

Egyptology

& Integrity

WHEN read in the context of the entire Antigone speech, Premier Stanfield's statement that "If Dalhousie should wish to maintain a graduate school of Egyptology the people of Nova Scotia are surely challenged to finance it," simply does not constitute a promise to academic freedom.

IN a democracy it is necessary that the state voluntarily 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.

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

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.

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 danger if it takes part.

"freeze the fees"

TYPICAL of the statements made by the Presidents was the one by Msgr. McEellan of St. Francis Xavier University, in whose honour Premier Stanfield had visited Antigonish. After pointing out that the "Egyptology" illustration had been "pulled from the blue" Msgr. McEellan 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 courses they are paying for to be useful."

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 campaign.

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 a "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 Boards of Governors.

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

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.

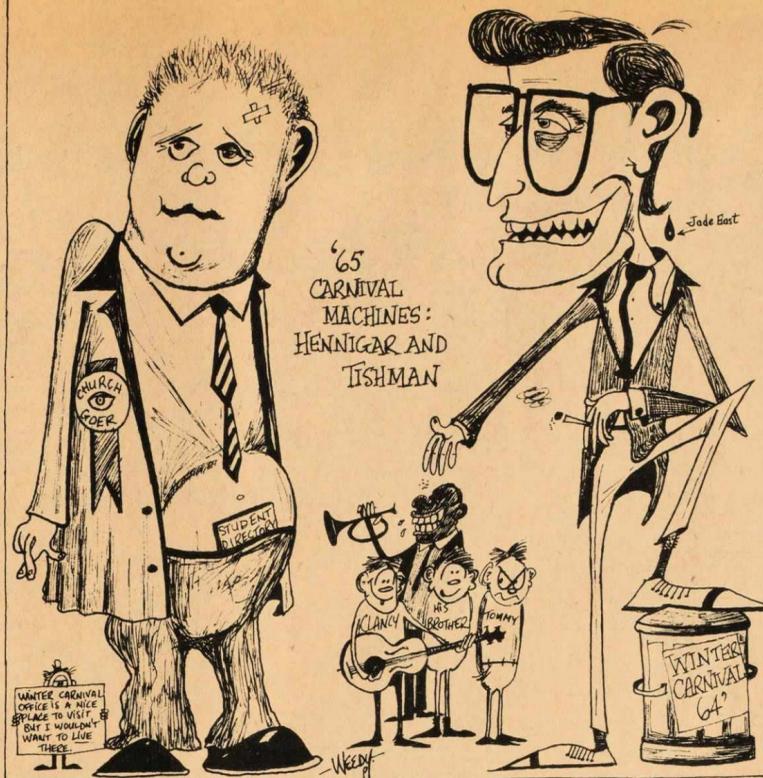
BUT having presented these different viewpoints in this way I must record that all the men talked to, were most moderate and all suggested in one way or another that the government and the universities must work together. Dr. Smith of the University of King's College foresaw a situation where the government would be hiring people with a background in university administration to advise them on university affairs. He placed himself, however, with the government. He supported 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 with the Nova Scotia government.

THE same thought about co-operation was echoed by the President of UNB who said that he felt "government should have a voice if the university is starting a new department. Other things are not the concern of government, other things are not interfere, for example, if the university decreases that all Science students must take Latin. However, it is inevitable that they will want to have some say in major developments."

IN a nutshell, the heads of these universities all adopt a pragmatic approach to this problem preferring to talk in nebulous terms about government-university co-operation in spending public funds. It seems a pity to me that they are not able to concisely articulate the implications of government participation in determining curriculum; it may well be a disaster for them if there has not been public debate on this question in the event that one of the Canadian provinces elects a government wilder, and more anti-intellectual, than the present Social credit regime in British Columbia.

(- by Z.T. -)



action in quebec

THE 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, OUTLINING 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 dif-

formed the mind in many ways. Also, it turned out self-centered people with the singular purpose of getting rich as quickly as possible. Still, these students were dynamic - enough so to stage a riot in downtown Montreal in 1954 in support of demands for lower transport fares. It was a riot staged for their own good. It lost its 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, for example, was taken to support 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 were returned to the campus and on laughing 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 politicians 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

of Quebec to aid the people there. In 1964, all the student movements united in a general congress 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 reality - it will develop and mature and along with it comes a new respect from society for the student.

