Nam. In other words, they have not gone to South East Asia as unwelcome aggressors, but as allies of a besieged regime which has in its hour of trial asked for help.

The second reason follows from the first. They are in Viet Nam at the invitation of the government to maintain "freedom" in South Viet Nam by preventing a Communist takeover directed from the North. In other words, they have labelled the North Vietnamese government as the aggressors in the war and contend that the Ho Chi Minh regime

finances and directs the forces of the National Liberation Front (Vietcong).

Both reasons are spurious.

In the first place it is highly doubtful whether the government that issued the invitation (Ngo Diem's government) was in any way representative of the people of the area. In fact, under the conditions of the Geneva Convention signed in 1954 a referendum was to be held by 1957 to determine whether or not North and South should be joined. The referendum was not held because the Diem government, under pressure are clearly delineated by former President Eisenhower in his book "Mandate for Change" who states that the U. S. feared that the Communists would win any "free elections" held.

Insofar as the second reason is concerned it is patently absurd to

describe the bombings and other actions of the Americans as having anything whatsoever to do with the "freedom of Vietnamese peasants. Besides which, anyone who believes that the Communist world remains a monolith dedicated to a single cause has simply not been made aware of the past five or six years of strife between the Soviet Union and China.

The Americans should cease their bombings now, and should begin the preparations to allow them to pull out of the country. There can be no long range benefit to the Western world in supporting the totally reactionary regime that presently masquerades as the legitimate government of the South.

We must learn to realistically deal with the real aspirations of the underdeveloped nations.

# The Antiquated Bladen

Coming hard on the heels of the Bladen Commission Report seems even more antiquated than was originally feared.

Though there are a number of positive proposals with which this newspaper has no quarrel contained in it (primarily the recommendation to increase the amount of federal aid available to the provinces) there are some very real deficiencies.

Nova Scotians have no cause to joyfully accept the findings of the Commission. Increasing the per capita grant to the provinces from two dollars to five dollars will mean more money for this province but it fails to remedy the inequity of our high ratio of students to the general population which condemns us to much less aid per student than other provinces.

More important, the recommendations are totally inadequate for the problems facing those who are presently unable to attend our institutions of higher learning.

The Gazette objects vigorously to the suggestion that tuition fees remain at their present level, and finds particularly repugnant the

statement that fees should remain at their present level for the sake of "social justice".

We believe that such a recommendation negates the principle of social justice. Tuition fees constitute a very real financial and psychological barrier to those high school graduates considering a university education. By allowing tuition fees to remain and be employed as a flexible source of revenue, students will continue to be at the mercy of university authorities who must constantly raise them if sufficient funds are not provided from alternative sources. Hence, as fees become stiffer, more and more young people find themselves in a position where thoughts of a university education are but idle dreams.

In another section the Commission asks for the retention of tuition fees to be coupled with an increase in the older forms of assistance. We suggest that the loans, bursaries and scholarships are outdated substitutes for the elimination of tuition fees.

Loans require an individual to incur a large debt, which in a sense is mortgaging one's future.

Loans serve as a barrier to many high school students who are not psychologically attuned to borrowing large sums of money, especially when they have no assurance that they will graduate and be able to get those "higher paying jobs".

The provision of an adequate bursary program is fraught with administrative and financial considerations. It requires the continued existence of the means test, a thing degrading to the individual. If education is a right, and not a privilege, as this paper would certainly contend, then a means test is an affront to the dignity of the student.

The Bladen Commission is a real disappointment. It fails to recognize the basic economic fact that investment in higher education, that is, in human beings, brings both economic and cultural dividends vital to the welfare of any nation.

Canada can no longer afford to lag behind the rest of the developed world. Only by making our post secondary institutions universally accessible can we recapture the impetus we once had as a dynamic and important power.

# STUDENT WORKER

FORT QU'APPELLE (Staff) — Student syndicalism began not in Quebec, but among the national union of French university students 19 years ago.

It is based upon the Charter of Grenoble whose first article reads: "The student is a young intellectual laborer."

As the working man is a laborer, so is the student, according to the charter.

But French-Canadian syndicalists Richard Guay and Louis Legendre say the difference lies in the fact that the workman's labor is essentially manual whereas the student's is basically intellectual.

Since an apprentice plumber is paid to work in a preparatory productive activity, so should a student be paid in the form of a free education, syndicalists argue.

"No one pays to work," says Guay.

But in return for a free education, the Quebec students say students must involve themselves in the nation's social conscience instead of dwelling in apathy and a "what me worry" attitude.

This means students must fight for better salaries and society's general welfare.

University administrations, they argue, are coming between professors and students, who are both seeking to protect academic freedom and fundamental human rights, and as such as supposed to lead the academic community.

Student syndicalism, they say, is directed against impersonalization of the university by the administration.

