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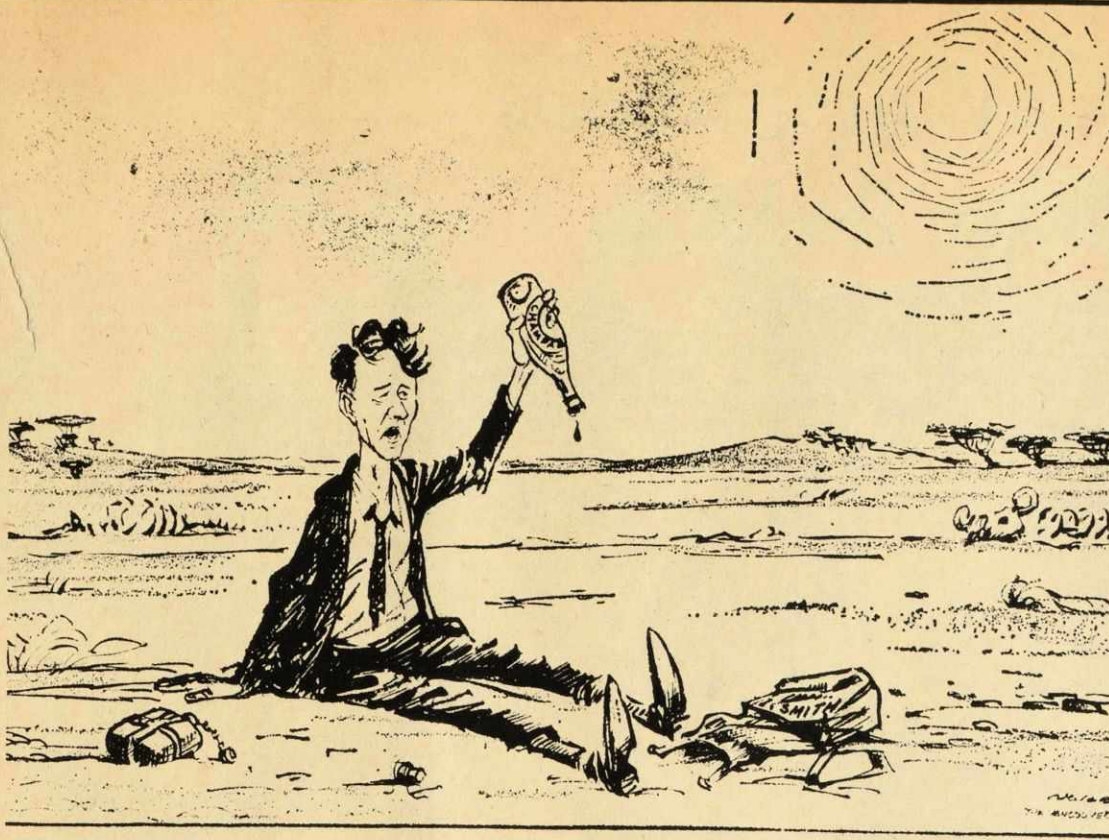
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The term is ended, Thanks be to God.
Thanks also to the staff. Especially Dave Day who puts the mess together; Tim Foley who has assembled a marvellous news staff; Linda Gillingwater who writes half the paper and types the other half; and Jack Yablon who makes the money the rest of us spend.
Other stalwarts include Piers Gray, who got his copy in on time this week, hurray; Chris Cornish to shone at the Regional; Bob Brown, who's Photography dept. is great when they're not mad at us; Nancy White who is the best writer; Fraser Sutherland who understood Sexus; Bob Tucker the least experimental editor who also is extremely competent; Marion Raycheba who is now getting real letters; Shannon, Cathy MacKenzie, Bill Kerr, Robin Endres, Richard J. Needham, Janet Gardiner, Arlene Archant, Jim Laxer, Patrick MacFadden, Gay McIntosh, Nancy Murphy, Janet Guildford, Ed Pottie, Patricia Mowat, my understanding Profs, Wilf Day, Mark DeWolf, Mike Smith, Duncan MacPherson, I Curry, the Globe and Mail and a special thanks to those I have left out, many purposely so I would be protected.
Study hard and maybe some of us will be back after Christmas.



