

Typical of the American attitude towards student activism is the opinion expressed by FBI Director J. Edgar Hoover in his year-end report.

"The basic objective of the Students for a Democratic Society (SDS), the core of the U.S. New Left movement is to completely destroy our (American) form of government.

"New Left leaders have constantly exhorted their followers to abandon their traditional role of passive dissent and to resort to terroristic tactics as a means of disrupting the defence efforts and opposing established authority."

"Although two of its (SDS) leaders have identified themselves in public as communists with a small 'C', the distinction is irrelevant to the rest of America because the basic objective of both New Left and old line communists and their adherents in our society is to destroy completely our form of government.

"Growth of these groups throughout the country has added to the FBI's work in the racial intelligence field and represents a potential threat to internal security."

This then, without comment, is the American attitude.

The following is taken from a year-end wrapup of student activism, as seen through the eyes of the Canadian University Press.

"The fall term, far from developing into the year of the barricade projected by the frightened media, became more a transitional period in the reorientation of the student movement.

Most significant for understanding student action was the disintegration of the Canadian Union of Students. Since the September conference, 15 members of the union have withdrawn. Only 25 remain, and most will vote on memberships this term; referendums that are not expected to go well for CUS. And the only real problem is radical tactics.

Radicals overran the conference, and left the majority of moderates hard-pressed to explain to their fellows what happened. Meanwhile, the media, excit-

ed by the building-burning line they created, started to promote the student revolution.

There were college revolts in Quebec; Simon Fraser nearly hosted the first Canadian student strike, but ran out of time.

But throughout the fall ran the question: could radical action be sustained until the support of the moderates could be mustered?

The enemy, also known as the Administration, often used concession as a successful tactic in dividing the radical minorities from the moderate masses, and thus open confrontation was avoided.

The radicals honestly believe that the university must drop its capitalistic approach to its function and course content. Therefore they lead the push for change. But their task of educating the moderates to the evils of the university has fallen flat, as

these moderates are already aware of what the shortcomings of universities are.

But, the moderate argues, he is not a product of the university. Rather, he feels that he is a consumer of its wares; and feels that he is being trained to sell himself.

Therefore, as the radical fights for a reform through revolt, the moderate wants to improve his marketability, and feels that change within the structure is one means of accomplishing this.

Thus, while it appears that all students are in the same fight, they are really using parallel means to achieve different ends. The vast majority of moderates are not the ignorant peasants the radicals and the media paint them to be.

Thus the radicals are dropping out of the world of student action, and reorganizing. But they will emerge soon, and the voice of student power may be more violent.

FIGHT!

The FBI on
vs. student
Canadian power
University
Press

The following two articles show two differing analyses of the world of the student, moving into 1969. Their sources are as important as their content. But when read together, they do not bode well for those who wish for a little peace and quiet from the campus. They offer a clearer definition of the radical as student, and show us what the future may hold.

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