

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

Edited and Managed by students of Dalhousie University, under the smothering control of the Council of the Student Politicians.

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a day for decision

The time is quickly approaching when the student community will have to choose. The crisis in higher education has reached such proportions that soon it will not be possible for student leaders to drift comfortably on a sea of apathy. It is clear from the most cursory glance at population figures in Canada that a whole new orientation is about to be imposed on our universities. In simple terms, it is now obvious that our universities are quickly becoming the exclusive preserves of the rich. Every time the fees go up, another group of students is denied entry to our post-secondary

The Gazette is firmly opposed to this trend. We feel that it will mean that Canada will stagnate in the decades ahead - decades which are going to require many more trained people.

In other times we could expect that the administrators and the faculties of the universities would get together with governmental leaders and take steps to rectify the situation. In other times a value judgement would be made by our politicians and the campaign for reform would be joined by principled men on all sides of party action. But not today. Canadians have grown so fond of the middle road that men cannot be found will take a strong and radical position. Our politicians in Ottawa mock us by debating the ssues of the past. The debates have been the same for thirty years; the issues the same for sixty.

Thus we, as students, must choose. We must decide for ourselves what is needed in the university community. We cannot afford to wait on the short-sightedness of our administrations, or on the timid reformism of our professors. If pressure is to be applied to the government it must come from the students.

Elsewhere on this page is an article by John Cleveland on "free education". Mr. Cleveland states the case for removing all financial barriers from higher education. He indicates the practical and the moral advantages to be gained from abolishing all fees. He calls on us to commit ourselves to a free university community.

Certainly his facts and figures are impressive. Impressive, that is, if you accept his basic thesis that education is a right ... a right enjoyed by everyone in society.

We believe this is the case and we are configent that most students agree. The idea that departing including higher education, is a privaled to be enjoyed by the children born in the higher socio-economic classes is pretty much passe these days. We are all progressives, and

we all subscribe to the theory that advancement in life should be based on merit and not on

Yet in reality most students only pay lip service to this creed. Sure, they may complain when the fees take their annual jump, but by and large they are emotionally satisfied with the status quo. Certainly very few of them ever dream of going out and campaigning for free education.

However, this is just exactly what we must do. We must decide now whether or not we are happy with the status quo, with the inexorable trend to university education as a privilege enjoyed only by the rich, or whether we feel that this situation should be changed. Those who wish to return Oxford to the gentlemen may attempt to do so; those who are convinced that students should attend university on the basis of merit, and merit alone, MUST attempt to make this reality. The time has come for student action. Certainly we do not believe that free univer-

sity education is a possibility right away. Nor are we wedded to a plan which would remove all incentive from the student and would not require him to earn some of the money necessary to maintain himself at college. However, we are in favour of enabling everyone who can do the work to attend post-secondary institutions; and of necessity, we are in favour of taking direct action in halting the present trend of raising fees and thus preventing young people from doing this.

If we are not all to be branded as hypocrites by future generations we must take our places on the crucial questions facing our society. If we believe in promoting a true university community by keeping the fees down then we must do something

The Gazette calls upon the Council to organize a demonstration immediately. Students must speak out if they expect anyone to listen.

We call upon all students to join this demonstration. Unless you are dedicated to maintaining a feudal aristocracy in ivy encrusted colleges then you had better be out supporting your beliefs. If students expect to be treated as adult members in society, they must be responsible members of their own community. That is, they must have the guts to stand up for their principles, to take responsible action for their beliefs.

A student strike is not a joke. It is an act of maturity in response to a set of beliefs. It is action taken as a result of choice ... so make that choice...both Council and student...and act

a spayed tiger

"We're from the country, and we'll call a ful presidential candidate. spade a spade" blared last weeks Presidential contenders, as the successful Shaw-Campbell team quietly watched their organization smother the campus with time-proven election platitudes.

