

SALARIES FOR STUDENTS

Next weekend

Dalhousie joins in great power conflict

Saturday, Oct. 9th Dalhousie will join the largest radio link-up of North American Universities ever attempted.

The theme of this international teach-in and part of its programme will be that of the University of Toronto - "Revolution and the Great Power Conflict."

The purpose of the teach-in is strictly educational; it will not be a "protest" event. Also it is to be international in character. Focus will not be exclusively on American foreign policy; rather it will discuss great power foreign policies from a variety of viewpoints, both geographical and ideological.

Its aim is to have the problem of evolution and great power conflict examined by bringing together political and academic spokesmen from as many divergent points of view as possible to debate the issues in a university forum.

Secondly, the teach-in will not focus its attention on one specific crisis but hopes instead to discuss the general theme of revolution with reference to areas like Vietnam, Central and South America

and the developing nations of Africa.

To be held in the King's auditorium, the teach-in will be divided into two parts. The main part consists of the panel discussions at the University of Toronto, which are being brought to Halifax by a telephone hook-up. The audio broadcast will be supplemented by visual presentation of maps, pictures, diagrams, etc.

The other part is live in Halifax. Before the morning and afternoon session there will be an hour of background information presented by experts. A panel discussion on the topics of the day's proceedings will be held in the evening.

The programme of this teach-in is as follows:

9:30-SESSION ON LATIN-AMERICA Chairman: to be announced
Dr. H.D. Smith, President, University of King's College - Welcoming remarks

B.J. Aston, Department of Philosophy, Dalhousie - "Teach-ins in England"

Dr. C.E.D. Simmons, Department of History, Dalhousie -

"The historical background in Latin-America"

The broadcast from Toronto will discuss the problems of revolution and intervention in Latin America. The chairman of this session will be W.A. Irwin, editor of the Victoria Daily Times and former Canadian ambassador to Mexico and Brazil. Cheddi Jagan, the fiery leftist former Premier of British Guiana will address this session. Balancing the discussion with a more moderate view will be Andres Lockward of the Social Christian Party of the Dominican Republic. A. A. Berle, former undersecretary of state for Latin American affairs and presently adviser to the Secretary of State on Latin American questions will represent the Johnson Administration.

2:30 SESSION ON VIET NAM Chairman: to be announced
Dr. H.D. Hicks, President, Dalhousie University - Opening remarks

Dr. J.H. Aitchison, Department of Political Science, Dalhousie, "Background on Viet Nam: comment on the film"

BROADCAST FROM TORONTO 7:30-PANEL DISCUSSION
Panelists:

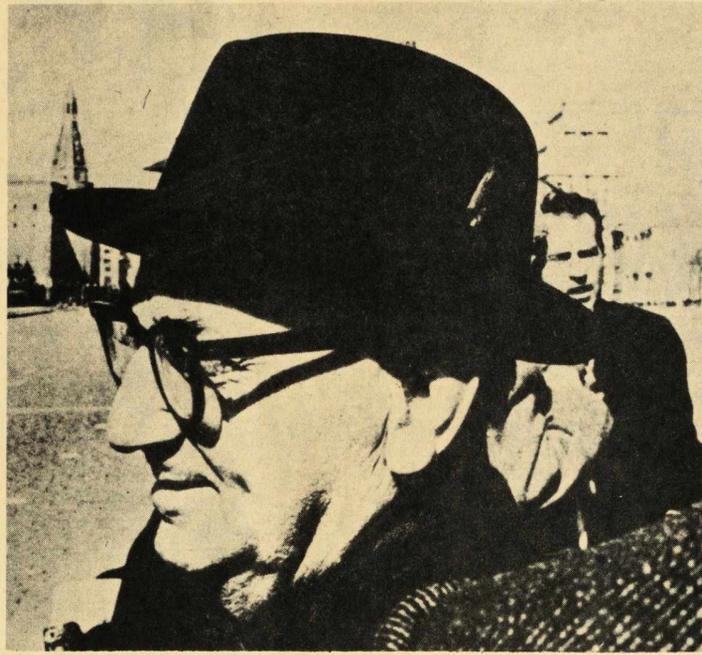
Prof. John Sloan, Department of Political Science, Saint Mary's University

Nigel Rodley, visiting professor of law, Dalhousie

Dr. Simmons
Dr. Aitchison
Terry Morley, editor, Dalhousie Gazette

Jim Lowrey, Dalhousie

Chris Phurrott, Dalhousie



PREMIER JOSEPH SMALLWOOD

"Will produce furor"

Maintain fee levels says Bladen report

OTTAWA - The Bladen report's recommendation that tuition fees continue at an average level of \$500 is "probably the part which will produce the most furor", Dean Bladen admitted at a press conference Oct. 6.

Speaking shortly after the release of the report to the Association of Universities and Colleges of Canada (AUCC) who set up the Commission on the financing of higher education Dean Bladen, Dean of Arts and Science at the University of Toronto said: "It's a question whether you may not wind up with less if you ask for more."

He put some emphasis on the "social cohesion" argument against free education, which he said was based on a recent study in suburban Toronto which showed that young non-university graduates might resent paying for others to achieve "a higher status."

The Canadian Union of Students lashed out Oct. 6 at the Bladen Commission on the financing of higher education for recommending retention of tuition fees at the present level.

"Such a recommendation negates the principle of social justice" CUS claimed in a statement issued on the heels of the release of the Bladen report.

"Loans, bursaries, and scholarships are an outdated substitute for the elimination of tuition fees" This is the position of the national union.

Endorsing the proposed increases in federal grants to education, CUS stressed that the federal government has the duty to see that Universities and Colleges receive adequate financial support.

Noting the report's criticism of loan schemes, CUS claims bursaries fail to make education a right, and require "degrading" means tests.

Calling the Bladen recommendations "ill-conceived" CUS reaffirmed its demand for tuition-free education.

The report calls for the federal government to increase its contribution to university costs in the next fiscal year to \$330,000,000.

This would be a \$250,000,000 hike from the \$80,000,000 currently budgeted for the year ending March 31.

Government's contribution would continue to rise yearly to meet growing university costs, estimated at \$1,704,000 in the next 10 years.

CUS Special Pat Keniff told a special meeting of the Dalhousie Student Union Oct. 6 that the Bladen recommendation of increased loans would penalize needy students.

He said under the scheme students would be required to make repayment via three channels - (1) normal repayment of loan plus accumulated interest; (2) income tax deduction; (3) special one percent annual deduction of all university graduates.

In a telephone interview Premier Stanfield said Nova Scotia would "be disposed" to follow the recommendations of the Bladen commission report.

World population, approximately 3,000,000,000 in 1960, may double by the year 2,000, according to a report published by the U.N. Department of Economic and Social Affairs.

At the end of the century, the population of Latin America will be three and a half times as large as in 1960; Africa and South-East Asia will each have three times as many inhabitants, East Asia 2.3 times as many; the population of Oceania, North America and the Soviet Union is likely to double and Europe's population will increase by one-third.

The U.N. report shows that in most developing countries population growth is at present 1 per cent to 3.5 per cent, as compared to 0.5 per cent to 1.7 per cent in industrialized countries.

In 2,000, 81 per cent of the world's population will live in today's developing areas, compared with 71 per cent in 1960. Population density in East and South Asia will be greater than that of Europe.

He expressed some fear that high enrolment levels could not be achieved without reducing the quality of education due to the shortage of qualified lecturers.

The report does not deal with the problem of lecturers because "it is impossible to make accurate predictions in this field," according to Dr. Bladen.

He put some emphasis on the "social cohesion" argument against free education, which he said was based on a recent study in suburban Toronto which showed that young non-university graduates might resent paying for others to achieve "a higher status."

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Newfoundland to have free education

Smallwood drops bomb; outstrips Prof. Bladen

By TIMOTHY FOLEY
NEWS EDITOR

Newfoundland Premier Joey Smallwood's announcement of free education has dropped like a 'bomb' on Canada's academic community.

Smallwood's plan to pay all tuition fees by 1966 and later provide "salaries" at Memorial university completely outstripped the recently released Bladen report.

It has also heaped fuel on plans for national student day demonstrations, Oct. 27, on campuses across Canada.

While federal politicians stumped the hustings this week debating the merits of increased student assistance, Newfoundland's premier was creating a revolution in the country's educational system.

As Joey himself put it Tuesday before 2,000 wildly cheering Memorial students - "this will be the one and only university in the Western hemisphere with free tuition and salaries to boot."

The first step of the plan is to raise government scholarships immediately from \$600 to \$800.

This will be followed next Sept. with free tuition for all Memorial students up to and including their fifth year. The one condition being the parents are living in the province.

If the student holds scholarships or bursaries the government will pay the balance not covered by these prizes.

The third and most revolutionary step-paying student salaries-is to be gradually phased in over unspecified period of time. Students living at home will receive \$50 a month while those from out of town (paying board and room) will receive \$100 a month.

Based on an estimated 1966 enrollment of 4,000 students it is expected free tuition alone would cost the province about \$1,600,000. Universal payment of the salary scheme next year would add another \$2,000,000 for a total of at least \$3,600,000.

Despite the fact Newfoundland is one of the smaller and poorer provinces, Smallwood told the students there will be no need for new or increased taxation. Canadian Press quotes him as saying, "We're pretty sure we know where the money is to come from."

Reflecting their evaluation of the importance of the announcement Halifax papers buried the story in their back pages. The Mail Star placed the story on page eight of its October 6 edition.