The movement has two goals — to educate its members and the general population in order to make them conscious of society's problems so they may become re-

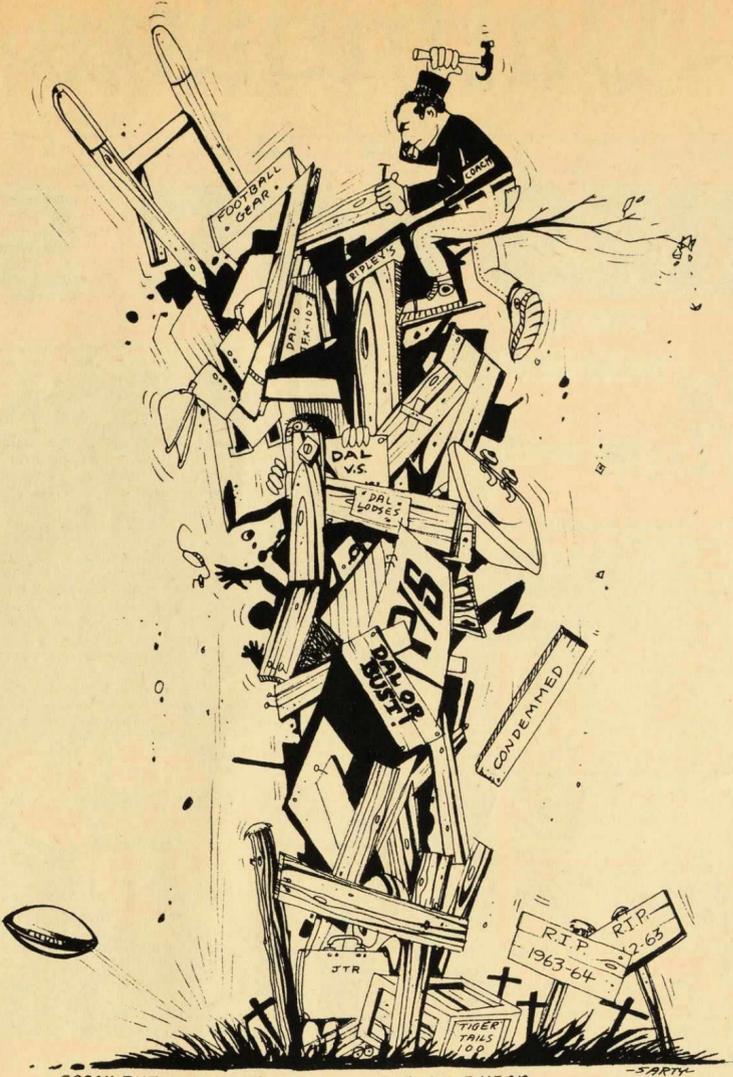
sponsible, obligation-fulfilling citizens, and secondly, to revindicate the rights of its members and the general population.

WHALE LIKES TUMMY RUBBED

Well, they're running into a little trouble when it comes to giving the four-ton Seattle killer whale his vitamins.

Finally Dr. Merrill Spencer came up with his own version of a tranquilizer gun with a five-inch needle. Then there was another problem: Namu's hide is tough as iron, and there's a thick layer of fat or blubber under that.

The good doctor discovered that Namu likes to have his tummy rubbed. He hunches his back when they do that — and bang. The needle goes in right under Namu's dorsal fin, where the fat, or blubber, is thickest.



# LETTERS TO THE EDITOR

## STUDENT UNION FRENCH

Dear Sir,

I noticed with surprise the new letter-head of the Dalhousie Student Union, which includes a French version of the name of the society: "Union d'Etudiants Dalhousie".

Unfortunately this version is horribly inaccurate. Even with a minimum of knowledge of French, could not the Student Union have said something simple and correct like: "Union des Etudiants de Dalhousie"?

Certainly the idea of a bilingual letter-head represents the best possible intentions. But such a bad translation would probably be taken as an insult rather than a compliment by anyone who speaks French. Rather as if a French-Canadian Student Union included in its letter-head something like: The Circle of the Student of the Montreal University.

What a pity that a large supply of these letter-heads may have already been printed and are likely to bring ridicule to the name of Dalhousie!

Yours sincerely,  
 Paul Chavy  
 Head  
 French Department

## MORALS

Dear Sir—

It appears from the editorial page of the Dalhousie Gazette that the justifiability of a moral issue is determined by the numbers who consider it a good idea. If we are to take Richard Neudham's article seriously, the Ontario Liquor Law is now obsolete because a considerable proportion of the adolescent population break it every day. Even if not to be taken

## POLICE ACTION

Dear Sir:

The other night as I was sitting quietly by my precinct window the call of duty came to me. I was sent, in company with my fellows up to your lovely (by day) campus in order to quell a most disgraceful riot between King's College and Dalhousie.