On the U of M campus we have 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 publish 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.

Thus, the student is not merely working for himself as the ego-centric graduate of the classical colleges used to do. In one of our programs called Chantiers, students go into the St. Henri 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 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 project.

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. Then you too will be following the motto of L'AGEUM - "Serving students and the nation."

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 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 stepped, 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 for these same states to flirt 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 armaments.
5. Refuse landing and passage facilities to all aircrafts belonging to the Republic of South Africa.

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, Dehorney, and Mauritania.

It is granted that economic sanctions mean a considerable financial sacrifice by the member state, but this has to be weighed vis-a-vis those fundamental human rights which have for generations kept and continue to keep the wheels of free societies and democratic institutions going. As the late President Kennedy said, "It is not

BY JOSEPH B. MAGUCHA of the African Students Association

Table A. 1960 1961 1962 1963
Ghana \$5,242,000 \$2,172,000 \$ 578,000 -
Nigeria \$2,237,000 \$ 252,000 negligible -
Sierra Leone \$ 571,000 \$ 298,000 negligible -
U.A.R. \$1,944,000 \$ 970,000 \$ 756,000 nil

Table B. WHITE (Europeans) BLACK (Africans)
Population (Millions) Three Eleven
Per capita income (1959) \$ 1,819 \$ 109
Average wage in mining (1962) \$ 3,587 \$ 216
Ages subject to tax 21-60 18-65
Income exempt from tax \$ 840 none
Education expenditure per pupil (1962) \$ 182 \$ 18
Infant mortality per 1,000 births 27 200 plus
Percentage of population (balance: Asian and mixed) 19 68
Percentage of land reserved 87 13
Persons in registered trade unions 340,000 none
Persons convicted of 'pass' offences (1962) none 384,000

peace in the last analysis a matter of human rights?" We agree. Apartheid is not discrimination as such; it is a ruthless repression and virtual enslavement of millions of innocent souls on their own soil under the pretext 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..." Making it white can only mean one thing, namely white domination, not leadership, not guidance, but control, supremacy" (Prime Minister Verwoerd, addressing Parliament Jan. 1963).

The question of apartheid is one which should be critically examined by University students whether in Canada or in South Africa. It is itself and the decision

speaking out

Only time separates the student and the professional journalist. No matter how lofty 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 nation'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 unflinching comedy of fierce rivalries and generous 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 catastrophes. 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 all".

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 advertisements". "Is there any institution in the world", he asked, "that does harm on so gigantic a scale as the press?"

Which of Chesterton's judgments holds validity today?

Herbert Brucker, President of the American Society of Newspaper Editors noted what Time had written about the Papal visit: "At Galilee, photographers waded knee-deep into the water to snap the Pope head-on. As Paul climbed back up the old stone steps leading from the shore, his path was blocked by a genuflecting Italian lensman. 'Papa benedizone (Your benediction, Pope) implored the photographer. Paul complied --, giving the wayfarer just the picture he had been after."

"Only once did Paul VI show annoyance at the ceaseless importunities of the newsmen. In Capernaum, where he knelt to 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 exclusive product of neighboring vineyards. 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 province of Quebec, the opportunism of the revolutionary -- or lunatic fringe -- of our French Canadian population, the irresponsibility of a number of Canadian newspapermen -- and the Queen of Canada.

At one point, Mr. Rene Levesque, the Quebec Minister of Natural Resources, turned on what he regarded as the perverted purpose of press coverage of the tour.

"I have said ten times, said Mr. Levesque, "that I find the visit of the Queen to Quebec is not opportune and I still believe it". There are 1000 journalists who are doing all they can to create an incident around this statement. This is not journalism, it is yellow journalism.

But if we are, like newsmen were in Chesterton's time, still concerned for what appears on the other side of the advertisements, we have no reason to be complacent. Of course we shall survive. We have come a long way from the days of Frank Munsey, that buyer and seller of newspapers who is so often cited as the example of all the ills of newspapers. When he died in 1925, William Allan White wrote his obituary, "Mun-sie", said White, "contributed to the journalism of his day the talent of a meat packer, the morals of a money changer and the manners of an undertaker. He and his kind have succeeded intransferring a once noble profession into an eight per cent security. May he rest in trust".

council apartheid and boycott

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 Sharpeville 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 genuinely deplores apartheid there is not any other reasonable way, short of another, 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 Gazette.