

The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER



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Police brutality

During the past few years, charges of police brutality have become commonplace enough that they are almost ignored. The police defense that one has to use violence against violent people is usually accepted with very little resistance. However, an interesting development has been uncovered by the publication of the 125 report by the U.S. Institute for Defense Analysis for the Presidents Commission on Law enforcement and Administration of Justice (sic).

It is already common knowledge that police brutality is reaching new proportions in the control of Anti-War protests in the U.S. Already the police are using the "nightstick" technique with the use of a chemical called "Mace". Mace consists of a conventional tear gas in a solvent similar to freon refrigerant gas. Shot from aerosol cans, the chemical can immobilize a man for 15 - 20 minutes. (One policeman sprayed himself accidentally, and was hospitalized.) The solvent aids the tear gas by causing partial asphyxiation.

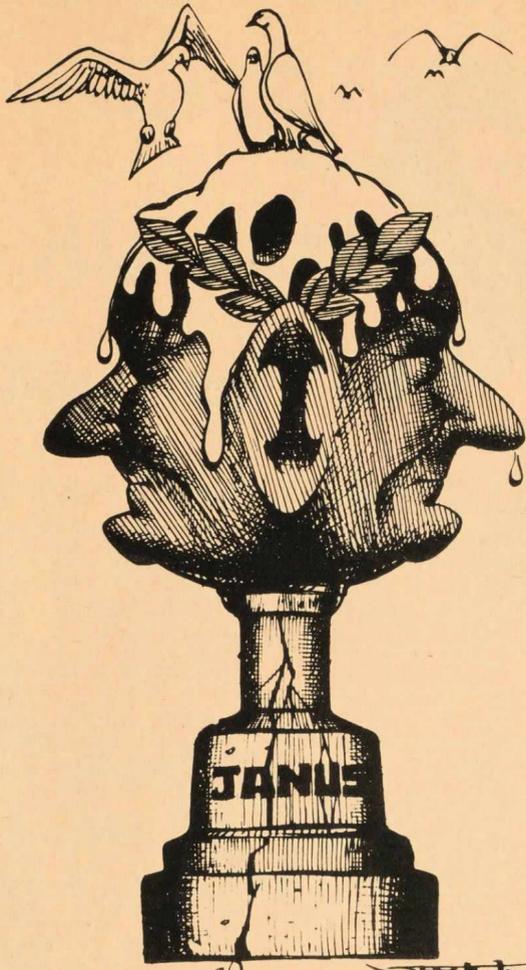
Demonstrators should not be surprised, if they have studied the report, to find themselves confronted with a truck-mounted foam-thrower, spewing out 50,000 cubic feet of foam in 8 minutes. The foam could contain tear gas, a stench agent, or marker dye. If the demonstrators manage to escape this Orwellian device they may be confronted with another truck spraying "instant banana peel" -- a paste 10 times more slippery than ice.

Intense light may be used to dazzle the 'mob', or perhaps a sound so loud and piercingly nerve-racking that all would be forced to hold their hands over their ears, both intended to make an easy round-up easy. Intense heat rays, although 'risky', could be used to disperse 'unmanageable crowds.' Hugh nets might be dropped on the crowd.

The police officer who feels he would be more successful in dealing with people on an individual level can also find solace in the report. He can select from among an array of tranquilizer darts, invisible dye markers sensitive to ultra-violet light (to facilitate later identification of the 'riot leaders'), or electrified night sticks.

The most frightening of these devices is one now being tested by the West Berlin riot police: an armoured car with a fold-back electrified fence that swings out to give demonstrators a 20,000-volt shock. It is no accident that West Berlin is also a centre of the European anti-war movement.

One can only conclude that official morality has not improved since Alabama State troopers started attacking Civil Right marchers with German Shepherds and Cattle prods. Only technology.



JANUS and THE DOVES

"Second-rate Ramparts"

Dear Sir:

Since the Gazette has taken it upon itself to become second-rate Ramparts, would it be too much to hope for a little relevancy?

To cite merely one example of your impertinency, last week, you published an interview with Jean-Paul Sartre which was remarkable for the fact that it did virtually nothing to enlighten us about the war in Viet Nam as it affects us, and it was totally unrepresentative of the insights of M. Sartre's thought (even his current thought) -- and yet, it persisted for a full page and then some. Is newsprint that inexpensive?

I am not of the opinion that a university newspaper must confine itself solely to campus events; nor do I resent tacitly supporting a 'leftist oriented' weekly (or is that weekly?). I am however somewhat indignant that the editors of my university newspaper have no sense of application and that the 'socialistic and humanitarian' learnings which they do manage (clumsily) to convey, represent, in a watered-down form, the ideology of the 'new liberal establishment' of a foreign country -- the United States, which is not noted for its progressiveness, nor is it of any interest to me.