Nova Scotia Premier Robert Stanfield refused to comment on the Newfoundland plan when he was contacted by the Gazette. Memorial's student president Rev. Murphy said in a prepared statement, "We (the council) congratulate the wisest of governmental education policies." Smallwood's announcement is expected far reaching repercussions.

Undoubtedly it will effect government decisions concerning the Bladen report and future federal-provincial tax agreements. It may also be taken up by parties campaigning in the current federal election contest.

Douglas Pledges Free Education

HALIFAX - New Democratic Party Leader T. C. Douglas has pledged free university education as a major plank in his election platform.

"We believe the level of education a student gets should be decided by the amount of brains he has in his head and not the amount of money his father has in the bank," Mr. Douglas told a rally of more than 500 persons here at St. Pat's High School.

He said that the number of young Canadians getting higher education - 9.9 per cent of those between 18 and 24 years of age - was far too low to meet the economy's needs for scientists, teachers, and other professional people.

Mr. Douglas promised that an NDP government would offer the provinces a choice of outright grants or tax abatements that would allow them to remove all tuition fees from universities and technical colleges.

Canada cannot compete with industrially advanced countries unless it has an adequate reservoir of trained persons, Mr. Douglas added.

He warned "if the scientific revolution is left alone to run its course without a plan or a program, the price will be paid in dislocation and human suffering." In addition Mr. Douglas says his party believes that offshore mineral rights belong to the provinces regardless of what the constitution says.

Mr. Douglas said he disapproves of any province suggesting it would not recognize the decision of the Supreme Court as the correct interpretation of ownership as it now stands.

He said he feels it is "arithmetically possible" for the first time for an NDP Government to be elected on Nov. 8. He bases this on an estimated 40 per cent of the eligible voters being undecided at present. "Two out of every five Canadians don't know yet who they'll vote for," he pointed out.

If the NDP can capture three-quarters of this uncommitted vote, with its current support, it can form a Government. The real issue in the campaign is "leadership - to develop a sense of national purpose. We've never had any over-all national goals in the last 40 or 50 years," Mr. Douglas said.

Fly home and vote-Pearson?

ST. JOHN'S N.L.F.D. (CUP) - Prime Minister Pearson told students this week that if all else fails they should try to arrange free flights home with Air Canada to vote in the Nov. 8 election.

He made the suggestion after he stated that the chief electoral officer had not advised him there would be any difficulty with student voting before he called the election.

Mr. Pearson suggested that students attempt to have their names put on the voting lists in their university constituencies. If this did not work he said they should appeal to the courts of revision.

Falling both these alternatives he suggested the flight scheme.

Air Canada President G. R. MacGregor, in a phone interview, reacted to the story by telling students:

Asked whether the Prime Minister had been in touch with him, he replied:

"No."

The Canadian Union of Students estimates that over 7,000 students of voting age live at least 500 miles from home.

Nearly 4,000 of these live at least 1,000 miles from home.

According to Air Canada figures it would take approximately 28 Vanguards and 30 DC-8's to airlift the students to the polls. Total cost at charter rates for minimum of \$375,000.

OTTAWA (CUP) - Prime Minister Pearson has denied suggesting that students should seek free rides on Air Canada to go home to vote on Nov. 8.

A spokesman for the Prime Ministers office said today (Oct. 4) that he had thought the student who made the suggestion to him had been joking, and that he had not seriously endorsed the idea.

A report in a Toronto paper Oct. 1 said that the Prime Minister had made the suggestion while speaking to an informal student audience at Memorial University in Newfoundland. The Prime Minister's office was at first unwilling to comment on the report.

Meanwhile, a Montreal M. P., Milton Klein, is reported to have endorsed the idea that students should get free rides on Air Canada "or the C.N.R." on Nov. 8.

CUSO To Expand

OTTAWA (CUP) - The Canadian University Service Overseas (CUSO) wants to triple its programme by 1967.

At the national conference of CUSO held in Ottawa Oct. 2 and 3, the student organization resolved to increase its present 323 overseas volunteers to 1,000 within the next two years.

The student volunteers work in developing countries throughout the world, with their salaries paid by the local governments.

Whether the projected expansion can be achieved will depend on CUSO's relationship with the federal government and the Company of Young Canadians, according to Paul Ladouceur, international affairs secretary of the Canadian Union of Students.

CUSO has a budget of \$215,000, half of which comes from corporate donations and half from the federal government.

Mr. Ladouceur, who was elected to CUSO's executive committee during the conference, said the CYC's intentions on the international level were rather hazy at the moment.

"We can't say anything definite about the Company's role because they have reached no decision yet," Mr. Ladouceur commented.

Prime Minister Pearson, addressing the conference at a luncheon Oct. 1, said: the government would continue an "active partnership and co-operation with CUSO whether through direct assistance or through the

Company of Young Canadians. The CYC conference adopted a resolution extending "fraternal greetings" to the CYC but took no other action on the matter.

Mr. Ladouceur said "There was a feeling that CUSO should define its policy and aims more closely to avoid overlapping with the CYC."

One reason why this was not accomplished may have been the structure of CUSO itself.

A "certain amount of discontent" with the way CUSO policy was formed led to the adoption of a resolution urging maximum participation by members in the formation of CUSO's programme.

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C.U.S. Chief Kenniff on campus

STUDENT AID NEEDS RADICAL REVISION

By LINDA GILLINGWATER
GAZETTE REPORTER

Student aid is in need of radical revision today but the Bladen Commission recommends the status quo; are we going to accept the situation or are we going to act?

This is the question asked of Dal council by Pat Kenniff, national president for the Canadian University of Students, Wednesday.

A graduate of Loyola University, Mr. Kenniff was described by Dal Council President Robie Shaw as being "the finest student leader I have seen in the seven years I have been in CUS."

The most important point to emphasize about the National Student Day on October 27, according to Kenniff, is that the students are NOT marching to denounce the Bladen Commission report; students are NOT marching to emphasize that they need money but are trying to say: "There are people who aren't here and they need money."

The students are not asking the government to dole out money for higher education. It is an investment in the future economic

growth of Canada said Kenniff. Canada was the second most developed nation in the world; it is now the third and will soon be the fourth unless Canada "makes a basic commitment to education."

Because Canada is shirking her responsibility in this regard only 15 per cent of Canadian youth are receiving any form of higher education as compared to 42 per cent of U. S. youth.

"Very real barriers exist in the attainment of higher education" Kenniff said. Coupled with the obvious financial bar-

riers profound psychological barriers exist. "We, the students, have to work to eliminate these barriers," he said.

"He said university students, cannot sit complacently and say: 'this thing has gotten too big for us' What you are in fact saying if you adopt this attitude is that 'democracy isn't working any more.'"

If the bid for free tuition fails Kenniff urged that the reason should not be "because you and I and others have been afraid to speak out."



KENNIFF ON CAMPUS. "Thank God for Premier Smallwood" remarked Canadian Union of Students' President Patrick Kenniff in an address before King's University students, Wednesday night. He was less complimentary when he told Dalhousie's Council of Students about the Bladen Commission report. Dalhousie was one of 14 stops for Kenniff on an Atlantic Provinces speaking tour.

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Joey for PM

Joey for Prime Minister may well be the cry of Canadian University students following the events of last week.

For there can be no doubt that Premier Smallwood of Newfoundland had made the most significant contribution to "free education" of any individual in Canada.

It might have been expected that the Newfoundland government would, in the near future, bring about free tuition for all Memorial students. The favourable situation in which the provincial government finds itself, vis a vis the per capita grants (Newfoundland has a high population in proportion to the number of students at Memorial, the only university on the island) plus the recent statement of Government spokesman would make this move not too terribly surprising.

But when coupled with the magnificent policy of salaries for students, we cannot doubt for a moment that this program will be the herald of free education in Canada.

The details of the plan are remarkable. Education grants and

government scholarships will be raised from \$600, to \$800. This is to be effective for this year.

Next year tuition fees for all years will be paid by the government for every student with parents residing in the province. In addition, salaries of \$50 per month for St. John's residents, and \$100, per month for out of town students will be provided for one class starting in 1966 with other classes to be added in successive good possibility that the Newfoundland government will find the necessary funds to extend the salaries immediately to all students.

The Gazette wishes to extend its appreciation and heartfelt thanks to Mr. Smallwood for his bold initiative in the struggle to make Canadian universities accessible to all Canadians. We also congratulate the Student's Council at Memorial for their tireless fight to convince their government of the necessity of this kind of action. Their's is an example from which Nova Scotians could greatly profit. If we wish the same

benefits we must be prepared to go out and fight for them.

Presumably Memorial will have a huge turnout for National Student Day on October 27 in order to properly thank Premier Smallwood. Our turnout should be even larger in order to properly impress upon Mr. Stanfield the urgency of the situation in Nova Scotia. We owe at least this much to the pioneering done in Newfoundland.

Newfoundland is not a rich province. It cannot, for example, come close to approaching the resources of Ontario. Yet it will lead the way in free education.

The time is now for the other provincial governments to formulate a similar plan in their jurisdictions. The time is now for the federal government to provide the funds to make this possible. The time is now for the students of this country to come out and support the ideal of free education and the program adopted in Newfoundland.

If Joey can do it, then so can all the others. Let's get out and make them aware of the fact.

Stop Bombing Now

There are usually two major reasons which the American government advances as a justification for their continued presence in Viet Nam.

They contend that they have been "invited there" by the government of South Viet Nam. In other words, they have not gone to South East Asia as unwelcome aggressors, but as allies of a besieged regime which has in its hour of trial asked for help.