Dalhousie students went to the polls, and hastily replaced the "tiger" on their ballots witha less dangerous and more political animal.

The election is over, the new council members have been chosen; the "people have spoken" and it is time to analyze what they said.

Robbie Shaw is the winner - new president. He is the more qualified to guide Dalhousie through the next twelve months of student government. His Council must decide whether to continue and expand this year's sophisticated policies, or revert to the more typical Maritime backwardness of previous years. The coming months will see negotiations for increased government aid to education, and Robbie Shaw, as a longtime student leader, has the crucial experience to represent the students. We hope that he will apply a similar dedication to student government to that he has shown in the past.

His running-mate, Liz Campbell began this year as Council Secretary, and carefully preened during the year for a place in what she termed, student government machine". While she should have run for arts rep, forcing Shaw to find an equally or more qualified vice president (thus improving the entire framework of Council for the we are sure that she will do a far more competent job than her predecessors. While past .P.'s have been campaign appendages, attracting votes like fly-paper, it was interesting to see a

vice-president actually carried in by the success-

however, consisted not in the individuals but in the conflicting idealogies. Usually, both sides confront each other with paraphrases of past year's platforms; paste-ups of either insane or outrageous platitudes spiced with occasional minority group attractions.

This year the two camps, one consisting of two undergraduate students and the other of the twenty eight man "establishment" blindly opposed each other; significant however, was that neither understood the other. More than merely liberalism vs conservativism, the "campaign" pointed out that the individual students had made no more effort to understand their government, than their government had made to be understood. Few people voted for anything more specific than a familiar name or catchy phrase.

The anti-establishment contenders not only did surprisingly well, but Ghiz nearly won his election after three days of campaigning against his opponent's three months.

Most important in last week's campaign, then, is not what Shaw promised to do in his campaign platform; the significant proposals are not more than a continuation of what this year's government has been working towards. We assume he can carry these out. Most important is that while Shaw and his next year's "establishment" must be capable of dealing with the administration, the local or federal government, in the every day dealings of their own government, they must not forget that they are merely the representatives of their constituents.

the frustrated utopia

There seems to have been an overriding tendency in human relationships operating throughout history: the trend toward larger and larger groups of government and/or "spheres of influence". The largest units of social and political interactions have gone from the lone cave-man to the family, to the community, to the city; to the state, to the nation, to the power bloc. This evolution has always been in the direction of creating more efficient way of life for the participants through mutual interdependance in providing the necessities and comforts of life. But as long as there have been competing groups of similar sizes, a major amount of wealth, lives and time have been expended in conflict and defence.

There is every indication that this trend will continue well into the twenty-first century. But what will the course be? Present indications are that the contemporary structure of power blocs of nations will break down into similar but larger blocs based on race. The machinery of change is already in motion: Soviet Russia and Red China have been drifting apart for some years, The U.S.A. and Russia are closing the gap which has existed between them, Negroes the world over are militantly demanding a greater portion of the wealth to which they are entitled., etcetera, etcetera, etcetera.

If this tendency is allowed to continue without guidance the next one hundre'd years will probably be the bloodiest in the his tory of Man; for the weapons of destruction will be unimaginably powerful, and the emotion's which lead to interracial conflict are generally more pronounced than those previously involved with the usual conflicts involving money, power, and influence. However there is no need that this should come

It is futile to consider the containment of emergent peoples, as well as blatantly unethical. They must be befriended and helped to emerge. To this end, foreign policy of all wealthy nations must be re-evaluated. It is damaging for the most powerful nation, on earth (the U.S.) to consider the most populous nation on Earth (Red China) as a political noncountry. It is disastrous for America to support a hopeless government in South Viet Nam in order to wage an undeclared war against a yellow-skinned enemy. (How many coups will there have been in the peacefull South Viet Nam government by the time you

read this? I have lost count.) The current technological revolution is rapidly bringing the day of virtual economic freedom for every human in the world, but this cannot occur until political conflict and racial mistrust are dispersed. South-East Asia must be regarded as the temporary domain of Red China, and simultaneously every effort must be made to develop that area to the utmost before it poses a serious military threat to the rest of the world. Implacable opposition to Communism must give way to honest international dialogue and sincere efforts to create friendship and mutual respect, and it must give way soon. It seems to be the only hope! the other alternatives can lead only to the most deadly of results.