In this country, one is struck by the remarkable disparity between the English Canadian and French Quebec university students and perhaps nowhere is this difference more manifest than in the university newspapers of the two groups. (They may be dangerous to our complacency as Canadians, but on your own criterion, is this a bad thing?) In any case, they are alive, exciting and very stimulating newspapers; while you seem to be like drowsy parrots. The secularism, socialism and cultural nationalism of Quebec student life are active and creative forces and the newspapers are organizing centers for this dynamic energy.

I have only used Quebec as an example, but it is a pointed one. If English Canadian students were more stimulating, concrete and culturally alive, perhaps on this level a dialogue could be established between English and French, the outcome of which

The editor strikes back

Dear Mr. Atkinson,

Your letter offers interesting criticism, some of which I would agree is valid. Many of the student newspapers in Quebec are no doubt far superior to even the best Canadian College papers. But you must remember that the student readers of Quebec also have a completely different perspective of social responsibility than our readers do. Our students are not particularly enthusiastic about the syndicalist ideology which forms the basis of the progression which has placed the Quebec students so far ahead of us; neither is it likely that they will accept it for quite some time.

As for your analysis of the Sartre article, I disagree with you. Obviously it does not attempt to impart a thorough understanding of the Vietnamese fight for self-determination. But the tactics which the Americans are employing in Vietnam are important; not because we should attempt a Ramparts-like attack to pluck the strings of conscience of every Dalhousie liberal, but because such tactics are a clear indication of the relentless American development towards fascism, and of the fact that all liberalism will eventually lead to elitism carried to some degree or other.

Of course I agree that Canadian Nationalism is the most important Canadian issue today; but if you are really aware of conditions in other parts of the country, you will agree that in Quebec, the Youth's cry for independence is coupled with a socialist spirit; as Daniel Latouche and LeFrancis have repeatedly said, Quebec students will not even consider co-operating with Canadian students until they take firm stands regarding both Canadian independence and the Vietnam war, and these are merely examples of the definite socialist commitment which the Quebec Student Unions have made.

The same cannot be said for other parts of Canada. British Columbia is unbelievably North-South oriented, even the radicals at U.B.C. and Simon Fraser are largely liberally oriented in the American radical tradition, rather than modelled after the Europeans or Quebecois.

The total lack of success of the Alberta Syndica-

might facilitate a change from Quebec nationalism on the one hand, and English "inertism" on the other, to a unified attempt to realize Canadian ends. You might just find out that you're fighting the same dragon. Surely if such communication is possible between the two main cultural units of this country, couldn't a student newspaper act as some sort of vanguard? A paper, if it is pretentious enough to masquerade as a "voice of the students," then assumes a moral obligation to be a creative stimulus to them. You are neither creative nor stimulating.

Keeping within the boundaries of the example which I consider to be pertinent to a Canadian university student, nationalism is within the socialist's spectrum. Ask any Viet Cong. No, there is no contradiction between 'socialistic-humanitarian' ideals and geographic relevancy. There is however, I think, a contradiction between a socialistic philosophical base (and that does seem to represent your 'international' editorial policy) and inactivity, and I'm afraid that your newspaper thus far, has been an example par excellence of inactivity. Ultimately, you contribute absolutely nothing to the university community (except for perhaps an overabundance of rubbish in the Canteen on Friday mornings). By your articles on a Bolivian revolutionary, Sartre, those trivial articles pirated from Berkeley, and your silly self-righteous editorials, you don't even contribute to the cause of world government (or whatever the current mythological utopia is). There seem to be three possible reactions to your paper: disgust, and those people will only read one issue, a reinforcement of a naive, insignificant idealism, or, non-reaction. If I remember correctly, earlier in the school year, there was an article in the Gazette on student apathy. What hypocrisy! You create it! Even if I were to take your articles seriously, at best, I would wear black for Che and cry for the Vietnamese. Big deal! Your thoroughly predictable "stand" on "issues" does not even light a spark of controversy -- they're tiresome.

Don Atkinson

lists in the recent bout of student by-elections is not an isolated irregularity.

The fact is that in French Canada there is obviously an issue which serves to radicalize students; the student intellectuals there have realized that their culture was not disappearing without reason; the American industries were all English speaking; the American dominated television networks did not particularly cater to the Quebecois. In essence, it was and is clear to Quebec students that something is very wrong with Canada.

In English Canada the same is not true. Our culture has not developed or preserved itself in any way. . . culturally, English Canada is no more than an extension of the United States. Our industries are built largely by Americans, but our workers are paid by them. America is seen as the greatest country in the world.