"Complete independence, at last . . ."

Eastern Student Union hopefully eyes Canada

PRAGUE-BASED UNION FLIRTS WITH CANADIAN STUDENTS By Canadian University Press
The International Union of Students with its headquarters in Prague seems an unlikely body to interest Canadian students; but recently the organization has been stepping up its relations with the Canadian Union of Students, as well as with the Union Generale des Etudiants du Quebec.
The IUS was founded in 1946 and originally included student unions from Western countries as well as those of eastern Europe.
But following the Communist takeover of Czechoslovakia in 1948, the body fell increasingly under the dominance of Soviet bloc countries.
This became very clear when the Yugoslavian union of students was expelled from the IUS as a result of Tito's rift with Stalin. Such developments led Western unions to withdraw from the organization.
Most recently even the Chinese, as a result of the Sino-Soviet split have troubles in such gatherings.
In 1950 the International Student Conference was established by Western European and North American student unions.
Since that time the two bodies, with their respective Moscow and Washington lines, have battled for supremacy in the student world. The central goal of each union has been the adherence of students of the developing countries.
Meanwhile, both the ISC and the IUS claim to stand for world student unity and publicly they each favor the creation of a single international organization.
But somehow everytime either body suggests a broader forum, the other finds something objectionable about the proposal. CUS, hopeful that the breach may someday be healed, has always maintained observer status in the IUS while being a full member of the ISC.
But at the recent CUS congress a large number of delegates favored dropping to observer status in the ISC while maintaining observer participation in the IUS.
These delegates argued that both ISC and IUS were instruments of the cold war politics of Washington and Moscow and that if Canadian students wished to work for a broader international stu-

National Student Day Didn't Raise Real Questions

By KENNETH DRUSHKA FOR CANADIAN UNIVERSITY PRESS
National Student Day is over; the Bladen Report has been received; and Canada's university presidents managed to avoid the whole question of student aid by establishing a committee to study the problem.
Any attempt to find meaning in the events of the past month relating to the financing of higher education is frustrated by the lack of underlying principles which motivated the various groups involved.
Across the country on Oct. 27 students responded . . . or failed to respond . . . to a somewhat misconceived Canadian Union of Students' programme of "abolish the fees." The Bladen Commission issued a report that said, in effect leave things the way they are.
The most dramatic student action occurred at the University of British Columbia. In early October the student council rejected a plan of a special committee to stage a march of concern to the Bayshore Inn where the AUCC was to meet. Immediately an ad hoc committee . . . the March of Concern Committee ranging from communist to conservative in political affiliation . . . was formed. The MCC forced the council to hold a referendum on the proposed march, which was supported by two-thirds of the 5,000 students who voted.
On Oct. 27 more than 3,000 students marched two miles through the rain and confronted the AUCC in the person of its president, Dr. J. A. Corry. The latter made a few innocuous remarks about believing in the ideals expressed by the students, who responded by asking when action would be taken. A small delegation met with the AUCC directors, and the students.
During the next two days it became evident to observers that a split was developing within the AUCC over the issue of student financing. The student aid commission was unable to reach agreement as views ranged from those expressed by persons who wanted to retain fee levels to one proposal for a resolution