The second reason follows from the first. They are in Viet Nam at the invitation of the government to maintain "freedom" in South Viet Nam by preventing a Communist takeover directed from the North. In other words, they have labelled the North Vietnamese government as the aggressors in the war and contend that the Ho Chi Minh regime

finances and directs the forces of the National Liberation Front (Vietcong).

Both reasons are spurious.

In the first place it is highly doubtful whether the government that issued the invitation (Ngo Diem's government) was in any way representative of the people of the area. In fact, under the conditions of the Geneva Convention signed in 1954 a referendum was to be held by 1957 to determine whether or not North and South should be joined. The referendum was not held because the Diem government, under pressure are clearly delineated by former President Eisenhower in his book "Mandate for Change" who states that the U. S. feared that the Communists would win any "free elections" held.

Insofar as the second reason is concerned it is patently absurd to

describe the bombings and other actions of the Americans as having anything whatsoever to do with the "freedom of Vietnamese peasants. Besides which, anyone who believes that the Communist world remains a monolith dedicated to a single cause has simply not been made aware of the past five or six years of strife between the Soviet Union and China.

The Americans should cease their bombings now, and should begin the preparations to allow them to pull out of the country. There can be no long range benefit to the Western world in supporting the totally reactionary regime that presently masquerades as the legitimate government of the South.

We must learn to realistically deal with the real aspirations of the underdeveloped nations.

The Antiquated Bladen

Coming hard on the heels of the Bladen Commission Report seems even more antiquated than was originally feared.

Though there are a number of positive proposals with which this newspaper has no quarrel contained in it (primarily the recommendation to increase the amount of federal aid available to the provinces) there are some very real deficiencies.

Nova Scotians have no cause to joyfully accept the findings of the Commission. Increasing the per capita grant to the provinces from two dollars to five dollars will mean more money for this province but it fails to remedy the inequity of our high ratio of students to the general population which condemns us to much less aid per student than other provinces.

More important, the recommendations are totally inadequate for the problems facing those who are presently unable to attend our institutions of higher learning.

The Gazette objects vigorously to the suggestion that tuition fees remain at their present level, and finds particularly repugnant the

statement that fees should remain at their present level for the sake of "social justice".

We believe that such a recommendation negates the principle of social justice. Tuition fees constitute a very real financial and psychological barrier to those high school graduates considering a university education. By allowing tuition fees to remain and be employed as a flexible source of revenue, students will continue to be at the mercy of university authorities who must constantly raise them if sufficient funds are not provided from alternative sources. Hence, as fees become stiffer, more and more young people find themselves in a position where thoughts of a university education are but idle dreams.

In another section the Commission asks for the retention of tuition fees to be coupled with an increase in the older forms of assistance. We suggest that the loans, bursaries and scholarships are outdated substitutes for the elimination of tuition fees.

Loans require an individual to incur a large debt, which in a sense is mortgaging one's future.

Loans serve as a barrier to many high school students who are not psychologically attuned to borrowing large sums of money, especially when they have no assurance that they will graduate and be able to get those "higher paying jobs".

The provision of an adequate bursary program is fraught with administrative and financial considerations. It requires the continued existence of the means test, a thing degrading to the individual. If education is a right, and not a privilege, as this paper would certainly contend, then a means test is an affront to the dignity of the student.

The Bladen Commission is a real disappointment. It fails to recognize the basic economic fact that investment in higher education, that is, in human beings, brings both economic and cultural dividends vital to the welfare of any nation.

Canada can no longer afford to lag behind the rest of the developed world. Only by making our post secondary institutes universally accessible can we recapture the impetus we once had as a dynamic and important power.

STUDENT WORKER

FORT QU'APPELLE (Staff) — Student syndicalism began not in Quebec, but among the national union of French university students 19 years ago.

It is based upon the Charter of Grenoble whose first article reads: "The student is a young intellectual laborer."

As the working man is a laborer, so is the student, according to the charter.

But French-Canadian syndicalists Richard Guay and Louis Legendre say the difference lies in the fact that the workman's labor is essentially manual whereas the student's is basically intellectual.

Since an apprentice plumber is paid to work in a preparatory productive activity, so should a student be paid in the form of a free education, syndicalists argue.

"No one pays to work," says Guay.

But in return for a free education, the Quebec students say students must involve themselves in the nation's social conscience instead of dwelling in apathy and a "what me worry" attitude.

This means students must fight for better salaries and society's general welfare.

University administrations, they argue, are coming between professors and students, who are both seeking to protect academic freedom and fundamental human rights, and as such as supposed to lead the academic community.

Student syndicalism, they say, is directed against impersonalization of the university by the administration.

The movement has two goals — to educate its members and the general population in order to make them conscious of society's problems so they may become re-

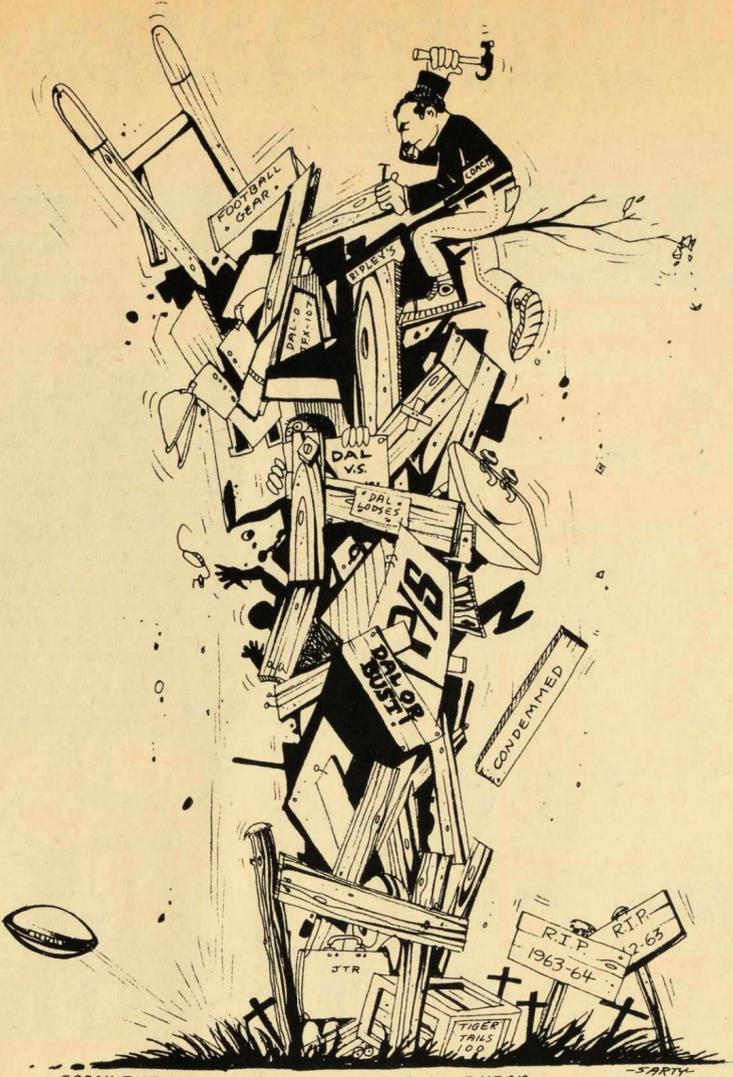
sponsible, obligation-fulfilling citizens, and secondly, to revindicate the rights of its members and the general population.

WHALE LIKES TUMMY RUBBED

Well, they're running into a little trouble when it comes to giving the four-ton Seattle killer whale his vitamins.

Finally Dr. Merrill Spencer came up with his own version of a tranquilizer gun with a five-inch needle. Then there was another problem: Namu's hide is tough as iron, and there's a thick layer of fat or blubber under that.

The good doctor discovered that Namu likes to have his tummy rubbed. He hunches his back when they do that — and bang. The needle goes in right under Namu's dorsal fin, where the fat, or blubber, is thickest.



LETTERS TO THE EDITOR

STUDENT UNION FRENCH

Dear Sir,

I noticed with surprise the new letter-head of the Dalhousie Student Union, which includes a French version of the name of the society: "Union d'Etudiants Dalhousie".

Unfortunately this version is horribly inaccurate. Even with a minimum of knowledge of French, could not the Student Union have said something simple and correct like: "Union des Etudiants de Dalhousie"?

Certainly the idea of a bilingual letter-head represents the best possible intentions. But such a bad translation would probably be taken as an insult rather than a compliment by anyone who speaks French. Rather as if a French-Canadian Student Union included in its letter-head something like: The Circle of the Student of the Montreal University.

What a pity that a large supply of these letter-heads may have already been printed and are likely to bring ridicule to the name of Dalhousie!

Yours sincerely,
 Paul Chavy
 Head
 French Department

seriously, that is precisely the attitude taken by so many adults, let alone students, towards the laws of divorce and abortion, and such customs as social drinking and sexual license. I have grave doubts that the relaxing of the rules of the ladies' residences will lead to any greater maturity, and I do not share your editorialist's optimism that it will not lead to a rash of pregnancies.

You ask us to bury the hatchet with King's in matters of real importance. (I have only just picked up the hatchet having been a Kingsman myself for the past four years) so that together we may take a consolidated stand. This to me betrays a suspicion that any cause is not a good one unless great numbers jump on the bandwagon to support it. Just whom do we hope to influence by our demonstrations, the university authorities, the city, the Provincial or Federal Governments, the United Nations or world public opinion or ourselves?