The only way that Canadian Nationalism can be created is if the great lie of the American Liberal Dream and liberal lack of philosophy is pointed out. Tactics in Vietnam, in South America, at Berkeley, are indicative of the lie. Authoritarianism in our Schools and universities are examples of the lie. I do not believe that political conditions allow us to be as sophisticated as our Quebec counterparts. And I do not think that it is necessary to actually say "here is an example of the liberal lie, therefore accept my alternative." Such an attitude does not produce the intellectual basis which is necessary if a progressive position is to be maintained throughout one's life in fact, making such statements has been our greatest mistake in the past.

If you report and interpret, and allow readers to come to their own conclusions regarding the merits of the Great American system, will this not lead them to find a better alternative for Canada? When more students have reached that stage, a different type of editorial policy in progressive English Canadian newspapers will develop.

In summary, any issue which establishes the notion that we must find a better political solution for Canada than has been found in the United States, is relevant; for surely it is from this understanding that the need for an independent Canada nationalism stems.

Evaluation of Courses

Dear Sir:

I have been following the recent attacks on the Education Department of Dal. I cannot say that I would entirely agree with your assessment of the problem. Some of the most foolish things which were given out as information at lectures in the Education classes have since proven very useful to me as a teacher. Map-colouring, to cite one example, at least made me aware of the problems that a child would have when I assigned such a task. Being aware of possible problems before they arise is one of the chief concerns of the classroom teacher.

If you would not mind an evaluation of the courses offered by the Education Department by a former student in that department ('66), I would state the following.

Education 8: A course that could prove invaluable to any teacher who is serious about his profession. If Professor Blake is still lecturing in this course, I would say that he is sincere and patient. As I probably gave the man more headaches than any ten students that he has since dealt with in a classroom. I feel qualified to make this statement.

Education 2: A dull, uninteresting course except when Dr. Uhlman disgresses from the text, then you learn more in ten minutes of his 'recollecting experiences' than you would learn in a month of by-the-text lectures. If Dr. Uhlman could present a course that dealt exclusively with the non-teaching classroom duties of a teacher, such as the method of dealing with school-board, filling out reports, etc., I am sure that it would be both popular and useful.

Education 5: Most of these courses that I attended has something to offer but one had to suffer much to

gain little.

Education 6: A very useful course which could be related to "Ed. 8" and one of the few courses from which I kept both my text and notes. Educational Art: A lollipop course that has some merit, but not much.

Education 1: A course which had much content very little of which has been of any assistance thus far in my teaching career.

In concluding this letter I would like to make the following criticisms and suggestions.

The History and Philosophy of Education is not a necessary requirement for teaching and therefore should not take up the time or student energy devoted to them.

More attention should be given to Psychology and Testing.

Methods classes should be presented in such a way that, while the students learned the proper ways to present lessons and to supervise projects, they would not be rated on the quality of their own efforts, but rather on the quality of their knowledge with regards to the pitfalls of assigning these projects and their ability to overcome such pitfalls.

A more qualified and liberal Department Head should be appointed. The present Head was, and according to the latest reports, is still, prejudiced, ego-centered, and unbending in his loyalty to the Scottish Presbyterian past which he appears to revere more than 'common sense' would dictate.

Other changes are also necessary, but these can only come about when a more realistic attitude to the actualities of teaching is adopted.

Yours respectfully,

Mr. J. R. McMenemy, B.A., B. Ed.

Student Tactics Rejected

By BRIAN CLARK,

For Canadian University Press

WATERLOO, ONT. (CUP) -- "There is at the present time such a thing as a student 'right' to representation in the university government," according to a study paper prepared for the Committee of Presidents of Universities of Ontario.

The 21-page report will be released on Monday. The Committee of Presidents is meeting today.

Dr. Ted Batke, U of W's development vice-president, was a member of the subcommittee that prepared the report.

The report rejects the assumption that the "community of scholars will perform its functions better if it is organized along political lines."

The paper is not a declaration of policy but rather "seeks to place the matter of student involvement in the context of the universities basic goals."

The report makes two basic assumptions, "that there is room for improvement in university government, and that the approach to improvement must be through civilized discussion and the exercise of rational judgement."

It rejects political pressure tactics based simply on the number of supporters. "the only legitimate power within the community of scholars is the power of the intellect."

Making the whole university a democracy--based on the adversary principle--would yield nothing more than a sham democracy, according to the report.

The report points out distinctions between consulting and involving students in the decision making process. It advocates student participation on departmental and faculty committees, where they have direct interests.

The report questions whether student representation on the board of governors would improve a university's primary function.

According to the study of the functions of a university include serving the needs of society, facilitating individual students' personal development, increasing industrial productivity, training members of the learned professions, improving physical conditions of mankind and exploring the fundamental values of contem-

porary human existence. But the report states that the primary purpose of the university is "the preservation, transmission, and increase of knowledge."

