

The Valhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

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Egyptology

WHEN read in the context of the entire Antigonish speech, Premier Stanfield's statement that "If Dalhousie should wish to maintain a graduate school of Egyptology the people of Nova Scotia are surely compelled to finance it," simply does not constitute a challenge to academic freedom. By now almost all observers agree that the treatment of the speech by the Halifax Chronicle-Herald was sensationalism and nothing more.

LAST week, the Gazette interviewed the Presidents of the major Maritime universities (except Dalhousie) plus Dr. Norman MacKenzie formerly

NOT one of them felt the statement heralded governmental interference in the curriculums of the universities. However, though we may undoubtedly relax about a threat to university autonomy from the Stanfield government (it isn't at all likely), we might very well be concerned with the obvious confusion shown by these top educators towards the problem of academic freedom vs. governmental fiscal responsibility.

THE problem of relationship between the state and the universities is growing more acute every day as more public money is spent for higher learning. Yet none of the men interviewed by the Gazette gave any clear indication of a philosophy about the problems inherent in the relationship. Naturally one could not expect profound statements out of the brief telephone conversations that the Gazette had with these administrators; yet it is disappointing that they failed to rise above political statements, designed to assure the university community that the Premier had not really implied anything by the use of this

TYPICAL of the statements made by the Presidents was the one by Msgr. McLellan of St. Francis Xavier Univerity, in whose honour Premier Stanfield had visited Antigonish. After pointing out that the "Egyptology" illustration had been "pulled from the blue" Msgr. McLellan went on to say that Stanfield "was talking about a time when government will be providing money for capital projects and not as at present for current expenditures. The government would naturally want the buildings they are paying for to be useful." Of course the problem lies in determining "utility" and in recognizing the legitimacy of either the state or the university to make this value judgement. It seems to me that these problems are crucial, not only for the educational system, but also for society itself.

BASICALLY there are two points of view on the role of government in the educational system, particularily in the field of post-secondary education. Dr. Norman MacKenzie, interviewed in Victoria, B.C. at the Empress Hotel, expresses the first well when he says "though universities should set up a list of priorities for various projects, if they spend money in an extravagent or wasteful manner then the government and the cople have the right to question these projects." In other words Dr. MacKenzie feels that since governments are responsible to the people for the money they disburse, they must therefore have a say in its disbursement.

THE other viewpoint, and I must stress that it is not necessarily an antithetical one, was expressed by Dr. Beveridge, President of Acadia University. He said quite categorically that he was not in agreement with Stanfield's statement and that "it is up to the faculty, the Senate, and the Board of Trustees to determine the curriculum." In other words it is up to the professional educators to determine the list of priorities in the universities.

BUT having presented these different viewpoints in this way I must record that all the men talked to, were most moderate and all suggested in one way or another that the government and the universities must work together. Dr. Smith of the University of King's College foresaw a situation where the government would be hiring people with a background in university administration to advise them on university affairs. He placed himself, however, with the government supporters by stating that "it is up to private foundations to support schools of Egyptology." Dr. Smith appears to have made a value judgement that schools of Egyptology are not 'useful' enough to entitle them to government aid. Worse, he indicates that he favours society's permitting government to make this value judgement.

THE President of Mount Allison, Dr. Cragg, remarked that he did not think "that the government should take an active role in determining the university curriculum." However, he decried the play that Stanfield's speech received in the Chronicle-Herald and made it abundantly clear that he felt that his university could co-operate significant to the layman. For example, large with the Nova Scotia government.

echoed by the President of UNB who said that he felt "government should have a voice if the university that all Science students must take Latin. How- ago, America's space program would have never ever, it is inevitable that they will want to have gotten off the ground. some say in major developments."

not able to concisely articulate the implications which ones will not? of government participation in determining curintellectual, than the present Social credit regime of its actions. in British Columbia.

& Integrity

IN a democracy it is necessary that the state voluntaritly abjure legislative authority over certain spheres of public action. For example, it is undoubtedly necessary that the government refrain from using its coercive power to muzzle the press, or to arrest politicians who are active alternatives to the regime. Freedom, though a complicated, and somewhat vague idea, is nevertheless most certainly concerned with specific rights like those. Democracy is a form of government designed to permit the exercise of these, and other "political" rights, and hence to permit individual freedom. Since education is an effective way of influencing individual character, and hence of controlling individual personalities, it seems to me to be imperative that the government concerns itself only with providing the necessary framework for a decent educational system. The state provides money for the educational system, but the legislature abandons its powers to the professional educator in order to preserve political freedom...or rather, in order to help ensure political freedom.