In my opinion no cause you have recommended so far is worthy to be placed in first priority by anyone. That alone is the Cross of Jesus Christ. It is all inclusive. In the Cross alone, by our changed lives, we find the answer to all issues such as racial and economic injustices, and even the matter of growing into mature responsible adults. This is revealed to us in the Holy Bible, and we may find it, day by day, by firstly, opening it, secondly, praying that our eyes may be opened to see the wonderful things of God's Law (Psalm 119, v.18), thirdly, by reading the Word of God, and, finally, by applying it to our lives.

Here, I speak as one who learnt the hard way, for in my younger days I rejected the Bible as a useful standard for adult life. In this I followed the crowd, but now I stand among the few. This complete change in my attitude com-

pels me to write to you to counter this implied assertion in your pages that the majority is always right. In this world of ours it is not necessarily so.

Yours sincerely,
 Michael Burslem, Med. 1

POLICE ACTION

Dear Sir:

The other night as I was sitting quietly by my precinct window the call of duty came to me. I was sent, in company with my fellows up to your lovely (by day) campus in order to quell a most disgraceful riot between King's College and Dalhousie.

As I drove onto the campus in my brand new squad car with plexiglass bulletproof windows a horrible sight greeted my world weary eyes. There in front of me, on the Dalhousie lawn smack in front of the Sir James Dunn Science Building given by the kind old Lady Dunn in memory of Algoma Steel, was a most foul display of fisticuffs.

I thought I might leap from my car and smash this sacrilegious outburst which had invaded the sylvan greens of your lovely campus. Yet I restrained myself in the true spirit of an officer of the crown, secure in the knowledge that there is a higher authority than me ready and able to judge.

Next time I'll bring the Navy and wipe out both sides.

Yours sincerely,
 A Halifax Constable

Sabin oral vaccine which is taken by mouth contains separate vaccine against each of the three polio viruses. The Public Health Department recommends two doses of the oral vaccine for full protection against poliomyelitis.

Dear Sir—

It appears from the editorial page of the Dalhousie Gazette that the justifiability of a moral issue is determined by the numbers who consider it a good idea. If we are to take Richard Needham's article seriously, the Ontario Liquor Law is now obsolete because a considerable proportion of the adolescent population break it every day. Even if not to be taken

and gratitude by officials and colleagues alike."

However when the teach-in had spread to other campuses the idea of protest was buried beneath the co-operation extended by the university administration who kindly set aside an auditorium and refreshment facilities. The appearance of the university president or his representative to open the teach-in with a warm message of congratulations to the participants further gave the discussion an official role.

When the University of Oregon held its teach-in it was reluctant to use that term because, as one professor explained, "A 'teach-in' suggests an immediate grievance, like a civil rights sit-in. To use that concept here we thought would be falsifying the situation."

Another professor added, "Besides, the term suggests a protest against the university administration which it certainly wasn't."

Needless to say it is fairly obvious that had the Oregon professors attempted to introduce a discussion of the Viet Nam war into class they would have faced stiff opposition from the university administration. In other

Teach-ins: No Substitute for Education...

There has been so much congratulation extended among professors over the success of the teach-ins that one is hesitant to question certain aspects of the teach-in's development lest one be called a cynic. However if one is to be intellectually honest, then one must seriously discuss the purposes, the goals, and the effectiveness of the teach-in.

The idea of the teach-in originated when thirteen University of Michigan professors were prevented from staging a work stoppage and an all-day discussion of Viet Nam. The tremendous pressure exerted by the President of the university and the Governor of the state forced the professors to cancel their plans and to substitute an all-night discussion instead. Thus the name "teach-in" derived from the fact that it was a protest against the university administration for refusing to allow the professors to conduct discussion on the Viet Nam war in class.

The university administration, then had successfully manoeuvred the dissenting professors to do their dissenting during off-hours. One of the original professors recalls, "Our change of strategy was greeted with relief

words, implicit in an all-night teach-in is a protest against the limitation of academic freedom in the classroom during regular hours.

One important question that that ought to be raised is: if the teach-in deals with the most pressing problem of the day and if the other major issues such as civil rights, automation, and poverty, are completely ignored in class, then what exactly is discussed during school hours? And what relevance does it have to the student? It is clear that a one-shot all-night discussion can never compensate for the knowledge which the student has received from the mass media. As an Oregon student said, "A lot of students here don't know what they are talking about when they refer to Viet Nam. I didn't know anything and that's why I came."

Although many people have received the impression that most of the students and professors have attended these teach-ins the fact is that, except for the one at Berkeley, no teach-in has ever attracted more than 10 per cent of the students or 20 per cent of the faculty on any campus. Hence over 90 per cent of the

students remain completely ignorant of the true nature of the war having no more access to the truth than the daily press.

One Washington University professor justified the teach-in in a somewhat apologetic tone. "There is nothing improper in what we are doing here. We are just covering up for or updating a poorly designed curriculum. We forgot to have courses in South-East Asian politics in the curriculum this year." However, doesn't it seem absurd to claim that a one-night discussion is equivalent to a full year course in South-East Asian politics? And do those universities which offer courses in Asian or Latin American politics really help the student understand the situation or do they simply prepare him for memorized IBM examinations?

Perhaps the most revealing comment on the teach-in and the university was, made by a student who said, "You can't duplicate this in a classroom. I've learned a lot." However a more precise statement would read "You don't rather than 'you can't' since there is no reason why it cannot be done. Professors ought not to run away from the problem by conducting special discussions

Syndicalism in the West

BY DON SELLAR

FORT QU'APPELLE — French and English-Canadian student leaders met May 14 in this small settlement 60 miles east of Regina to discuss a new concept of student government — student syndicalism.

But when the two French-Canadian student syndicalists arrived to describe the left-wing movement which has swept Quebec universities during the last three years, they found three western universities absent from the seminar and the dialogue.

University of Alberta at Calgary and the universities of British Columbia and Victoria didn't show up for the seminar, sponsored by the University of Saskatchewan, Regina campus.

Student leaders from UBC and UCIV said before the conference they would stage an "intellectual boycott" because student syndicalism is not applicable to student government in British Columbia.

Sessions went on without the three universities.

The two U of Montreal syndicalist leaders, Richard Guay, 21, a law student and Louis Legendre, 21, a science student, represented the Union Generale Des Etudiants du Quebec (UGEQ) at the three-day seminar.

UGEQ is the French-Canadian equivalent of the Canadian Union of Students. It represents 55,000 students from three Quebec universities.

The two French-Canadians told delegates student syndicalism has already gained advantages for Quebec students, and has helped to replace Premier Jean Lesage's "quiet revolution" with a deeper, economically-based one.

"In three years of syndicalism," said Mr. Guay, "we in Quebec have developed the best system of bursaries in Canada."

Next year, the Quebec government will provide students there with \$20 million in bursaries through a committee made up partly of students.

"But the committee is not always sufficient to ensure achievement of our objectives," UGEQ's vice-president said.

He explained the syndicalist student governments of Quebec are able to put pressure on government by organizing extensive press campaigns, lobbying with labor unions, holding demonstrations, and ultimately, going on strike.

"But we march only when we are sure the public is with us. When you (westerners) march, it is actually an egocentric matter, with the public automatically accusing you of irresponsibility."

Both syndicalists claim Quebec's "quiet revolution" is merely a catching-up process which began shortly before the death of Quebec Premier Maurice Duplessis.

They said the real revolution is yet to come, and when it does come, it will involve economic structures and social ways of life.

Premier Lesage is gradually falling into disfavor among Quebec students, said Guay, because his government is steadily drifting to the right.

"Slowly but surely, there is a ditch between the two generations which is leaving them farther apart."

"Lesage is slowing down because he wants to be Prime Minister of Canada, and is afraid of his image in Western Canada."

Vietnam fights for food

By STEVE HOWE
 THE RYERSONIAN

Three South Vietnamese civilians have been murdered in one of the most atrocious war crimes to filter onto the front pages of the world's press.

Three men who dared to challenge the presence of American forces in Vietnam were taken to the soccer stadium in downtown Danang and executed by a firing squad.

As leaders of an anti-government demonstration, they were sentenced to death by a military tribunal which is itself supported by the American government. For it is an ill-disguised fact that the effective government of South Vietnam resides in the Pentagon.

The demonstrators were protesting the destruction of their crops by heavy U.S. artillery. The American government admits it is waging war in the rice paddies of South Vietnam.

The civilians further objected to the imposition of a tax on rice — their staple diet. The American tradition glorifies a revolution that was sparked by the tax on tea.

Also among the demonstrators were women whose crime was to plead that their sons and husbands be released from military service long enough to help reap the meagre harvest of rice.

But Washington refuses to see that the struggle of the Vietnamese people is the struggle for food.

In 1956 the American people silently watched the attempt and failure of the Hungarian people to resist invasion by Soviet forces. But now the tables have turned.

Now it is the American armed forces that roam uninvited through the paddies of an independent nation. It is Washington that has imposed crippling taxes on food.

But when the smoke is cleared and Vietnam is returned to its rightful place inside the Chinese sphere of influence, these three anonymous men will be remembered as martyrs only by their families.

But if anyone does remember their brief hour of honor they will say the men died as pawns in the American struggle "for world freedom".

Hot times for troops

By STEVE HOWE
 THE RYERSONIAN

From Vietnam comes the prospect that you can, in fact, take it with you.

Premier Nguyen Cao Ky of South Vietnam said he believes that the behavior of U.S. troops has been so good that he is considering opening "pleasure camps" to provide entertainment for the boys away from home.

The premier added that the camps will include girls and bars for front-line combat troops and a controlled form of prostitution with U.S. doctors subjecting the girls to regular checkups.

