

Police are an instance of normal repression

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The intervention of police on the campus, in the classroom, on the asses of young people weave Alberta into the general pattern of political repression of those who challenge the operation of the system.

The "system" describes the operation and control of our social lives and our economic labor by a minority of profit-seeking corporations and those who manage them. It is obvious that corporations and governments are associated since legislation protects and encourages corporate profit-making. Corporations and Universities are bound together since it is also obvious that Universities and technical schools provide the workers and managers. If there is a normal function of schools—primary, secondary, technical, and University—it is to train young people to fill particular slots in a corporately controlled economy. Government subsidizes education where education fulfills this function. This is the squirrel-cage called the "system."

Experience on campuses all across the continent in the past five years clearly points to one fact: this system and those who run it cannot tolerate any legitimate opposition, that is, any attempt to transform this pattern into one which shifts control over economy and society—including education—to the level of each and everyone of us. And the opposition to these attempts to de-bureaucratize, decentralize and humanize is fierce! What is happening at the University of Alberta is one blatant expression of this opposition; like a dying dinosaur whose time has come, thrashing about against the smaller but more evolved creatures who will one day dominate.

The issue at hand is police infiltration of the Alberta school system. This is not a random occurrence. This past September, U of A students intercepted a confidential memo from the University President dealing with the conditions under which police intervention would be required. The principal condition was "the disruption of the normal functioning of the University."

The University of Alberta is presently engaged in a "normal" fund-raising campaign directed at private corporations. Private corporations demand stable investment conditions (which is why they support dictators in Latin America, Spain, Vietnam and elsewhere). Stable investment conditions—the normal training function of the University (e.g., engineering students become the workers and social science students become the managers). When students begin to criticize the nature and ends of that training—that is, begin to criticize the "system"—they are

criticizing "THE NORMAL FUNCTIONING OF THE UNIVERSITY," hence, the infiltration of cops into the classrooms appears to be a normal activity.

Cops in the classroom is only one way of maintaining these so-called normal conditions. NORMAL FOR WHOM? NORMAL FOR CORPORATIONS? Authoritarian rules in high schools and at NAIT and SAIT, and at the University; the existence of classified information; and the monopoly over all information and its uses in the hands of a minority, these are all aspects of control and maintenance. The "system" maintains social control over our lives by controlling information so that while we may never "know" what is going on in the inside, like Charlie Chan we deduce this from what we can observe.

Example: In Edmonton there is only one information, The Journal. The Journal is dominated by one corporation—Southam—and both The Journal and Southam have not been known to champion the interests of the worker, the native peoples, the poor, the youth. Indeed, if one can talk of a ruling class press, Southam is it, and this role follows that of Springer in Germany.

Example: In the High Schools the boundaries between staff and student are completely enforced. At Strathcona, the principal clearly admitted that the responsibility of the school must be in *loco parentis*. Staff have staff rooms where students cannot enter. Students have absolutely no control over the curriculum. Relevance is defined by fifty-year olds. When students at Strathcona stopped attending classes in Grade 12 because they no longer had to bring notes their behaviour was labelled "irresponsible" when, clearly, their failure to attend was an expression of meaningful responsibility.

Example: Engineers are not taught the interrelationships of their technical training and social uses; they are not taught what their position is in modern society other than that of highly specialized—and rapidly obsolescent—technicians. If they were, they would quickly realize that they are WORKERS, exploited, and with no control over the products or ends of their labors.

Example: It is no accident that the key sector of the now working class being generated in Alberta at NAIT and SAIT are at institutions physically separated from the University and from any means (including education) of enabling them to understand themselves and their place in the society.

The SYSTEM requires WORKERS. The system EXPLOITS workers for corporate profit-making. The corporate system CONTROLS workers through education and a monopoly over information.

IF STUDENTS CAN SELF-DETERMINE THEIR EDUCATION, IF WORKERS CONTROL THE MEANS OF PRODUCTION, then THE MINORITY THAT RULES PRESENTLY CAN NO LONGER RULE.

But all of this is opposition . . . the use of "normal channels" is a means of diverting opposition towards legitimating a loaded "rules of the game"—normal channels for whom and whose interests do they represent?—and to continue to oppose these rules finally leads to the cops. In short, police infiltration is only one instance of normal repression—normal channels. It is irresponsible to tolerate normal channels—normal repression!

C'EST POUR TOI QU'ON FAUT LA REVOLUTION!

Rally at noon Wednesday

A list of demands

In view of the recent occurrences on this campus, including the information revealed in the correspondence between Dr. E. E. Daniel, chairman of the Pharmacology Department, and Vice-President Tyndall; we, the **Student Defence Committee**, have formulated these requests to be presented to the executive of the General Faculty Council.