dent forum, parallel to the United Nations, they must not be members of either rival.
Only a plan from Doug Ward, CUS president-elect, that the union retain full membership in the ISC for one year to give to the organization a chance to reform, caused the scheme to be defeated.
Since then the congress of the Quebec student union, UGEQ, has voted to seek parallel status in the two international bodies. What status the Quebec union will apply for will depend on negotiations between UGEQ, the ISC and the IUS.
In the midst of these developments, the IUS secretariat in Prague has begun to show greater interest in Canada.
Jose Venigas, a Cuban vice-president of the IUS and Francisco Dorticos, vice-president of the Cuban student federation flew from Prague to Quebec City to attend the UGEQ congress.
The two Cubans then paid a one day visit to the CUS secretariat in Ottawa.
Mr. Venigas said in an interview that the IUS now has 78 members unions and that the organization sponsors such projects as regional seminars in various parts of the world. Topics of the seminars range from peace and disarmament to imperialism and anti-colonialism.
Mr. Venigas said the IUS receives its funds from its member unions and from the profits of bazaars held in the union's countries.
Most western observers, however, estimate that the enormous cost of running the Prague secretariat and of paying travel grants to bring hundreds of students to IUS congresses must be shouldered by east European governments either directly or through each country's national union of students.
Turning to the union's activities he outlined the extent of involvement in the various national liberation movements around the world. He explained that the IUS sponsors "days of solidarity" with the students of countries such as Vietnam.
Asked about relations with the ISC Mr. Venigas said the IUS continuously hopes that a broader framework for international student co-operation can be worked out. He is not optimistic, though, that this will come about.

How to Cheat Legally

This editorial is written as an invaluable handbook for all arts students (science students needn't read further) and is particularly timely now that Christmas exams and tests are almost upon us.
Years ago a wise old Gazette editor wrote a manuscript entitled "How to cheat legally." Unfortunately he flunked out at Christmas and was unable to publish the work. However a fearless, hardworking Gazette staff of this year, while rooting through our ancient files, stumbled across the piece and decided to resurrect it to the greater glory of the student union.
The ancient editor begins:

The object that every university student sets always have before him is to obtain the best mark possible of the least amount of work. This is the first law of college studies. It is a wise freshman who learns it off by heart. It is those with the best marks who land the best jobs, get into the best graduate schools, marry the best people etc. etc. Marks are the standard by which we are judged.
Now the second law of college study follows directly from the first. Marks are subjectively determined by professors who the student must endeavor to impress. Professors are most usually impressed by facts and ideas. These, however, are not always easy to come and often require a great deal of work. Therefore the third law must be brought into play: select carefully your facts and ideas.
With these laws in mind the discerning student should be able to pass any course. Take for example that old bugbear English 2.
First, do not read the books. Reading them will take up too much of your time and addition will only serve to confuse you. The best idea is to obtain a condensation of the plot. Sometimes these are professionally printed though your usual source will probably have a keen freshette who copies down every word the professor says.
English professors are particularly susceptible to applications of the Third Law. Most of them expect that the passing student will have read all the works on the course, and only all fancy that they can spot a student who has neglected his work from his examination answers. This is why you can fool them.
Once you are armed with an outline you could spend ten or fifteen minutes on each work deciding on the theme (the freshette's work can be a real help here) and making up a theory about the overall structure. Try to fit the theme into some kind of framework but contradictions if possible since most English Professors are confused Hegelians. You don't know what a Hegalian is don't worry about it; all you do is find a contrast between the plot that it resolved at the end of the piece, attach some English jargon to it, and run it into five pages.) Remember, no one expects you to be very deep on an exam where you are denied reference material.
Of course there are other things to consider when creating the impression of an understanding of the course. English professors love quotations. Go through the work at hand and memorize a few quotes that fit with your general analysis. This will convince the Professor of your great textual knowledge. The quotations will also serve to support your thematic interpretation of the work.
One final tip. English professors are