Naturally the plan has yet to be ratified by the Geneva Convention on war rules, but with South Vietnam so dependent on the presence of U.S. troops, perhaps a hasty amendment will be forthcoming.

under the cover of darkness but should challenge the university administration on the right of academic freedom within the classroom. All students and not just 10 per cent of them must be confronted with the Viet Nam war during school if dissent is to become strong enough to influence American foreign policy.

Perhaps one of the most serious mistakes the professors have made has been their neglect of the American people in favor of personal "dialogue" with the Administration. As the "New Republic" described the National Teach-in, "The 1,000 or so, professors who participated put the force of the intellectual leadership to work on the policy makers. The professors were not campaigning for votes, nor even for support that could be measured in a public opinion poll. They hoped to convince President Johnson's advisers..." So strong is their attitude of elitism and their ties to the Establishment (many of them have at one time or another been consultants to the government) that they felt that if only they could sit down with the administration and talk rationally they would be able to work out a solution together.

Guns of September have silenced but Kashmir border "scene of war-like tension"

By SHREESH JUJAL
For Canadian University Press

Though guns have silenced on Indo-Pakistan borders the time being and the United Nations sponsored ceasefire has apparently come into force, the 475 mile long front line in Kashmir is still a scene of war like tension which on any occasion may spark a new conflagration.

This undeclared war has been viewed as one of the gravest in the twenty year history of the United Nations, for it was feared that any further escalation might drag the whole world to the brink of a third global war.

The quest for peace was therefore the immediate need of the hour, realized by all major powers from Soviet Russia to the United States. Meanwhile Communist China appeared well set to jump into the turmoil to feed her own grand scale designs.

The current climax in the crisis developed on the night of August 5 when several thousand armed Pakistani raiders led by Pakistani Army officers in plain clothes crossed the U.N. ceasefire line and advanced toward Srinagar, the capital of Jammu and Kashmir state, with orders to organize a rebellion against India among the Moslem majority.

This was established by the report of the U.N. Secretary General U Thant to the security council in which he said:

"General Nimmo (Chief of the U.N. observer group in Kashmir) has indicated to me that the series of violations that began on August 5 were to a considerable extent, in subsequent days, in the form of armed men, generally not in uniform, crossing the ceasefire line from the Pakistani side for the purpose of armed action on the Indian side.

"This is a conclusion reached by General Nimmo on the basis of investigations by the United Nations observers in the light of the extensiveness and character of the raiding activities."

The Indian army then moved to drive the raiders out of Kashmir and cut the guerrillas' supply routes.

Indian action was met by Pakistan's U.S. supplied Patton tanks and F.86 Sabre jets. Within a short period the undeclared

NOTE—The author of this story, Shreesh Jujal, is an Indian student in Canada studying student journalism. He has been working at The McGill Daily on a CUP program. He is a former international affairs vice-president of the National Council of University students of India.

The following article expresses an Indian viewpoint of the Kashmir situation. We would be most interested in following it with a Pakistani viewpoint.

war spread to the international boundary line between India and Pakistan in the west as well as in the east.

But the roots of the conflict are deeper than the current development.

The essential reason for this international crisis is that the basic facts behind it have been forgotten by those concerned with the vital question.

The genesis of the tragedy dates back about 17 years.

According to the Independence Act of 1947, Britain partitioned British India into India and Pakistan according to Hindu and Muslim majority areas. But the princely states outside British Indian territory were left to join India or Pakistan solely according to the decision of the ruler of the state.

The Act stated: "An Indian State will be deemed to have acceded to the Dominion, if the Governor General has signified his acceptance of an Instrument of Accession executed by the Ruler thereof."

The Act did not contain any provision for ascertaining the wishes of the peoples of princely states before joining either state. In accordance with the act Pakistan and India accepted the accession of more than 560 princely states into the two Dominions. They did so not on the basis of the general will nor on religious considerations of the peoples of the states.

The ruler of Jammu and Kashmir acceded to India on October 26, 1947 by signing the instrument of accession, duly accepted by the then Governor General of India, Lord Mountbatten.

Pakistan, desiring the annexation of Kashmir, sent armed tribals backed by three brigades of the Pakistan Army to conquer

the Indian state. India complained to the U.N. security council regarding continued Pakistani aggression.

Ignoring the legal accession of Kashmir to India, Pakistan complained about India's refusal to hold a plebiscite in Kashmir.

The U.N. then passed two resolutions dealing with the ceasefire and the plebiscite question and moved to set up the U.N. Commission on India and Pakistan (UNCIP).

The initial resolution on August 13, 1948 required that Pakistan should first begin withdrawing all of her forces, regular and irregular, from the entire state of Jammu and Kashmir. Upon completion India was to withdraw the bulk of her forces, keeping however sufficient forces for the maintenance of order.

The subsequent resolution, on January 5, 1949, acknowledged the right of a plebiscite but was to come into effect only after the first resolution had been carried out.

The chairman of the U.N. Commission assured the Prime Minister of India towards the end of December 1948 that "in the event of Pakistan not accepting these proposals or, having accepted them, not implementing parts 1 and 2 of the resolution of 13th August 1948 (dealing with ceasefire and withdrawal of Pakistan forces from Kashmir), India's acceptance of them should not be regarded in any way as binding." This assurance was included in the second interim report of the U.N. Commission.

For the last 17 years Pakistan has totally ignored the implementation of this resolution.

She greatly strengthened her military position in occupied Kashmir (so called "Azad Kashmir") and set up foreign air bases in the territory.

Since then an enormous change has altered the situation. India could not wait indefinitely for Pakistan to fulfil the prerequisites laid down in the U.N. resolution of 1948. The people of Jammu and Kashmir have meanwhile exercised their rights in the last three general elections, and each time have affirmed their being an integral part of India, although those in "Azad Kashmir" have never taken part in any election.

Some sections of the Western press accepted the Pakistani line that the Kashmir issue is one of religion.

Korean campuses are shut down to curb student riots

SEOUL, South Korea — The South-Korean government has closed the two oldest and best known universities in Korea in a bid to crack down on student disturbances against the recent treaty between Japan and South Korea.

Korea University and Yonsei University have been closed down indefinitely for "disobeying an

earlier government instruction to punish professors and students responsible for the recent anti-government, anti-Japan demonstrations."

Since the middle of August, massive student demonstrations have been held throughout South Korea including one on Aug. 23 when 7,000 students went into the streets of Seoul and over 200 were arrested.

The students condemn the treaty as a humiliation for South Korea, claiming that it links the country with a historic enemy for cold war purposes and increases war tensions with North Korea.

The ratification of the treaty has produced a major crisis in South Korea. All opposition members of the national assembly walked out in protest, and the students claim that the treaty is "illegal and unconstitutional."

In addition to these two private universities, the state-run Seoul National University and several other universities have been shut down for a week to disperse students. The two universities were closed effective Sept. 4.

In the beginning of September, the national police arrested 90 students accused of being organizers of anti-government demonstrations. Of these, 80 students were arrested at the gate of Seoul National University's Liberal Arts and Science College on suspicion of attempting to hold a rally. They were taken into custody when they attempted to enter the college.

The police also arrested Professor Cheng Suk Hai of Yonsei University for being a member of the group of over 300 professors who had earlier issued a statement opposing the controversial treaty with Japan.

The police are on the look-out for 75 more student leaders who are being sought under the government's intensive campaign to root out the sources of student troubles. Thirty-three students have also been formally charged with violation of South Korea's anti-Communist law.

The lead in the action last month was taken by student leaders at Seoul National University's Law School. The Student's Federation of Junior Colleges in Seoul has also taken a stand against the treaty.

International students

MALYASIA IN MINATURE STAGED

By CHEAH KEESALK
SPECIAL TO GAZETTE

Rongzeng" and "The Dance of the Lights."

The year's activities of the L. S. A. (International Students Association) were very successfully launched on Friday night, Oct. 1 by its first major event, "Malaysia Night".

Long before 7.30 p. m., an eager and enthusiastic crowd had already gathered in Room 21, in the A and A building. The 130 people there were not to be disappointed. The evening started off with a bang when M. H. Tan, the President, presented an exciting slide show tour of Malaysia. Halifax was not forgotten, as a few humorous comparisons were brought up.

Ted Lawrence took up the story and gave a thoroughly stimulating illustrated talk on his impressions of Malaysia, from which he had just recently returned. The eyes of the audience must have popped to see a Canadian so well-versed with Malaysia. The brilliantly colorful highlight of the evening was the Fashion Parade, exhibiting examples of typical national dresses worn in Malaysia. More exotic and mystical still were the dances - "The

The first, an oriental mixture of the samba, shuffle, cha-cha, and the go-go steps, made the audience yearn for a dancing space. Eerie shadows leapt about when the performers danced the "Dance of the Lights" in blacked-out media.

Two rousing songs of Malaysia must have made the audience wish that they knew the language, so that they could join in too. "Rek Tek Tek" and "Rasa Sayang" are typical folksongs.

The evening was rounded off by a cut-and-thrust question and answer session, mainly on economics, education, and governmental systems of Malaysia.

At the end, the folks were treated to refreshments and a miscellaneous display of things Malaysian. With this precedent, you readers are advised to come out for future activities of the I. S. A.



MALAYS AND CANADIANS

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Further information can be obtained from Elizabeth Campbell at the Council Office. Please include in application where you can be contacted.