As I drove onto the campus in my brand new squad car with plexiglass bulletproof windows a horrible sight greeted my world weary eyes. There in front of me, on the Dalhousie lawn smack in front of the Sir James Dunn Science Building given by the kind old Lady Dunn in memory of Algoma Steel, was a most foul display of fisticuffs.

I thought I might leap from my car and smash this sacrilegious outburst which had invaded the sylvan greens of your lovely campus. Yet I restrained myself in the true spirit of an officer of the crown, secure in the knowledge that there is a higher authority than me ready and able to judge.

Next time I'll bring the Navy and wipe out both sides.

Yours sincerely,  
 A Halifax Constable

# Syndicalism in the West

By DON SELLAR

FORT QU'APPELLE — French and English-Canadian student leaders met May 14 in this small settlement 60 miles east of Regina to discuss a new concept of student government — student syndicalism.

But when the two French-Canadian student syndicalists arrived to describe the left-wing movement which has swept Quebec universities during the last three years, they found three western universities absent from the seminar and the dialogue.

University of Alberta at Calgary and the universities of British Columbia and Victoria didn't show up for the seminar, sponsored by the University of Saskatchewan, Regina campus.

Student leaders from UBC and UCIV said before the conference they would stage an "intellectual boycott" because student syndicalism is not applicable to student government in British Columbia.

Sessions went on without the three universities.

The two U of Montreal syndicalist leaders, Richard Guay, 21, a law student and Louis Legendre, 21, a science student, represented the Union Generale Des Etudiants du Quebec (UGEQ) at the three-day seminar.

UGEQ is the French-Canadian equivalent of the Canadian Union of Students. It represents 55,000 students from three Quebec universities.

The two French-Canadians told delegates student syndicalism has already gained advantages for Quebec students, and has helped to replace Premier Jean Lesage's "quiet revolution" with a deeper, economically-based one.

"In three years of syndicalism," said Mr. Guay, "we in Quebec have developed the best system of bursaries in Canada."

Next year, the Quebec government will provide students there with \$20 million in bursaries through a committee made up partly of students.

"But the committee is not always sufficient to ensure achievement of our objectives," UGEQ's vice-president said.

He explained the syndicalist student governments of Quebec are able to put pressure on government by organizing extensive press campaigns, lobbying with labor unions, holding demonstrations, and ultimately, going on strike.

"But we march only when we are sure the public is with us. When you (westerners) march, it is actually an egocentric matter, with the public automatically accusing you of irresponsibility."

Both syndicalists claim Quebec's "quiet revolution" is merely a catching-up process which began shortly before the death of Quebec Premier Maurice Duplessis.

They said the real revolution is yet to come, and when it does come, it will involve economic structures and social ways of life.

Premier Lesage is gradually falling into disfavor among Quebec students, said Guay, because his government is steadily drifting to the right.

"Slowly but surely, there is a ditch between the two generations which is leaving them farther apart."

Lesage is slowing down because he wants to be Prime Minister of Canada, and is afraid of his image in Western Canada.

Three South Vietnamese civilians have been murdered in one of the most atrocious war crimes to filter onto the front pages of the world's press.

Three men who dared to challenge the presence of American forces in Vietnam were taken to the soccer stadium in downtown Danang and executed by a firing squad.

As leaders of an anti-government demonstration, they were sentenced to death by a military tribunal which is itself supported by the American government. For it is an ill-disguised fact that the effective government of South Vietnam resides in the Pentagon.

The demonstrators were protesting the destruction of their crops by heavy U.S. artillery. The American government admits it is waging war in the rice paddies of South Vietnam.

The civilians further objected to the imposition of a tax on rice — their staple diet. The American tradition glorifies a revolution that was sparked by the tax on tea.

Also among the demonstrators were women whose crime was to plead that their sons and husbands be released from military service long enough to help reap the meagre harvest of rice.

But Washington refuses to see that the struggle of the Vietnamese people is the struggle for food.

In 1956 the American people silently watched the attempt and failure of the Hungarian people to resist invasion by Soviet forces. But now the tables have turned.

Now it is the American armed forces that roam uninvited through the paddies of an independent nation. It is Washington that has imposed crippling taxes on food.

But when the smoke is cleared and Vietnam is returned to its rightful place inside the Chinese sphere of influence, these three anonymous men will be remembered as martyrs only by their families.

But if anyone does remember their brief hour of honor they will say the men died as pawns in the American struggle "for world freedom".

# Vietnam fights for food

By STEVE HOWE  
 THE RYERSONIAN

From Vietnam comes the prospect that you can, in fact, take it with you.

Premier Nguyen Cao Ky of South Vietnam said he believes that the behavior of U.S. troops has been so good that he is considering opening "pleasure camps" to provide entertainment for the boys away from home.

The premier added that the camps will include girls and bars for front-line combat troops and a controlled form of prostitution with U.S. doctors subjecting the girls to regular checkups.