••• fee raise OK - for the privileged

Sixteen hundred Dalhousie students have signed a Student tic society to mature, i.e., to Council petition to "freeze the fees". Yet more than half of the become adult human beings who garded as an untapped resource society are twofold. First, a socuniversity students at Toronto do not feel that free education is are able to be part of the society of potential. The concise Oxford iety in which advancement is basdesirable or necessary. Such schizophrenic thinking may only rather than a sub-species alien- English Dictionary defines ed principally upon merit and not reflect the selfishness of students; more likely it stems from an ated by an incapacity to cope with "educe" thus: ignorance of the disturbing state of higher education and an inappreciation of the essential role of a free university system in

The statistics are discomfiting. Last year, only 12.3 per cent of Canadian youths attended an institution of higher learning. More than three times as many (39.5 per cent) Americans reached university. The Atkinson report states bluntly that for every student presently in university in Canada there is another youth of equal intelligence NOT in university. At least 40 per cent would be there if the financial bar were lifted. This is to say nothing of those persons (an estimated 80 per cent of the population) who might excel intechnical or vocational training.

The composition of Canadian universities by social class is no less disturbing. Less than 14 per cent of the students come from families earning under \$3,000 per year. This represents a meagre 4.9 per cent of those who belong to that class. Yet 11 per cent of the students have parents earning a salary in excess of \$15,000 per annum. This represents 76 per cent of those eligible to attend from that class. The median income for parents of university students is \$5,968. Canada's national average is \$3 .-646. We cannot be too smug about the natural 'rightness' of this disproportionate socio-economic distribution; there is no evidence that real potential intelligence can be very closely related to economic or social class.

It is a myth that a student can work him or herself through university. The average net earnings of those Canadian students lucky enough to get a job in 1964 was \$507. Scholarships, prize and bursaries COMBINED pay for a mere 11.3 per cent of costs (about \$125 per student). Tuition and board alone cost an average of \$1,550 across Canada last year. The other \$900 must come from parental income. Financial problems present a formidable barrier to the uneducated person.

These are the cold facts. The system of unfree education is a dismal failure. Canada is not educating enough of her population to maintain the pace of technological and cultural development set by the United States and Sweden. The only practical solution to this problem is a fullscale system of free education.

EDUCATION IS A RIGHT The logical basis of the argument for free education hinges on the ultimate proposition that education is a right, not a privilege. This principle has been recognized as valid for both elementary and high school education. There is no reason - in an age when a knowledge of basic mathematics is almost as important as merely knowing how to read and write was a century ago - why this principle should not logically be extended to include higher educa-

privilege implies that very few persons are capable of any specialized training whatsoever at a post-secondary level-academic, vocational or technical. This is demonstrably contrary to fact.

In a democratic society, each individual is considered to be of some value and his right to be given every opportunity to develop his potential abilities and be rewarded on the basis of personal merit is recognized. Higher education is the only route to REAL equality of opportunity. Post-secondary education helps men to help themselves by giving them

Second, education is of such central importance to our economy and society that it must be given highest priority. Higher ducation, even more than elementary and high school education, helps formulate the moral and technological standards of our society.

Public expenditure on education is a long-range investment in people and is the most fundanental determinant, directly and indirectly, of their well-being. Finally, education is a right ecause it is the agent which enables all citizens of a democra-

amazement for several reasons:

John Cleveland, a third year Honour's English student at King's, will represent Dalhousie at this summer's WUSC seminar in Chile, Last year he managed their campaign for Model Parliament, and in addition has been busy as Secretary-Treasurer of the Atlantic Intercollegiate Debating League. He has travelled widely and is presently living in Lagos, Nigeria. He left the post of Features Editor of the Gazette this fall after writing an article on the sex habits of the Dal co-ed.