THE state refrains from participating in the decision making apparatus of the university structure, not because it is unaware of the very real advantage to society in taking part, but because it recognizes the greater dangers if it takes part.

"freeze the fees"

THE comments of Maritime university Presidents on the CUS "freeze the fees" program are very disturbing. Disturbing because none of the Presidents gave the slightest indication that he was willing to take his university into debt in order to force the government to provide the money for operating our institutions of higher learning at the same fee level; and because none of them showed any real awareness of the CUS

OF course taking a university into debt is a serious proposition and one that cannot be faced lightly. But it is no more serious than the present proposition of depriving bright students of a place in university because of their family circumstances. Canada cannot afford this atrocious waste of some of our best brain-power for the want of adequate government financing of our universities. The Gazette believes that the university administrations who should be more fully aware, than government, of the implications of "country club" academic community, must take the lead in holding the fee line. They must hold this line at all costs, and that includes the cost of taking the university into debt, regardless of the feelings of the bankers on the Bo

BY the same token it is up to the students to make the administration recognize the value of low fees, indeed, the necessity of low fees. To this end we call on the Council of Students to organize an orderly demonstration protesting the fee hike at Dalhousie. Furthermore this demonstration must take place now, and not in May, when the administration "officially" announces the \$75 tuition increase, with no students around.

DAL must take the lead for all the Maritime universities in making the "freeze the fees" campaign a reality.

ballot-box

courses

In a recent speech at St. F.X. University in Antigonish, Premier Stanfield recognized the increasing role that public funds are going to have to play in the financing of colleges and universities. While there can be no doubt of this there is ominous portent in the approach Mr. Stanfield is taking.

He says that the government must keep the general public's opinions in mind when allocating funds in support of the various departments and research projects in universities.

It is only natural that the Premier should keep a close watch on the political implications and effects of government expenditure, but it would be a fatal mistake to let such considerations overshadow the more important aspects of scientific and scholarly advancement. It is unfortunate but nonetheless true that important and vital areas of achievement in their first embryonic forms seldon look very amounts of public funds are spent on this continent to support space research, but that field could never have reached the spectacular stage of attracting THE same thought about co-operation was general attention without the foregoing years of pioneering research into such abstruse and prosaic things as combustion chamber shapes, inertial is starting a new department. Other things are guidance systems, fuel storage, and a host of others. not the concern of government, they should not If funds for these investigations had been allocated interfere, for example, if the university decrees with an eye to the ballot box as recently as ten years

It is generally impossible for even a scientist who has spent his life working on a research problem to judge how significant the ultimate results of his IN a nutshell, the heads of these universities work will be. How does Premier Stanfield expect all adopt a pragmatic approach to this problem the general public, the government of the day, or preferring to talk in nebulous terms about gov- even an appointed committee of disinterested ernment-university co-operation in spending pub- scholars to ever be able to guess just which prolic funds. It seems a pity to me that they are subjects will be worth public expenditures and

With universities growing at their present riculum; it may well be a disaster for them if rate it is inevitable that public funds be spent for there has not been public debate on this question their support; but no university can be fully efin the event that one of the Canadian provinces fective in either education or research if it to be elects a government wilder, and more anti- trammelled by the necessity to gain public approval

(- by Z.T. -)



FOLLOWING IS A RECONSTRUCTION OF A SPEECH BY ROBERT PANET-RAYMOND, THE VICE-PRESIDENT OF L'AGEUM, THE STUDENT UNION AT THE UNIVERSITY OF MONTREAL, OUT-LINING THE PRINCIPLES OF STUDENT ACTION IN QUEBEC.

By VOLKMAR RICHTER Reprinted from The Varsity

Students in Quebec, educated at the classical colleges, were brought up to sit, obey, absorb knowledge - to fit in. But, they were discouraged from taking any action on their own and this difformed the mind in many ways. Also, it turned out self-centered people with the singular purpose of getting rich as quickly as pos-

Still, these students were dynamic - enough so to stage a riot in downtown Montreal in 1954 in support of demands for lower transit fares. It was a riot staged for their own good. It lost its chances for success when the sympathy of the public was lost following the acts of vandalism that occurred.

Today in Quebec, there is a complete change of outlook among students. Whereas they used to be ignored and practically a closed society since no one took them very seriously because they only existed as students for four years. students now see themselves as a social class with autonomous rights and duties. Thus, today one sees them taking action for the good of the entire class. Opposition towards students loans, r example, was taken to sunport demands for free education and a salary for students.