The committee then evaluates objections from various sources about student involvement at the summit of university government:

Student leadership changes too often. But some students admit that their contribution will be qualitatively different.

Students don't have enough time. The study quotes Dr. Robin Harris of Queen's University that it would take 10 hours a week--even for a person familiar with the university--to become a competent university governor.

The study says, "It would not advance the primary objectives of the university to have either junior or senior scholars deflected seriously from scholarship by excessive work on administrative bodies."

Top-level decisions demand delicacy and confidentiality. The report agrees with a York University student brief that student participants are not only the representatives of the students but of the whole university just like any other rep.

"Openness as an absolute principle could lead to abuses just as unsavory as those associated with secrecy."

An agreement would have to be made about confidences before students are seated.

"The increasingly well-organized national and provincial student movements are geared for political action and hungry for power. Local student leaders become indoctrinated with ideas of student solidarity and are instructed in devious methods of attaining group objectives which do not promote the individual university's welfare and may indeed be inimical to it."

The report concludes: "The important thing is to reach an honest understanding of the differing attitudes, and try, together, with mutual respect, to improve the university and its contribution to the society of which it is a part. Working alone the students might produce a revolution. Working together the university could effect a renaissance."

Draft Indictments in the United States

By Walter Grant,

Collegiate Press Service,

Special to Canadian University Press.

WASHINGTON (CUP-CPS) -- College professors and other adults who are helping the anti-draft movement in the United States may be taking a greater risk than young people who actually resist the draft.

The Johnson Administration apparently has initiated a full-fledged effort to stop the "ring leaders" of the growing nation-wide anti-draft campaign. By fighting the resistance movement from top down, the Administration hopes to effectively decrease the number of young people who engage in destructive anti-draft protests and literally refuse to be inducted into the armed services.

Department of Justice and Selective Service officials have not admitted that this strategy is indeed being followed. However, observers argue that this strategy has been indirectly acknowledged by statements and actions of members of the Administration.

The Justice Department, for example, announced two weeks ago that a Federal grand jury in Boston has returned indictments against five men who have encouraged young people to violate draft laws. The prosecutions are being handled by a newly created unit in the Justice Department designed specifically to prosecute demonstrators. Despite the large number of young people who have been involved in destructive anti-draft demonstrations, the first indictments since the new unit was created involve "adult" leaders.

A Justice Department spokesman said more indictments may be returned against leaders of the anti-draft movement. "If we find a clear violation of the law, we will prosecute. But we are not predicting if there will be two or 200 additional indictments."

Selective Service director Lewis B. Hershey has said he believes many adult leaders who are too old for the draft are behind many anti-draft demonstrations. He favors "busting" the "ring leaders" first because most of them "are older and should know better."

One Selective Service official said pediatrician Dr. Benjamin Spock, a veteran leader of the anti-draft movement, "is encouraging young people to disobey the law and thus saying to hell with Congress." The official said Dr. Spock and other adult leaders "don't have any obligation to the Selective Service but they're out there advising the young people to beat the rap."

Spock, 64, and four others who were indicted two weeks ago are accused of violating a section of the Universal Military Training and Service Act which says any person is guilty of violating the law if he "knowingly counsels, aids, or abets another to refuse or evade registration or service in the armed forces" or knowingly hinders or interferes "by force or violence or otherwise" with the Selective Service system.

Indicted along with Spock were Yale University Chaplain William Sloane Coffin, 43; Marcus Raskin, 33, a former White House aide and co-director of the Institute for Policy Studies; author Mitchell Goodman, 44, and Michael Ferber, a 23-year-old Harvard graduate student.

The trial of the five men -- scheduled to take place in about three months in Boston -- will represent the first confrontation at law between the Administration and the anti-draft movement.

If the men are found guilty, the cause will no doubt end up before the Supreme Court. Several of those indicted and a number of civil libertarians have charged that the law under which the indictments were returned represents an infringement on free speech.

The last Supreme Court decision on the law was handed down in 1919. The Supreme Court ruled in Schenck vs. the United States that the freedom of speech guarantee of the First Amendment does not protect a person from conviction for "counseling" others to evade the draft. However, there has been some speculation that today's Supreme Court would overturn this decision, given the chance.

Although the Administration may want to prosecute the adult leaders of the anti-draft movement first, young people who refuse to co-operate with the draft will still be turned over to the Justice Department for prosecution, a Selective Service official said.

But the official said young people who are prosecuted will have a second chance. "If a young person is found guilty, he will be given the opportunity to change his mind and enter the armed services rather than go to prison. All he has to do is say, 'I'm sorry; I'll be a good boy and go ahead and serve my time like everybody else.'"

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