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Declaration of the Canadian Student

(Proposed at recent Canadian Union of Students Conference)

1. Education is a productive social process the essence of which is dialogue and co-operative intellectual effort to create, assimilate and disseminate knowledge of man's social and natural environment and the attainment of the ability to cope with and transform them. The principal goal of education is to serve society by liberating the full potential of all citizens as (free, creative, thinking and acting) human beings and to help achieve real equality of essential condition in a (classless) community (where people are truly free and equal).

2. The student is a young intellectual worker engaged in a productive social process for which he gives his labor and must be remunerated.

His productivity is manifested in the immediate and the future by the fulfillment of the following rights and duties:

(1) The right and duty to improve himself as a social being and contribute to the educational process and the cultural, political and economic development of society by:

- (a) Expanding the frontiers of knowledge through research and the objective analysis of old hypotheses and ideas and the formation of new ones.
- (b) Helping others to learn by sharing his preceptions and thoughts with his fellow students and constructively criticizing theirs.
- (c) Engaging in radical action to collectively (and individually) confront society with new knowledge and attitudes developed through intellectual work and promote consequent action to bring reforms into practice in accordance with the theoretical discoveries.
- (d) Playing a full part in the life of the community as a citizen.

(2) The right to form a democratic representative union of students as a vehicle for collective syndical action within educational institutions and both national and global society. The union must be free to ally itself with student and youth

organizations and other groups in society such as progressive labor unions which seek to democratize other institutions and fundamental social change. Realizing that educational reform will never come in a vacuum or without a general transformation of society values and institutional arrangements, the student union must seek to engage in joint actions with these bodies using such means as briefs of student opinion, educational and action programs, strikes and civil disobedience, combined pressure tactics and lobbying etc.

The student has the duty to assure that the educational and the social systems are accessible and democratic so that student demands will not be those of an elite group but will serve the interests of the whole society.

(3) The right and duty to demand an environment in school and society conducive to the accomplishment of his intellectual and political work as a student and a citizen. This includes pushing for goals of a democratic classless society, the necessary tools to fulfill his educational goals and good teaching by professors who fulfill their duties as intellectual workers and citizens.

(4) The right and duty to participate responsibly as a worker in the shaping of his educational and social environments and make basic decisions about the conditions and nature of his intellectual work and the goals served by educational institutions as a full member of the academic community and society.

(5) The right to be remunerated for his intellectual work and to be free to continue his education without any material, economic, social or psychological barriers created by the absence of real equality of essential condition.

He has the duty and right to contribute to society in the future by engaging in other productive processes for which he gives of his labor, the nature and value of which will have been greatly improved by his previous educational work.



Voice of the Student A step forward

By JOE YOUNG

July 1 saw only one demonstration in Canada which dared to expose the role of the Canadian government in today's world, in face of the avalanche of eulogies intended to turn the people away from reality.

While the Liberal government was doing its best to divert the people's attention away from Canada's complicity in the Vietnam war, the anti-war movement was graphically reminding them that the Vietnamese too are a part of this world. Not only were there marchers from Montreal, but for the first time the western part of Canada was also present, making this the first truly Canada-wide demonstration. (Banners from Regina, Saskatoon, and Vancouver joined those from Montreal, Toronto and Ottawa.) The newspapers estimated that there were 2,000 on the demonstration and the police estimate was 2,500.

The march started at Dominion Square and proceeded to LaFontaine park, to the sound of chants: Withdraw U.S. Troops! and Johnson assassin, Pearson accomplice! A particularly impressive section of the march was the living theatre and the mime troupe organized by students from Toronto. At LaFontaine park there were several speakers: Laurier LaPierre, Quebec NDP, Dimitri Roussopoulos of the Montreal professors committee, Joe Young, Chairman of the Student Association to End the War in Vietnam and speakers from the American Student Mobilization Committee and le Rassemblement pour l'Independence Nationale, a separatist party.

The demonstration was felt to be a success, particularly at the Montreal end. It was the largest united demonstration ever held in the city. It was organized by a committee containing the old traditional groups, the student committees, the Voice of Women, Le Voix de Quebec sur Vietnam, the RIN, NDPers, and the professors. The involvement of the Quebec nationalists and the support of the NDP (party leader Tommy Douglas endorsed the call) augurs well for the broadening of the anti-war movement. One disappointing feature was the withdrawal of the two trade union federations, the FTQ and the

CSN, because of fears about the separatists. However, one organizer of the march expressed the point of view that they will definitely participate in the next action due to the growing sentiment against the war.

Toronto participation was about 250 people, somewhat less than previously. There were several reasons for this but the primary reason was the unenthusiastic response to the action by the more established peace groups. While the response on the part of young people who had never participated before in a demonstration was extremely encouraging, participation by some veteran organizations was uninspiring. The action revealed increasing opposition to U.S. aggression but it showed at the same time that the anti-war movement has not yet solved its organizational difficulties.

The July 1 march reflected a sustained sentiment amongst the Canadian people against the war and thus provided the clearest and most urgent reason why the anti-war movement must overcome the problem of unity. The basis for a solution to this problem is unity in a common non-exclusionist action.

ENROLMENT INCREASING RAPIDLY

Enrolment in the Faculty of Graduate Studies at Dalhousie University continues to increase rapidly.

Dr. Guy R. MacLean, Dean of Graduate Studies, said that applications and inquiries for enrolment this year was also a record 2,420, compared with the 1,649 who applied in 1965-66.

So far this year, said Dr. MacLean, more than 870 applications had been received for admission next year.

Dr. MacLean added that the percentage of students accepted from the number who applied was growing smaller annually, although total enrolment was increasing substantially.

The Faculty of Graduate Studies now offers 23 programs for master's degrees, and 13 for the degree of Philosophy.