In 1958, three students tried to get an audience with Duplessis to speak to him about the possibility of free education. They failed and on returning to the campus were laughed at. Their ideas of student action were just too new for the rest of the students. This is the influence of the classical colleges showing itself.

But since then student action in Quebec has come a long way. In 1960, students at the University of Montreal staged a strike advocating the recognition of some union workers on campus. The participants had nothing to gain for themselves in this strike but they have seen the necessity of student action.

By 1962, they defined their goals and student politicans were running on platforms of student syndicalism. They took a stand in favour of the nationalization of electrical industries. One half of the U of M student population demonstrated in the Place de Ville in objection to Walter Gordon's statement that there were no competent French Canadians high up in the CNR. It was just before mid-year exams but 3,000 students showed up. This incident put l'AGEUM on the map.

In 1963, support was given to the installation of a lay rector at U of M and to a change in the pontifical character of the university. UGEQ (Union Generale des Etudiants de Quebec) and a similar organization for the classical colleges were founded; a committee on free education was set up. Also, a cafeteria boycott was held which was against more than a food price hike but involved opposition to the administration taking such action without first

consulting the students. The demonstration against Gordon MacGregor of TCA was unfortunate. Its purpose was much more than the non-acceptance of the Caravelle, but involved student support for the title-change to Air Canada, and bilingual services on the airline. Trouble started when the student organizers were not allowed to charter buses for the demonstration which prevented the arrival of a student police. Further efforts to control the crowd were frustrated when the police refused to let a car with loud-speakers through the lines.

What did not make the papers that year was the offer to send students from the university into the economically depressed areas urged all member states to re-

In 1964, all the student movegress and a Student Syndicalism Day was held on March 2. In the fall students opposed the loan plan, formed UGEQ and withdrew from CUS. Syndicalism is a realand along with it comes a new respect from society for the stu-

On the U of M campus we have project. achieved three of the four objectives with which we started out. We have forced the administration to ratify the sitting of student representatives on joint committees, have forced it to publicly state its intentions of publishing its financial statement and have forced it to stop opposition to the incorporation of the student government. The fourth objective, the setting of the site for a co-op, has been held up only because the university recently made an alternative proposal which is now being studied.

centric graduate of the classical colleges used to do. In one of

of Quebec to aid the people there. our programs called Chantiers students go into the St. Henri ments united in a general con- district of Montreal, the slum area, offering to tutor the children. In this way they can enter the homes, gain the confidence of the residents and are able to discuss their problems with a view ity - it will develop and mature to helping them. A special tax of 5 to 10 cents will soon be imposed on all drinks sold in the Student Centre to finance the

> Students are gradually taking action on international issues too. The Quebec students pulled out of CUS because it was not representing them well enough on the international level. We are at the moment establishing close contacts with the universities of Algeria, Tunis, Brussels, Toronto and Moscow. The student syndicalism will

occur in English Canada too. You have never felt as one organization but the day will come. You have social problems that students could take action on too. Thus, the student is not merely Then you too will be following working for himself as the ego- the motto of l'AGEUM - "Serving students and the nation."

speaking out

Only time separates the student and the professional journalist. No matter how loftly the ambitions, no matter how strong the determination, the rude fact remains that some of you will wind up splitting infinitives in the city rooms, the press galleries and the not-very-far flung bureaus of this nations's Newspapers.

Some of you will come as G.K. Chesterton came to Fleet Street in 1899, certain that a newspaper is still a place where "anything could happen . . a place of random work and riotous recreation and unfailing comedy of fierce rivalries and generious friendships and queer associations; a place, in fact, to exhilarate any man with a sense of romance and independence".

Looks more neat and regular than a newspaper with its parallel columns, its mechanical printing, its detailed facts and figures, its responsible polysyllabic leading articles. Nothing, as a matter of fact, goes every night through more agonies of adventure, more compromises or barely averted catastrophies. Seen from the outside, it seems to come round as automatically as the clock and as silently as the dawn. Seen from the inside, it gives all its organizers a gasp of relief every morning to see that it has come out at

An older and more cynical Chesterton was to write that the Press Lords had made newspaper offices "like any other business", had pushed the reporter down, made him a "man who writes things on the backs of advertisments". "Is there any institution in the world", he asked, "that does harm on so gigantic a scale as the

Which of Chesterton's judgments holds validity today?

Herbert Brucker, President of

stone steps leading from the tagne and the never-never plan -shore, his path was blocked by a genuflecting Italian lensman. "Papa benedizione (Your benediction, Pope) implored the ent members of the Mafia - - such photographer. Paul complied --, a press will suffer abuse from giving the wayfarer just the picture he had been after.