NOTICE

Conference Applications

The Dalhousie Students' Union is calling for applications for the following conferences:

- 1) Conference on the Atlantic Community. -Georgetown University, Washington, D.C. -November 12 - 17
-deadline for applications, October 11, at 5:00 P.M.
- 2) The Annual Seminar on International Affairs (South East Asia: Problems of the present - Paths for the future) -Sir George William's University Montreal, P.Q. -November 2 - 6.
-deadline for applications, October 11, at 5:00 P.M.

All applications to be submitted to the Council Office.

Realizes crisis Curry -

HALIFAX (CUP) -- Opposition Leader John Diefenbaker's promise to raise per capita grants to universities from \$2.00 to \$5.00 drew a mixed reaction from student leaders this week.

Bill Curry, president of the Association of Atlantic Students said:

"This promised increase to \$5.00 indicates that at least one party leader realizes that the crisis in education has reached such drastic proportions that it must be met with solutions of a radical and substantial nature."

Mr. Curry is a first year Law student at Dalhousie University.

In Ottawa however, Richard Good, vice-president of the Canadian Union of Students commented that this increase would only partly meet the CUS objective of abolition of tuition fees.

Mr. Diefenbaker's promise would mean an additional 60 million dollars in revenue for Canadian universities. CUS estimates that about 100 million dollars would be needed to abolish tuition fees.

Mr. Curry added that he hoped the Conservative leader's promise would prompt the other parties to state their interim and long-range education policies to the electorate.

The Association of Atlantic Students represents students at fourteen universities and colleges in the four Atlantic provinces. It forms one of the regions of CUS.

Are you a candidate for assistance under the

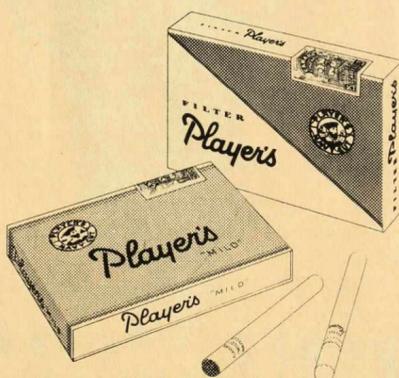
CANADA STUDENT LOANS ACT?



Under this Act, each qualifying student may present a Certificate of Eligibility to the bank branch of his (or her) choice. Royal Bank, with over 1000 branches across Canada, offers you convenient service combined with practical counsel. Visit your nearest branch.

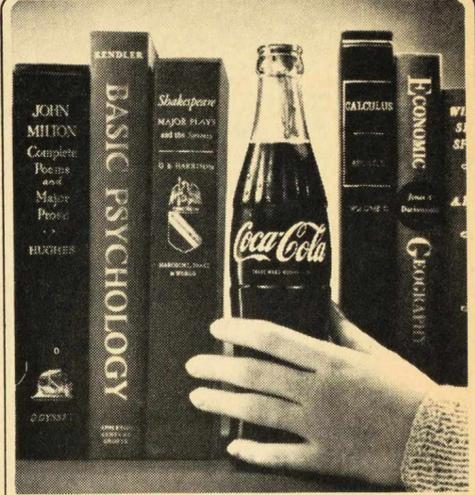
 **ROYAL BANK**

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India has embraced secularism as a basic principle providing equal opportunity to individuals irrespective of caste, creed, religion or colour. Pakistan is an Islamic state with an autocratic ruler, unlike India, the largest democracy in the world. India is the third largest Moslem state in the world, with some 50 million Moslems, 15 million Christians, and various other religious and ethnic minorities. Some sections of the Western press have said that both India and Pakistan have used military equipment supplied by the United States. The American government is aware of the evidence that Pakistan, in violation of her assurance to the U.S., has used American supplied bombers and tanks and other equipment. But India has restrained herself from using any U.S. supplied equipment. Pakistan since 1954 has received 1,500 million dollars in military aid as against only 80 million dollars in military equipment delivered by the U.S. to India. While Pakistan has been master-minding her military-oriented foreign policy with ambitions for Kashmir, she has found it convenient to join with China in an unholy marriage for mutual bargaining on Kashmir. —Please turn to Page 5—



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PLAN TO ATTEND

Bladen Defends Per Capita.. ...Asks Doubled Student Aid

The Bladen Report favours "free education" for graduate students but not for undergraduates.

The Bladen Commission is a non-governmental group set up by the Association of Universities and Colleges of Canada (AUCC), headed by Dean Bladen of the University of Toronto, it released its long-awaited report in Ottawa Oct. 6.

Undergraduate fees are expected to remain at an average of \$500, according to the report, because federal operating grants to universities should be increased two-and-a-half fold immediately.

"The graduate student should be fully, or almost fully, supported" by grants of at least \$2,000 in order to "attract into the graduate schools enough students of high calibre to meet the needs of universities, government, and business."

No such attempt to influence enrolment is recommended for the undergraduate level, however. The report makes no judgment as to desirable levels of undergraduate enrolment. It takes the AUCC predictions as "the best estimate we have of the rising demand" of students for undergraduate education.

To allow this demand to be met, the report recommends that governments give priority to capital grants and bursaries, and "resist the popular pressure for the abolition of fees."

Defining "free education" to include tuition, expenses, and foregone earnings, the report suggests that its projected enrolments can be achieved without free education, and expresses anxiety that greater demands would not meet with success. These projections predict that the present rate of 9.2 students per population in the 18 to 24 age group will rise to 13.2 by 1970 and 15.7 by 1975.

"There is a danger of friction" the report says, "between those who do not attend university and those who do, if the former feel they are paying the latter to live better and to achieve higher status."

BOB RABINOVITCH

After reading the Report of the Commission on the Financing of Higher Education in Canada, I am forced to express my disappointment and disillusionment with its contents. This report had been expected with great anticipation, for although it was to be a report of a committee of the Canadian Universities Foundation, it had been hoped that the Bladen Commission would rise above this potentially limiting context and exert leadership in solving the great problems facing higher education in Canada today, and for the coming decade.

Unfortunately the Bladen Commission has not fulfilled the promise and the report brought down by this Commission can only at best be classified as a status quo report.

It is a status quo report because it does not attempt to analyse or to help solve some of the most basic problems facing the development of education in this country. Rather, it is satisfied with a mere expansion of the existing per capita grant system. All this does in effect is help perpetuate the existing barriers to universal accessibility to higher education. This system is content with meeting normal expansion of demand for higher education as has been projected by Edward Sheffield. It does not attempt to analyse to any degree of satisfaction the problem of the comparatively low percentage of the college age population that is attending university in Canada as compared to that attending universities in the United States.

If one reads the Report carefully, one is left with the impression that no sociological, psychological, or even financial barriers presently exist to the undertaking of higher education. It would seem that the sole problem facing higher education in Canada is the problem of financing the normal growth of demand for education. Although this is recognized as a serious problem and although the Commission is to be complimented for its thorough analysis of this problem, nevertheless the major problem facing education in Canada is the loss of brainpower to this country as a consequence of the incomplete development of human potential. If we are to maintain the age of growth that the Economic Council of Canada has suggested is necessary, if we are to maintain the rate of growth to which the Commission pays lip service in its introductory chapter, then what is needed is a "supply of highly intelligent, highly trained, and highly educated people." (Report, p. 2) As the annual report on the Economic Council of Canada has stated, "The potential Canadian economy we visualize for 1970 is a high standard of living, and a high employment economy, and it must therefore be a high education economy, a high resource mobility economy, . . ."

arising from our discussions of the economics of the problem, for some use of the price mechanism and against completely free education". Although completely free education is a contentious issue, his corollary that the tuition fee must remain is shocking. His rationale, that to ask the government to absorb the tuition fee might in effect jeopardize the programme he has presented, is most absurd since the retention of tuition fees maintains the status quo.

Although coached in economic terms, Dean Bladen's insistence on "resisting popular pressure" is based solely on the above mentioned fear. As Dean Bladen has said, "the case against free tuition and against free education, tuition plus stipend, is then essentially based on an anxiety to achieve the full expansion we have proposed." Herein lies the crux of the matter. This report is not at all interested in those that are not attending university but rather is solely interested in the maintenance of the university plant in its present condition.

On pages 64 to 65 of the Report, Dean Bladen has given a most brilliant defence of free education at the graduate level. Dean Bladen seems to be suggesting a unique educational system in which education is free until the end of the secondary level; students are then forced to pay for the next four years; and if the student continues, he again receives free education. Is Dean Bladen thus suggesting that only the education undertaken at the undergraduate level is not of benefit to society? Is he also suggesting that the undergraduate is the only one who can afford to pay for education? It is at the undergraduate level that the student is hit by the full brunt of foregone earnings for the first time. It is at the undergraduate level that a truly voluntary decision to continue education must be made. At no other period in educational development are there more sociological and psychological deterrents to the affirmative education decision. It is at this level that Dean Bladen wishes to maintain what many economists and educators believe a most serious barrier to higher education — the tuition fee. Dean Bladen's defence of this antiquated institution is irrational and unacceptable. Canada needs more undergraduates as much as it needs more and more graduate students. One of the most excellent defences of the case for the elimination of the tuition fee and the case against loan and bursary



John Young explaining yet another esoteric part of Accounting and Commerce. (Dal Photo)

A Critique of the Bladen Report

In dealing with the increased needs of universities for funds, the report notes the criticism submitted by some Maritime universities that per capita grants failed to meet costs of provinces with a higher than average ratio of students to population. It was also pointed out that they took no account of inequality of income between provinces.

Defending the per capita system, the report says that it is up to each province to decide how far to expand higher education, and that special fiscal needs should be met by general equalization grants.

