

Hilberg on holocaust

No central German agency was responsible for the Jewish holocaust. Anti-Semitism expressed itself in the function of bureaucracy and technology; the Jews were "defined, expropriated, concentrated, seized, and slain". All this, with no talk of killing....

Speaking at Dalhousie this week Professor Hilberg, of Vermont University, described how German society was mobilized for Hitler's final solution; first with legislation dividing the population into Aryans and non-Aryans, second, the removal of Jews from important social positions, third, the physical isolation, the sealing of the ghettos, and last, the journey to the death camps.

After twenty-five years of research, Hilberg stated that: "I am moving with the greatest reluctance toward the idea that the destruction (of the European Jewry) was never decided at all....the machine of the destruction was integral to German society". We can not comprehend the enormity of this act, says Hilberg, as we fail to see that it was

carried out in the most routine procedures. We tend to see such atrocities as the activities of a few crazed people.

Hilberg told the assembly that the holocaust was carried out without affecting the day-to-day activities of the average German citizen. He noted the cases of trainloads of deportees arriving at their destination, where confused officials, unaware of the government's intentions found it necessary to contact their superiors to discover the future of these people: obviously these local officials were not part of any organized purge.

Hilberg said that those things which de-personalize our society -- bureaucracy and technology--do not change from regime to regime; they have a life of their own. Although those two elements are present in modern society, Hilberg feels that it is not likely that history will repeat itself. In his comment on the future, Hilberg recognized that only his optimism lead him to believe there will never be another holocaust.

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these efforts proved futile a further examination of the snow removal equipment finally produced my missing tooth. Later, having thought about my experience, it was most fortunate of me to have found my tooth only because of such kind help....Therefore I wish to express my sincere appreciation and gratitude for the fine efforts of those who assisted me last Thursday evening in finding my tooth. Thank you.

Sincerely,
"A full set of teeth"

Need for compulsion

To the Gazette

There has been much talk lately in the Dalhousie Education Department in support of abolishing compulsory schooling. This talk centres around an abstract notion of freedom and the right of parents or other authorities to impose their will on their offspring. This argument is further supported by the obvious lack of relevancy and prison-like atmosphere which pervades in our public school systems.

As a high school drop-out, I can well sympathize with the frame of mind which has led to these conclusions. The great hopes of the educators of the sixties have been slapped down by the recession of the seventies. Apparently all the reform paths have been trod, and all have led to the same lack of success. This calls for a re-examination of these past struggles. Leaders in education especially, have a responsibility to come to some kind of conclusions concerning them.

The days when an educator could glibly say: "I'm not giving any answers, just raising questions", are over. The polarization in our society is becoming sharper every day. I do retain a certain respect for those who propose the abolition of the school system, as they are proposing an answer of some kind. On the other hand, I feel that they are cowardly and evading their responsibility to point out the true enemy.

The brick wall which the reformers of the sixties were beating their heads against was the capitalist system itself. In a free market economy, education becomes a commodity for sale like any other. To expect capitalism to raise its children in a spirit of education alien to its basic ideals is the rankest idealism. The disillusioned intellectuals are afraid to bring their own opinions to a conclusion - i.e. abolish capitalism - and from that premise develop their theories.

They see the present system as eternal and all powerful and therefore come to the cowardly position: abolish schools.

For the middle class child, who no doubt could be quite adequately educated at home this might perhaps be a good thing. But for the working class this would be a catastrophe, all hope for the advancement of their children would be suppressed. After personally experiencing class structured educational systems in Europe, I can only consider the universal system that we have developed on this continent as a great advancement.

Today, when governments are drastically cutting spending in education, such radical ideas as opposition to compulsory schooling can only play into the hands of reactionaries. (I have nightmares of Regan and Wallace, copies of Holt in hand slashing education budgets). In Canada, we are experiencing a reevaluation of the role of education by the various government bodies. Only cuts, cuts and more cuts can be expected from these 'reevaluations'.

Therefore, rather than promoting phoney reforms, we should be examining ways to defend those gains which have been made in the boom period. The right to decent schooling is one of the major gains of this period.

I hear protests from the Holtites, claiming they have been misunderstood or misinterpreted. No, they are well understood and how else can we interpret their reactionary position. The realities of the seventies are not apparent in their idealistic schemas. The government is attacking the basic rights to hold a job, to strike, to have a decent standard of living and to get a quality education. Then along come the philistines, with their pet theories, oblivious to the times in a vain attempt to divert the struggle into a dead end. --- Hegel has been stood on his head. The radicals stand side by side with Wallace and Regan, and the conservative feels he has to fight (revolt?) to defend his rights.

Opposition to this 'abolition of schools' theory has been expressed by students in the department. I do not agree, however, with those who criticize professors for raising these and other political and theoretical questions in their courses. This theory should be discussed openly, as when it is brought into the spotlight of rational criticism, its reactionary nature is clearly exposed.

Rory McGreal, B.Ed.
Student

Warm up to a Frozen Matador.

Frozen Matador
1½ oz. Arandas Tequila
2 oz. pineapple juice
½ oz. lime juice
½ cup crushed ice
1 cocktail pineapple stick

Put Arandas Tequila, pineapple juice, lime juice and crushed ice into blender or shaker. Blend at low speed 10 to 15 seconds. Pour into pre-chilled, deep-saucer champagne glass. Add pineapple stick. Or pour over rocks into pre-chilled old-fashioned glass. Add ice cubes to fill glass.

Arandas Tequila.

The Mixable Mexicano.



Save this recipe and watch for others.