on student salaries. The final plenary on Friday opened in an electric atmosphere with everyone wondering whether the issue would be brought into the open.
When the student aid resolution came up Dr. Corry rose to speak and there was an audible gasp when the delegates realized what he was saying. He admitted that he had delivered a series of platitudes two days previous when he spoke to the marchers and said he had been terrified that he would have to answer their questions because he would have been forced to deliver the AUCC line.
Dr Corry continued to talk about the seriousness of the students, which he said he would never forget, and ended by urging that the whole matter of student aid be referred to a committee for further study. The delegates relaxed and hastily passed the resolution. Once again Canada's university presidents avoided the necessity of confronting an issue head-on and resolving it openly and honestly.
In attempting to evaluate the recent and present situation it is valuable to begin with a look at the Bladen Report, for it contains, in one neat package, many of the assumptions and views basic to the problems of educational financing.
The report was labelled "status quo" by CUS, which is a fairly accurate, although not penetrating observation. The internal logic of the commission's arguments on fees and student financing reveals some of the reports weaknesses. Bladen bases his financial projections on the Sheffield figures and urges that these projected enrollments be taken as desired goals. He argues against eliminating tuition fees or vastly increasing student aid because it would add too much to the bill, which might have the consequence of creating a reaction that in the end would mean not enough money would be provided . . . an "ask for less and you'll get what you want" rationale.
But examination of the Sheffield report reveals the following statement: "We have taken no

account of the possibility that . . . vastly increased provision may be made for financial aid to students." In other words, Sheffield's projections were based on a maintenance of the status quo and Bladen, in accepting the projections as a goal, accepted the status quo as his goal.
This recommendation becomes understandable when one examines some of the assumptions concerning the nature of education . . . usually implicit . . . upon which the report is based.
In one place the Gordon Commission on Canada's Economic Prospects is enthusiastically quoted: "Through the preservation of our heritage they (Canadian universities) maintain our way of life . . ." Later the U.S. National Defence Education Act is invoked: "The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women." To which the Commission adds: "Canadians identify themselves with these aims and share them enthusiastically."
For some reason the commission neglected to quote the Dominion Bureau of Statistics figures which show that in 1961-62 about 60 per cent of Canada's students came from the 21.8 per cent of families with incomes of \$5,000 or more a year. So, while education is qualitatively geared toward the maintenance of established institutions, it is quantitatively restricted to those economically established families who can afford to finance their children in university.
The delegates to the AUCC meeting were also concerned with the quantity-quality problem, but for different reasons many of them developed a concern for student aid that threatened the usual surface unanimity of the organization. Judging by the remarks made during the meeting, some delegates developed a genuine concern for the financial situation of students. But others appeared to be moved more by fear of the UBC marchers and a desire to avoid con-

USNSA: Student Arm of State Department

USNSA: TOP-DOG STUDENT UNION OF WESTERN WORLD By Canadian University Press
The United States National Student Association is top-dog among the student unions of the Western world.
Its power in the American-financed International Student Conference is comparable to that of the U.S. government in NATO.
Though its actions are little known in Canada, its external policies can be of considerable importance, especially in the developing countries where student politics are often of immediate national significance.
The \$13,000 a year international programme of the Canadian Union of Students, also little known in Canada, comes face to face with the external policy of the American union at many points.
NSA, as it is called, concentrates its energies on international affairs, raising the bulk of its annual budget of several hundred thousand dollars from American foundations and even from the American government. It collects only \$20,000 from its 287 member schools each year.
The association recently moved its headquarters from Philadelphia to Washington, A Washington Post article quotes NSA President Phil Sherburne as saying the move was made to bring the organization closer to the Office of Economic Opportunity, the Peace Corps and the State Department.
The Post points out that a benefactor - NSA won't say who - has paid the association's rent for the next 15 years and has put