In summation, the major recommendations of the Bladen Commission are:

- * an increase of federal per capita operating grants to universities from \$2.00 to \$5.00, effective this academic year.
- * a doubling of student aid, with more emphasis on bursaries than loans.
- * provincial governments should "resist the popular pressure for the abolition of fees."
- * graduate students should be given "generous support" to pay all their expenses.
- * government scholarships based on merit should be limited to \$250.00.
- * federal capital grants of \$5.00 per capita, to meet 50 per cent of the capital costs of universities "excluding residences and student activity buildings."
- * provinces should establish "Grants Commissions" with strong academic representation, to divide all operating and capital grants among universities.
- * that all federal funds to higher education be distributed under provincial control.
- * that one Minister of the federal cabinet be assigned to coordinate all federal assistance to universities.

Further, if Denison's estimate that over 43% of the rate of growth can be attributed to education proves accurate, then we must conclude that the differential in the standard of living between Canada and the U.S. is predetermined to increase.

However, this need not be the case if we as Canadians have the courage to undertake the massive reforms presently necessary in education. Unfortunately the Bladen Commission has refused to accept the responsibility of leading this revolution but is instead merely satisfied with token reforms that merely perpetuate the status quo. Although we fully endorse total academic freedom of students and professors, the university must be at the service of the nation, rather than the nation at the service of the university as is implied by the Bladen Report.

Dean Bladen's chapter on the economics of Education and in particular his attempt at developing a rationale for the maintenance of the tuition fee is most disappointing. For in many ways chapter 5 represents a rejection of an increased rate of growth that was so forcefully propounded in the first chapter.

Dean Bladen contends that "there is still a very strong case

growth but are designed merely to maintain our present system of education with its obvious unfair, unequal, undemocratic, level of opportunity to participate in the process by the population at large.

Furthermore it has been suggested by the Robbins Committee that "if in any country educational investment in general and investment in higher education in particular falls appreciably behind what is undertaken elsewhere, then, in the long run, general earning power is liable to be affected far beyond anything that we may have foregone in the way of pecuniary return on investment in the individuals concerned." The Bladen Report does not make any attempt to narrow the gap that presently exists with respect to the number of people undertaking education in Canada and U.S. If we accept the premise suggested by Dean Bladen that education is a most important factor in the growth of the gross national product, as indeed we do accept this premise, are we then, as Canadians, doomed to the role of a second class nation with respect to our American neighbor?

Dean Bladen's defence of this antiquated institution is irrational and unacceptable. Canada needs more undergraduates as much as it needs more and more graduate students. One of the most excellent defences of the case for the elimination of the tuition fee and the case against loan and bursary

arising from our discussions of the economics of the problem, for some use of the price mechanism and against completely free education". Although completely free education is a contentious issue, his corollary that the tuition fee must remain is shocking. His rationale, that to ask the government to absorb the tuition fee might in effect jeopardize the programme he has presented, is most absurd since the retention of tuition fees maintains the status quo.

Although coached in economic terms, Dean Bladen's insistence on "resisting popular pressure" is based solely on the above mentioned fear. As Dean Bladen has said, "the case against free tuition and against free education, tuition plus stipend, is then essentially based on an anxiety to achieve the full expansion we have proposed." Herein lies the crux of the matter. This report is not at all interested in those that are not attending university but rather is solely interested in the maintenance of the university plant in its present condition.

On pages 64 to 65 of the Report, Dean Bladen has given a most brilliant defence of free education at the graduate level. Dean Bladen seems to be suggesting a unique educational system in which education is free until the end of the secondary level; students are then forced to pay for the next four years; and if the student continues, he again receives free education. Is Dean Bladen thus suggesting that only the education undertaken at the undergraduate level is not of benefit to society? Is he also suggesting that the undergraduate is the only one who can afford to pay for education? It is at the undergraduate level that the student is hit by the full brunt of foregone earnings for the first time. It is at the undergraduate level that a truly voluntary decision to continue education must be made. At no other period in educational development are there more sociological and psychological deterrents to the affirmative education decision. It is at this level that Dean Bladen wishes to maintain what many economists and educators believe a most serious barrier to higher education — the tuition fee. Dean Bladen's defence of this antiquated institution is irrational and unacceptable. Canada needs more undergraduates as much as it needs more and more graduate students. One of the most excellent defences of the case for the elimination of the tuition fee and the case against loan and bursary



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The facts about the war in Viet Nam

"IF THE AMERICAN PEOPLE KNEW....."

The McGill Daily and the World Federalists of Canada

Neutral observers, and even American officials themselves, have agreed that both China and North Viet Nam have from the very beginning been extremely careful to avoid any action which might be construed as "aggression" in the South. Writing in the New York Times (June 21, 1964), Tad Szulc quotes top U.S. officials to say that North Viet Nam has not been sending men into the south.

"The guerilla units that infiltrate from the north are South Vietnamese who stayed north of the armistice line at the end of the war in 1954." The same story comments on an analysis made by top U.S. officials who concluded that China is unlikely to commit any act of aggression. In fact, China's refusal to be provoked into war over Viet Nam has been discussed repeatedly in the American press - often with sneers about her "weakness" or "cowardice".

Any talk of North Vietnamese "aggression" must explain these stubborn facts:

1. There has never been any evidence that more than a trickle of arms has reached the South, and the number of northern infiltrators there has always been considerably fewer than the number of American "advisors".

2. "North" and "South" Viet Nam are artificial entities, resulting from an agreement which was to last for two years only, and was not in any way to be considered as forming permanent political or territorial boundaries. This boundary still exists because of the refusal of the United States and its government in the South to allow reunification through a national election, in direct violation of the 1954 Geneva agreements. This boundary no longer has any validity, and the war has become a struggle for national independence against foreign intervention.

3. Since its creation the government of South Viet Nam has all

but declared war on the north, and has repeatedly violated its air space and territorial waters; it has with American help trained and dispatched special troops to infiltrate the North.

4. THE UNITED STATES OFFERS "UNCONDITIONAL DISCUSSIONS"

There has been world wide criticism of American actions in Vietnam. An apparent shift in policy, signalled by President Johnson's speech on April 7 offering "unconditional discussions" with North Vietnam, won a momentary propaganda victory. But since then the United States has "escalated" the war, pouring in additional thousands of troops, no longer euphemistically called advisors, and stepping up bombing raids against both North and South Vietnam, influential American critics of their own government's policies have concluded that the offer of discussion was "mere verbal trickery, to quell the peace-mongering critics at home and abroad." (New York Times, April 25).

Any objective analysis of the American position leads to the same distasteful conclusion. President Johnson's offer was predicated on the assumption that "North Vietnam has attacked the independent nation of South Vietnam." This is simply not true. The government of South Vietnam is not independent. It is an American creation, and could not last a week without American military support. It is fighting, not against North Vietnam, but against the National Liberation Front, which is the effective government in large sections of the country, and controls most of its territory.

Senator Wayne Morse stated, in the Senate on April 7: "I am advised that if an election were held today, Ho Chi Minh would undoubtedly be elected President of both North and South Vietnam, as would have been the case in 1956 when the United States prevented the very election called for by the Geneva accords.

The offer of unconditional discussions contains conditions which cannot be met. North Vietnam cannot stop aggression against the south, because it has never been engaged in such aggression, it cannot stop the popular movement in opposition to American military rule in South Vietnam, even if it wished to do so.

The Secretary general of the United Nations, U Thant, has called for negotiations to stop the fighting in South Viet Nam, and stated that if the American people knew the real truth about the situation they would want to withdraw from this war. The obvious implication of his remarks is that the American government has concealed the truth about its military operations in Viet-Nam from its own people.

The official American justification for its policies in South Viet Nam rests on four main arguments:

1. The Americans claim that they have a "right" to be there - that they were invited by the government of South Viet Nam.
2. They state that this government represents the people of South Viet Nam, while the Viet Cong are "Communist Terrorists".
3. They claim that North Viet Nam has been guilty of "aggression" against South Viet Nam.
4. The United States, which originally defended air strikes against North Viet Nam as retaliatory, now has abandoned this fiction, and speaks of them as pressure necessary to force North Viet Nam into "unconditional discussions" to end the war.

The purpose of this paper is to examine these arguments in the light of the facts, and so to determine whether U Thant's charges are justified. In doing so, only American and international control commission sources will be quoted.

Any genuine offer of peace discussions will have to be made to the National Liberation Front, which is fighting this war, but President Johnson has stated that he will not negotiate with this movement. If the United States is sincerely anxious to stop the war in Vietnam, it needs only to stop its military attacks, and to allow the people of that country to negotiate a peace settlement without outside interference.

CONCLUSIONS

1. No legal or moral grounds exist for the extension of the civil war in South Viet Nam by attacks on neighbouring states.
2. No legal or moral grounds can justify the continued maintenance by American power in South Viet Nam of a regime which can enforce its authority over only a fraction of the country and only by the most revolting methods.
3. This Study Group accordingly recommends the marshaling of Canadian public opinion to support:

(a) The policy recommended by Prime Minister Lester B. Pearson in his speech to the Canadian Society of New York, on March 5, 1965:

"Today... the aim of the international community must be to secure conditions in Southeast Asia in which, under international control and international supervision and effective international policing, the states in that area can work out their own affairs and conduct their own policies without any interference from any neighbour or any outside power."

And (b) The Policy Statement Re Viet Nam, issued by the World Association of World Federalists, March 1965:

"The acceleration of hostilities in Viet Nam threatens the peace of the world and raises the spectre of escalation into world war III. The current action in Viet Nam is another case of force used by individual countries in conflict situations, which is the inevitable consequence of the absence of an effective world security system and of machinery for enforceable world law.