"Only once did Paul VL show portunities of the newsmen. In Capernaum, where he knelt to brushes used to paint it black. pray in the ruins of a synagogue where Christ himself is said to have preached, Paul drew back in dismay when a radio newscaster thrust a microphone directly under the papal chin".

The sour wine is not the exvineyards.

Nineteen - sixty - four was the year in which Canadian bad manners became something of an international scandal. Involved were the legitimate political and economic aspirations of the proof the revolutionary - - or lun- concerned for what appears on atic fringe - - of our French esponsiblity of a number of Can-complacent. adian newspapermen - - and the Queen of Canada.

of the tour.

1963

A press that digs . . the American Society of News- as Canadian reporters have dug paper Editors noted what Time in the last year into such stories had written about the Papalvisit: as the Ontario Police State Bill, "At Galilee, photographers the Harold Banks love affair with waded knee-deep into the water the Liberal Party, the pollution of to snap the Pope head-on. As Elliot Lake, the curious case of Paul climbed back up the old Rene Tremblay, Maurice Lamon-

and will suffer it gladly.

But what vexes - - what does annoyance at the ceaseless im- disturb - - is the inability of the press to deal with the broad

Perhaps it is quarreling with success to suggest such an examination. For, in spite of all that has been said, it is agreed that the Canadian newspaper story is, by and large, a success story. We are circulating our papers to clusive product of neighboring more people then ever before. over four million copies are sold each day. We are seeking and finding new production techniques which will reduce the economic hazards which have been obvious for so long.

But if we are, like newsmen vince of Quebec, the opportunism were in Chesterton's time, still the other side of the advertise-Canadian population, the irr- ments, we have no reason to be

Of course we shall survive. We have come a long way from the At one point, Mr. Rene Lev- days of Frank Munsey, that buyer esque, the Quebec Minister of and seller of newspapers who is Natural Resources, turned on so often cited as the example of what he regarded as the per- all the ills of newspapering. When verted purpose of press coverage he died in 1925, William Allan White wrote his obituary. "Mun-"I have said ten times, said sie", said White, "contributed to Mr. Levesque, "that I find the the journalism of his day the talvisit of the Queen to Quebec is ent of a meat packer, the morals not opportune and I still believe of a money changer and the man-There are 1000 journalists ners of an undertaker. He and his who are doing all they can to kind have succeeded intranscreate an incident around this forming a once noble profession statement. This is not journal- into an eight per cent security. ism, it is yellow journalism. May he rest in trust".

council · apartheid · and · boycott

The Student Council, according to the Gazette of December 4. 1964, defeated a resolution designed to urge the Federal Government to comply with the Ghana ernment to comply with the United Nations resolutions on economic sanction against the Government of South Africa, One of the reasons given by the Council President in justifying the Council's action was that it is ironical for the African nations to request an embargo on the Republic of South Africa when "all those nations now have increased, rather than stopped, their trade with South Africa.' Unfortunately, this apparently persuasive reason (which, if verified, would certainly be a portent excuse) lacked the necessary authenticity for the allegations.

Apartheid has long been seen as repugnant to the very charter of the United Nations and all this time some member nations, including the then three African States prior to 1956, have constantly opposed the policy. The growth of the U.N. in the past decade saw the increased membership of the "Afro-Asian" nations who rejected passive condemnation of "apartheid" and demanded stringent economic embargo on that country. Many of these resolutions have been sponsored by the African states. and it would surely be ironical with the very thing they seek to eliminate.

For our purpose here, the most important U.N. resolutions with far reaching consequences include Resolutions A/1761 passed on November 6, 1962 by 2/3 of the General Assembly. It requested member states, inter alia, to:

1. Break diplomatic relations with South Africa.

2. Close their ports to all vessels flying the South African flag

3. Prohibit their ships from entering South African ports 4. Boycott all South African goods and refrain from exporting goods, including ammunitions 5. Refuse landing and passage

facilities to all aircrafts belonging to the government of South Africa

A year later, in November, 1963. 84 members of the U.N. approved Resolution A/1899 to reinforce Resolution A/1761. resolution specifically This