UNIVERSITIES AND STUDENTS FREED

An educated child can be re- of free education? The effects on upon financial or social status is a to bring out, develop from more fluid and dynamic society latent or potential exis- with a fairer and more equitable distribution of income. The function of education is Second, when the university

clearly to be the instrument of ceases to be a preserve of the developing this potential. The ed- privileged and is opened to all ucated man has achieved being, social classes it becomes a part He has become a self, with qual- of that society. Post-secondary ities and values; he no longer education will no longer be repassively receives but is capable garded as an expensive alternaof acting and creating. Education tive to getting a job but as a is a right because all members necessary and normal prerequisof a democratic society have a ite to obtaining one. A free uniright to become, to realize their versity, accepted as an integral own existence, and to be treated part of society, will begin to as valued individual human be- influence and characterize that society, with its principles of objectivity, respect for scientific accuracy and the need for con-What are the potential effects stant progress. This effect is already noticeable in the United States, Sweden, and the Soviet Union, the countries furthest on the road to free education.

The effect of free education on the economy cannot be under-

First, when a broad range of training is made available to all citizens of a community, the workers develop skills and become more adaptable to change. Flexibility in the economy is of extreme importance in an age of automation.

Second, a free university by being thus a part of society is in close contact with that society and is more responsive to the needs of industry.

Finally, the free university provides three distinct aids to the

(a) the educated student who can, after graduation, can initiate business and create

(b) the research facilities which improve industrial products and marketing techniques, (c) the professors themselves,

expert specialists who can provide useful advice and solutions to particular problems. Free education would mean an

expansion and increased effectiveeness of all three categories. What is the effect on the individual?

Free education emancipates the student from his home environment and the material bonds which tie him to the financial and social status of his parents.

In practical terms, a student is no longer required to produce a specific return on his father's substantial investment. He may choose the faculty in which he is most interested and capable. He is regarded as a productive, independent, not a parasitic dependent. The student enters the universal atmosphere of the university more completely and leaves behind him the narrower restriction of the home-environment on his character and development.

How will the freedom and quality of universities be affected by free education?

First, the standards would logically be raised as students will and will, on the whole be more academically qualified.

Second, the fact is that the government need not exercise any direct control over the university at all if it pays the student a direct scholarship.

It is the unfortunate truth that academic freedom is now threatened by the influence of private interests such as the members of the Board of Governors, the chief financial contributors to endowment funds and by the temtation of government and corporate research grants.

Public financing of education frees the university as it frees the student, from these narrow and private interests. Curriculum can be decided by the unpressured professor and will be geared more closely to the student. We cannot afford to be com-

placent about the present educational system. Unfree education generates an intolerable waste of human and material resources. Dalhousie students are aware of how an immediate raise in fees will affect them. Are we equally aware of the deleterious affects the absence of free education has

Phi Beta Eschews Balls

Kudos ... of course

In general, except for some of the larger American universities,

TABLE, send our thanks to whomever is responsible.

to students is named the DAL House - thus the confusion).

ternities (Gazette Feb. 16th) The author of this article is obviously biased and misinformed, What was the source for such a poorly. written editorial? Perhaps some facts should be pointed out. (By the way the second female fraternity is Pi BETA Phi) First of all I would like to point out that girls' fraternities do not use the "black ball systen." Our members are accepted on the basis

POOR LITTLE TYKES!