up \$20,000 to furnish the new Washington offices.
NSA works closely with the State Department, says Mr. Sherburne, to contact foreign student leaders and bring them for tours of the U.S.
He explains that it is often easier for his association to establish relations with foreign students than for the local U.S. embassy.
NSA, since its foundation, has emphasized international affairs almost to the exclusion of everything else. Each year the organization holds an International Student Relations Seminar that brings together student leaders from all parts of the U.S. for a nine week cram course on the world student scene.
The main external forum for NSA is the International Student Conference. The ISC, with its headquarters in Leiden, Holland, receives most of its funds from the Foundation for Youth and Student Affairs of New York, also a supporter of NSA.
NSA has always dominated the ISC since its foundation in 1950, both through its own resources, which are enormous relative to those of other national unions of students, and through its influence with American foundations.
The ISC, of which the Canadian Union of Students is a member, struggles for supremacy against its rival, the East European dominated International Union of Students.
The ISC and the IUS with their respective Washington and Moscow lines seek to gain the adherence of student unions in the developing world.
In recent years NSA has moved to make its leading role in the ISC more overt.
When NSA was campaigning last summer to have its past president Ed Garvey elected secretary-general of the ISC, a conflict arose with the CUS representative in the United States.
Bob Rabinovitch, a graduate of McGill University and a post-graduate student in Philadelphia, doubled as CUS ambassador to NSA last year.
As the guest of NSA at a dinner with two representatives of New Zealand's student union, Mr. Rabinovitch was asked which candidate CUS supported for ISC secretary-general.
When he replied that the Canadian union favored Mr. Garvey's opponent from India, his hosts considered this a direct rebuff.
Mr. Rabinovitch learned later that his action had earned him the label "childishly anti-American" in the U.S. student world.
Now persona non grata in Washington student circles, Mr. Rabinovitch explains the incident as follows:
"I think NSA acted out of shock and anger that the 'Canadian lackeys' talked out of turn, and when they did talk they chose not to support the big brother's line."
To no one's surprise, Mr. Garvey was successful in his bid for the top ISC post. Past executives of NSA also enjoy several other positions in the higher echelons of the ISC, including the editorship of the international body's magazine The Student.
Partially as a result of such developments, many delegates to the recent CUS congress were concerned that American control

was insurmountable within the ISC and that the body could never attain the stature of a true international forum.
The Canadian union was mandated to study the viability of the ISC and to reconsider its membership in the organization.
While the power of NSA internationally is not questioned, there appears to be a curious little effort made to acquaint American students with its policies.
"Internationally NSA does not represent its schools at all," says Mr. Rabinovitch, currently a CUS consultant on education policy. He claims that last March Norman Uphoff, the international affairs vice-president of NSA addressed a seminar of the General Union of Palestinian Students, an Arab exile group with headquarters in Cairo.
Mr. Rabinovitch, who later read the speech, says Mr. Uphoff's remarks were "designed to impress the hosts."
"To the best of my knowledge the speech was never released to NSA members," he maintains. He speculates that NSA feared the loss of several member schools had the speech been published.
In May, when Mr. Uphoff was a guest of CUS at the union's Seminar of International Student Affairs in Montreal, he told his Canadian audience in answer to a question that copies of the speech would not be made available.
Other international observers have made the same observation, that NSA faces the world but rarely looks at its own students. Dennis Altman, a past executive of the National Union of Aus-

tralian University Students maintains that NSA does not relate closely to its own campuses.
An observer at the recent congress of the Union Generale des Etudiants du Quebec, he is now a student at Cornell University.
"Most American students are not sure if their school is in NSA or not. Nobody in America has heard of NSA," Mr. Altman says.
The Chilean student federation in an open letter also seized on the claim that NSA is out of touch with American students when it refused an invitation to attend the American union's congress last summer.
The Chilean statement outlines the historical phases of United States relations with Latin America. It maintains that President Johnson's intervention in the Dominican republic marks a return to the "big stick" policy of earlier days.
The statement notes with satisfaction that NSA has condemned U.S. Dominican policy, but continues:
"We doubt that the American student movement has a true awareness of these problems at the grassroots level."
NSA has lost the adherence of over 50 schools in the last two years, and officially represents just over one million of the country's five million students.
Whatever the strength of the American union, as long as CUS continues to invest some \$13,000 annually in the international student game, NSA will remain an important factor in the Canadian union's external policy.

One final tip. English professors are