BY JOSEPH B. MAGUCHA of the African Students Association 1960

1961

	Nigeria \$2,237,000 \$ 25 Sierra Leone \$ 571,000 \$ 290 U.A.R. \$1,944,000 \$ 970	2,000 \$ 578,000 12,000 negligible 8,000 negligible 0,000 \$ 756,000	nil — — nil
	Table B,	WHITE (Europeans)	BLACK (African
١	Population (Millions) Per capita income (1959)	Three	Eleven
I	Average wage in mining (1962)	\$ 1,819	\$ 109
1	Ages subject to tax	\$ 3,587	\$ 216
١	Income exempt from tax	21-60	18-65
١	Education expenditure per pupil	\$ 840	none
١	(1962)	\$ 182	\$ 18

200 plus Infant mortality per 1,000 births Percentage of population (balance: Asian and mixed) 19 68 Percentage of land reserved Persons in registered trade unions 340,000 none Persons convicted of "pass" offences 384,000 none frain especially *from the supply

in any manner or form of any petroleum or petroleum products to South Africa." Of the six countries that voted with South Africa against the resolution were: Great Britain, the greatest investor in South Africa; the U.S.A., second greatest investor; France, the third greatest investor; Spain and Portugal, which still have colonies in Africa. Since, however, the passing of resolutions is one thing and the implementantion of them quite for these same states to flirt another thing, the figures below seek to demonstrate to what extent the accused African nations implemented the resolutions: (See Table A.)

By the end of 1963, the following African States had instituted an effective trade embargo on South Africa: - Sudan, Ethiopia, Ghana, Nigeria, Sierra Leone, Liberia, (and for the Council's information, the Republic of Guinea had stopped all trade with South Africa by 1961), the U.A.R., Mali, Algeria, Upper Volta, Rwanda, Libya, Cameroon, Senegal, Uganda, Tanganyika (Tanzania), Kenya, Niger, Dehomey, and Mauritania.

ber state, but this has to be premacy" (Prime minister Verweighed vis-a-vis those fun- woerd, damental human rights which Jan. 1963). have for generations kept and continue to keep the wheels of one which should be critically free societies and democratic examined by University students institutions going. As the late whether in Canada or in South President Kennedy said, "Is not Africa itself and the decision

peace in the last analysis a matter of human rights?" We agree.

Apartheid is not discrimimination as such; it is a ruthless repression and virtual enslavement of millions of innocent souls on their own soil under the pretex of democracy. It is a fascist or Nazilike concentration camp where a handful of reactionaries swim and enjoy their sumptuous luxuries over the fierce toils and sweat of the overwhelming majority. The figures below will show, particularly to the economics enthusiast, what apartheid really is: (See Table B.)

This, then, is apartheid at work. Can it be solved by education? Preposterous! It would take infinity to breach the gap, not because of the experience of the past 300 years but because of the unequal education expenditure per pupil as shown in the above diagram. It would have been possible within the next 50 years if the figures were the other way round. But this latter is unthinkable in the Boer government which, like the Nazi Germany, has made its racist policies quite clear to the world: *We want to make South Africa White. . . Keeping it white can It is granted that economic only mean one thing, namely sanctions mean a considerable white domination, not leadership, financial sacrifice by the mem- not guidance, but control, su-

The question of apartheid is

addressing Parliament

taken should reflect the true sentiments of the particular student body. I am not saying here that the Council's decision on this particular resolution does not reflect the majority sentiment on the issue, quite on the contrary. It may well be that this is our feeling, but, please, let our true feelings be equated with the true facts and understanding of apartheid even though we may not be "our brother's keeper". If a university audience cannot have the moral courage to say NO to a glaring injustice and a threat to peace, how can we hope or expect our politicians to answer the call?

The flouting excuse that the solution to apartheid remains with the enslaved africans in South Africa is as unrealistic as it is to say that the solution to Nazism lay in the hands of the six million innocent souls. Let the Council recall the Sharperville massacre of 1961 where the government troops perpetrated a mass indiscriminate slaughter upon the africans at the instance of an imminent labour strike.

An embargo has two way effect, one positive and one negative. The positive effect is one which the U.N. has chosen as the best solution short of actual military intervention. The negative effect is incident to the positive good even though it has been used as an excuse for not implementing sanctions. The line of argument here is that it is "not right to demand starvation of innocents besides that of offenders." Surely, is this noble argument applicable only to apartheid or it can be stretched to apply to where any economic boycott has been demanded like Cuba? Nor should we say that only those nations with a greater volume of export to Cuba or South Africa should alone respond to the demands for sanctions. It may be that the sanctions are not in the best interest of Canada, but if Canada genuinly deplores apartheid there is not any other reasonable way, short of sanctions, wherein Canada can make it manifestly clear to the rest of the world her detest of the evil policy.

The views expressed here represent the general reaction of the African Students in Dalhousie and all those who had the rare occasion to read the Dalhousie