T GUESS THEY AIN'T GOT }

NO SKATES. 5

misinformed distorted view. appoint you. points. By morality we mean in the general sense such as honesty and integrity. Everyone sets their own moral standards as to their sexual behaviour and we do not pretend to select or direct on this basis. To want a good student, not what I call being predjudice against the rest of society. A fraternity is formed on the basis for making and maintaing friends Having received three issues of the DALHOUSIE GAZETTE, it and establishing relationships is time that we as co-editors of Beloit's counterpart, the ROUND with people of common interest. very society or organization in democratic society has the right our exchange papers make good garbage wrappers, have little of to form on its own. It is an exinterest to any but the students enrolled at the college which pubcellent way to learn how to get lishes the paper - perhaps not even to them - and therefore are along with people and accept responsibility. To join in a mutal ever, our reaction to the Dalhousie Gazette was different; one of interest is not discriminating against the rest of society and no 1. We were initially surprised to be on your mailing list, and one is criticizing non fraternity immediately prayed to our benefactor-anonymous that we remain members. There is no ban on reigion and color in my fraternity. Too many people believe that if we do not have a coloured person in the fraternity that we are discriminating. Anyone is free to

filed almost immediately with other things we try to forget. How-2. Before reading the masthead we were puzzled about the source of the paper. (Beloit's most heavily patronized bar catering 3. Having staff problems, originality problems, financial problems, we are curious about the size and composition of a staff which rush a fraternity according to its can publish a paper which has interested even the most parochial standards. We do not have a color

of our mid-western friends. Your pictures are extremely clever bar but we do not have to pledge (a poor word); their cutlines are even better. Someone must feed a coloured person to prove this. your writers perceptivity and wit pills regularly; we had to rest It is this type of an article printed after reading the "Goldfiner" review. Your Red China reprints on blackballing on Feb. 16th issue were fascinating and at the same time discouraging. The birth that can do a great deal of harm to control articles were, or would be here, brave and well-presented. fraternities in general, I am Comments, answers or attacks on our own paper will be speaking for my own fraternity which I feel has been wronged Litz has missed the whole line -

Sincerely, and misrepresented by this art-H. Stewart. icle. I should not wish that the

Article on blackballing in fra. of selection. This selection is on rest of the Gazette readers be as achedemic standards, moral ignorant about fraternities as the standards and general interest in anonymous donor of his editorial. the fraternity. Moral standards I do with that he would get his does not mean whether the girl facts straight if he has any. In is a virgin or not. Your pre- the meantime you can exclude my occupation with sex is obviously fraternity from the running for another characteristic of your the blackball award. Sorry to dis-

> Yours Sincerely Carol Fogo (Phi BETA Phi) the absence of free ed Ed, note: spelling etc, are as on our entire society?

with good principles and who is the point and the line

UNIVERSITY

I should like to clarify some matters between IVCF and the author of "Christianity and Christians". In the first place, there are two definitions of the word "Christian", being used. IVCF accepts the definition that a Christian is "Christs' one" or a true believer. One is not a Christian merely because one happens to live in a so-called Christian land. Thus Miss Drew and Miss Hawgwood were discussing people very different to those Mr. Litz was. I wonder, does Mr. Litz know any Christians?

Secondly, the focal point of Christianity is not the Christians, and especially Mr. Litz's nominal Christians - it is Christ. He is the only one worthy of observation, and He welcomes this scrutiny. Christianity does not glorify a "way", that must be forced on people, but exalts a person that may become a friend and Savior.

Mr. Litz seems to think that Christians are on cloud nine, engrossed in the concept of love and failing to face reality. This is rather a sweeping judgment.

I should like to mention Miss Pearl Winterburn, from London Ontario, a Christian Missionary in the Belgian Congo. Although realizing the danger, Miss Winterburn was prepared to stay at the mission hospital until she was ordered out by the U.N. The day before the rebels arrived, Congolese Christians at Nyankunde write that Medicinal supplies are low, but they have faithfully treated all who needed treatment - both rebels and government forces. Are these people practical? Are they facing the facts? using mathematical language, if IVCF has missed the point, Mr.

Yours truly,