Naturally the plan has yet to be ratified by the Geneva Convention on war rules, but with South Vietnam so dependent on the presence of U.S. troops, perhaps a hasty amendment will be forthcoming.

Hot times for troops

By STEVE HOWE  
 THE RYERSONIAN

One Washington University professor justified the teach-in in a somewhat apologetic tone.

"There is nothing improper in what we are doing here. We are just covering up for or updating a poorly designed curriculum. We forgot to have courses in South-East Asian politics in the curriculum this year." However, doesn't it seem absurd to claim that a one-night discussion is equivalent to a full year course in South-East Asian politics? And do those universities which offer courses in Asian or Latin American politics really help the student understand the situation or do they simply prepare him for memorized IBM examinations?

Perhaps the most revealing comment on the teach-in and the university was, made by a student who said, "You can't duplicate this in a classroom. I've learned a lot." However a more precise statement would read "You don't rather than 'you can't' since there is no reason why it cannot be done. Professors ought not to run away from the problem by conducting special discussions

# Teach-ins: No Substitute for Education...

There has been so much congratulation extended among professors over the success of the teach-ins that one is hesitant to question certain aspects of the teach-in's development lest one be called a cynic. However if one is to be intellectually honest, then one must seriously discuss the purposes, the goals, and the effectiveness of the teach-in.

The idea of the teach-in originated when thirteen University of Michigan professors were prevented from staging a work stoppage and an all-day discussion of Viet Nam. The tremendous pressure exerted by the President of the university and the Governor of the state forced the professors to cancel their plans and to substitute an all-night discussion instead. Thus the name "teach-in" derived from the fact that it was a protest against the university administration for refusing to allow the professors to conduct discussion on the Viet Nam war in class.

The university administration, then had successfully manoeuvred the dissenting professors to do their dissenting during off-hours. One of the original professors recalls, "Our change of strategy was greeted with relief

and gratitude by officials and colleagues alike."

However when the teach-in had spread to other campuses the idea of protest was buried beneath the co-operation extended by the university administration who kindly set aside an auditorium and refreshment facilities. The appearance of the university president or his representative to open the teach-in with a warm message of congratulations to the participants further gave the discussion an official role.

When the University of Oregon held its teach-in it was reluctant to use that term because, as one professor explained, "A 'teach-in' suggests an immediate grievance, like a civil rights sit-in. To use that concept here we thought would be falsifying the situation."

Another professor added, "Besides, the term suggests a protest against the university administration which it certainly wasn't."

Needless to say it is fairly obvious that had the Oregon professors attempted to introduce a discussion of the Viet Nam war into class they would have faced stiff opposition from the university administration. In other

words, implicit in an all-night teach-in is a protest against the limitation of academic freedom in the classroom during regular hours.

One important question that that ought to be raised is: if the teach-in deals with the most pressing problem of the day and if the other major issues such as civil rights, automation, and poverty, are completely ignored in class, then what exactly is discussed during school hours? And what relevance does it have to the student? It is clear that a one-shot all-night discussion can never compensate for the knowledge which the student has received from the mass media. As an Oregon student said, "A lot of students here don't know what they are talking about when they're talking about Viet Nam. I didn't know anything and that's why I came."

Although many people have received the impression that most of the students and professors have attended these teach-ins the fact is that, except for the one at Berkeley, no teach-in has ever attracted more than 10 per cent of the students or 20 per cent of the faculty on any campus. Hence over 90 per cent of the

students remain completely ignorant of the true nature of the war having no more access to the truth than the daily press.

One Washington University professor justified the teach-in in a somewhat apologetic tone.

"There is nothing improper in what we are doing here. We are just covering up for or updating a poorly designed curriculum. We forgot to have courses in South-East Asian politics in the curriculum this year." However, doesn't it seem absurd to claim that a one-night discussion is equivalent to a full year course in South-East Asian politics? And do those universities which offer courses in Asian or Latin American politics really help the student understand the situation or do they simply prepare him for memorized IBM examinations?

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under the cover of darkness but should challenge the university administration on the right of academic freedom within the classroom. All students and not just 10 per cent of them must be confronted with the Viet Nam war during school if dissent is to become strong enough to influence American foreign policy.

Perhaps one of the most serious mistakes the professors have made has been their neglect of the American people in favor of personal "dialogue" with the Administration. As the "New Republic" described the National Teach-in, "The 1,000 or so, professors who participated put the force of the intellectual leadership to work on the policy makers. The professors were not campaigning for votes, nor even for support that could be measured in a public opinion poll. They hoped to convince President Johnson's advisers..." So strong is their attitude of elitism and their ties to the Establishment (many of them have at one time or another been consultants to the government) that they felt that if only they could sit down with the administration and talk rationally they would be able to work out a solution together.