PROPOSALS

1. The immediate cessation of all police activity on this campus with the exception of traffic direction.

2. The calling of an emergency General Faculty Council meeting under the following conditions:

(a) that the meeting is open to all students,

(b) that the students can freely discuss the substantive issues

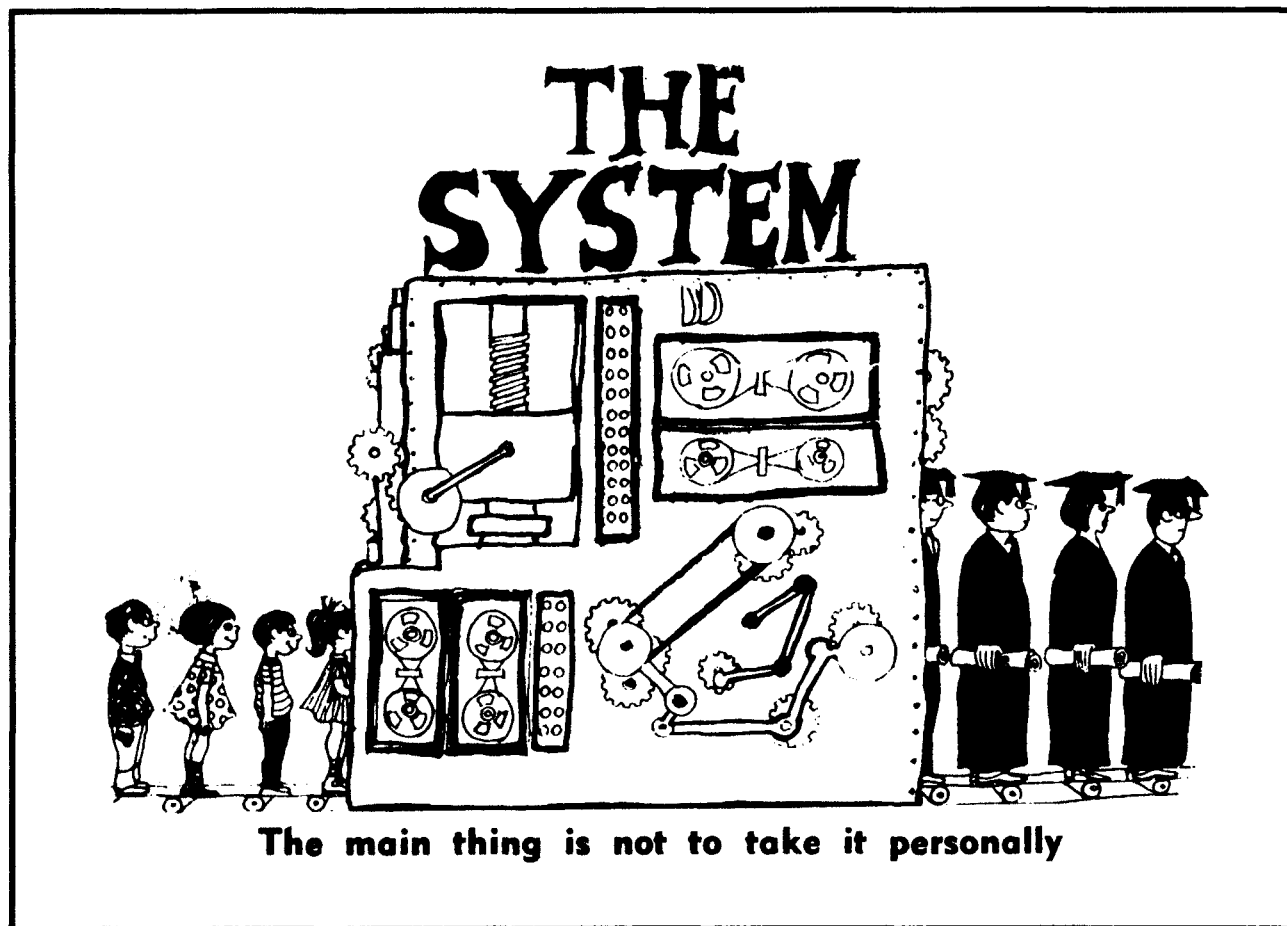
(c) that the students participate in the debate on an equitable basis to discuss the following issues . . .

(i) All jurisdiction in the matter of discipline and enforcement, academic and non-academic (including the police) must be under the control of students, faculty and non-academic staff (workers) on basis of parity.

(ii) Where the powers of the university as defined above in (i) overlap with the power of the civil authority, the latter has immediate jurisdiction, in order to eliminate the privileged position of students in society.

(iii) An open investigation of Vice-President Tyndall and the Chief Security Officer.

(iv) An immediate opening of all classified information including personal files. These must be disclosed if not destroyed.



Nigger

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over 16 years—to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure.

What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is the fact you have to start with in trying to understand wider social phenomena, say politics, in our country and in other countries.

Education oppression is trickier to fight than racial oppression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do.

Rebels students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. But dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell."

How do you raise hell? That's another

article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in the Great Watermelon Patch in the sky. They've organized. They've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration rather than on fear and respect, and to lay down their weapons. Students could discover community. And

they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum.

They could raze one set of walls and let life come blowing into the classroom. They could turn the classroom into a "field of action" as Peter Marin describes it. And they could study for the best of all possible reasons—their own resources.

They could. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.