The World Association of World Federalists urges:

1. The re-convening of the Geneva Conference of 1954 which partitioned Viet Nam, in order to achieve a ceasefire and to seek a political settlement safeguarding from outside interference the existing political entities of South-East Asia.
2. To bring the Viet Nam situation within the purview of the United Nations and to establish a viable role for the United Nations as observer and guarantor of any agreement reached by the Conference."

Far from being a group of communist "terrorists", the National Liberation Front is a broad organization including almost all political and religious opponents of the Diem dictatorship. Its thirty-one-member central committee is headed by a non-communist lawyer who had spent years in Saigon prisons for his defence of civil rights. Represented are leading Buddhists, Catholics and Protestants, as well as business men and representatives of the three leading opposition parties. Its programme is far from communist in tone - it calls for peace, withdrawal of United States armed forces, democratic elections and eventual reunification with the north around a policy of neutralism.

The actual civil war in Viet Nam broke out long before the formation of the National Liberation Front, and was between the Diem regime and the armies of various anti-communist religious sects, some of which have since joined the National Liberation Front forces. It has been pointed out by many competent observers that the National Liberation Front was an indigenous movement growing out of widespread opposition to the Saigon government, and received little if any but moral support from North Vietnam.

Apparently there is some bitterness in its ranks over the strict neutrality observed by North Vietnam in the early years of its existence. Hanoi explained this neutrality as necessary in order to avoid violation of the terms of the Geneva Agreements.

Of the three regional governments of Viet Nam, that is, the South Vietnamese, the National Liberation Front and the North Vietnamese regimes, none is a multi-party democracy with a free press. Whatever methods these regimes may use to keep themselves in power, the Saigon regime is unique in at least two respects: (1) It is involved in the unilateral violation of Viet Nam by a foreign

power bombing "in the defence of Freedom," and (2) It has turned its Air Force against its own people.

A Reuter's despatch, published 18, 1965:

"Forty-eight persons, including 45 children, were killed Wednesday when South Vietnamese air force planes bombed a village (five miles from the major U.S. air base) at Da Nang. It was regarded as Communist-controlled despite its nearness to the U.S. BASE.

Heavy civilian casualties have resulted frequently from air strikes on hamlets where Viet Cong are believed to be operating."

American newspapermen have been barred from the Da Nang Air Base. But they have reported that American planes are systematically bombing villages in both North and South Viet Nam, using napalm and phosphorous bombs as well as conventional explosives. According to the Washington Post News Service, March 4th "U.S. pilots are given a square marked on a map and told to hit every hamlet within the area." "I killed 40 Vietcong today," one pilot told the Associated Press on March 3rd. "That's the number they told me were in the village, anyhow, and I levelled it."

"NORTH VIET NAM IS THE AGGRESSOR" This charge by the United States has been so widely repeated that it will come as a shock to most readers to learn that there never has been any evidence that the North Vietnamese or the Chinese are "the aggressors" in the war being waged by the United States in Viet Nam.

In fact all available evidence, including the White Paper issued by the U.S. State Department to justify its air raids on North Vietnam, points the other way.

The invasion of the North has always been a vowed aim of the South Viet Nam military dictatorship since the days of Diem. The Americans have been deeply involved in this aim. They have assisted by violating territorial waters of North Viet Nam (the Tonkin Gulf "attack" on U.S. ships came while they were in North Viet Nam territorial waters within three to eleven miles from shore, and while South Viet Nam vessels were shelling North Viet Nam positions on islands off its coast.) American planes have violated North Viet Nam air space on reconnaissance flights, dropping "special troops" by parachute, and in small scale bombing raids, long before the United States openly admitted its air attacks.

The pattern is remarkably consistent. The American Government at first denies such acts of aggression and then is forced to admit them and claim that they are justified. But there is no justification for bombing North Viet Nam towns and villages. A hospital and school were hit on the first big raid. These raids are acts of aggression against a country with whom the United States is not at war.

Writing in the New York Times (June 27, 1964) C.L. Sulzberger, a supporter of American policies in Indochina, had this to say: "In 1961 a South Viet Nam 'First Operation Group' was established under U.S. direct-



A U.S. Army paratrooper sergeant gives a piece of candy to a blindfolded Viet Cong suspect. The youth was caught in a guerrilla-controlled hamlet during a search-and-destroy operation in the An Khe valley.

ion to fight secret operations in North Viet Nam. Now, as we have shown in Laos, we contemplate backing this sort of action with air support. The problem is that the forces dropped in North Viet Nam were unable to establish any base. They had no support from the local population, were quickly reported to the military authorities, and were wiped out."

(This last statement is odd in view of the American claim that the Ho Chi Minh regime is a "shaky dictatorship", and his people are yearning for "liberation".)

No one denies that fighting men and weapons from the north have found their way to the Viet Cong. The extent of this infiltration is not known, although it is reasonable to believe that it has increased since the large scale American intervention. However, General Paul D. Harkins, who plays leading role in South Viet Nam, stated in the Washington Post (March 5, 1963).

"The guerrillas are not being reinforced or systematically supplied from North Vietnam, China or anywhere else. They depend for weapons primarily on whatever they can capture."

Senator Wayne Morse of Oregon has opposed United States involvement in Viet Nam from the beginning. On the subject of alleged "aggression" from the north he has stated categorically in the Senate that he had repeatedly cross-examined witnesses from the Pentagon and State Department and has always received the answer that there are no military personnel in South Viet Nam from North Viet Nam, China, Laos, Cambodia or anywhere else. When he asked the question: "Are the Viet Cong South Vietnamese almost entirely?" he was answered "Yes". The same is true of their weapons. Senator Morse concludes that the so-called "supply lines" which Americans are bombing are little more than a myth.

Following the publication of the White Paper, I.F. Stone's Weekly obtained from the Pentagon press office a precise

statement of the number of weapons captured from the guerrillas and the number lost to them over the past three years. The figures were as follows:

Captured from Guerrillas	
1962	4,800
1963	5,400
1964	4,900
3-year Total	15,100
Lost to the Guerrillas	
1962	5,200
1963	8,500
1964	13,700
3-year Total	27,400

Appendix "D" of the White Paper provides a list of weapons, ammunition and other supplies of Communist origin captured from the guerrillas over the 18-month period from June, 1962 to January 29 last year. Out of the total of some 7,500 weapons captured during that period only 179 could be classified as Communist made, alleged to have been made or modified in North Viet Nam.

The total additional supplies attributed to North Viet Nam sources included 16 helmets, one uniform and an undisclosed number of mess kits, belts, socks and sweaters. These figures were not only published

in I.F. Stone's Weekly News Letter of March 8, 1965, but were re-published in paid advertisements in the New York Times March 7, 1965, and their authenticity has not been denied. These figures represent less than 2 1/2 per cent of the total weapons captured.

It has been freely admitted in the American press that the South Vietnamese troops, in addition to being unwilling to fight for their government, have deserted to the Viet Cong in large numbers. (The Viet Cong claim that more than 50,000 went to their side in the first nine months of 1964). These troops bring their United States-made weapons with them. They are trained in their use by American "advisors", and technical pamphlets on using the weapons have been published in their language. Successful raids on American bases have been made with U.S. mortars and ammunition (this

was admitted by the Pentagon). Vietnamese troops stationed in defence of these bases have either not intervened or, in some cases, have helped the Viet Cong raiders.

Kashmir Border

-Continued from Page 3-

In violation of international law, Pakistan gave away to China by agreement 2,000 square miles of Jammu and Kashmir as if it were her own, without bothering about self-determination. China, on her part, is supporting Pakistan temporarily in line with her expansionist policy and in continuation of her illegal occupation of 42,000 square miles of Indian territory in Kashmir and in the north-east.

India, as a democratic country, has become a stumbling block for China's ambitions in Asia. To humble and humiliate India is China's design today. And humiliation of the Indian democratic set up would be the death of democracy in Asia.

Youth and students of the world, who have been on the forefront of the pursuit for peace have been gravely concerned with the deteriorating situation in Kashmir. The International Student Conference (ISC) has deplored the infiltrations and urged cessation of armed conflict, and has always upheld the principles of justice and territorial sovereignty of free nations in its stand on the dispute.

Major powers of the globe as represented in the security council of the U.N. have still greater responsibility. The permanent settlement of the Kashmir problem does not lie in discovering arrangements to suit interested powers, but in seeking the truth behind the story.



"I killed 40 Viet Cong today. That's the number they told me were in the village, anyhow, and I levelled it." Associated Press, March 3, quoting a United States pilot

Pose major domestic problem

By MARK DEWOLF
Features Editor

Since the turn of the century, Canada's Indian population has grown to its present figure of 230,000 people. Instead of a decrease in the numbers of the Canadian Indian, the increase in their population is at present among the highest ever recorded for any group. It is this explosion in population and the sub-standard living conditions of most Canadian Indians that will in the near future demand the attention of Canadian government and indeed the whole nation.

An exploding Indian population which has no hope of anything beyond minimal standards of living raises a threat to the Canadian government and non-Indian population that is fast becoming our major domestic problem.

The problem, growing steadily under the noses of both government and citizen, is essentially one of numbers. If there is no decline in the rate of natural increase of the Canadian Indian in the near future which statistics prove unlikely, the Indian population of Canada could reach 1,000,000 within the next 25 years.

This would be a rate of growth in excess of the Colonial American rate that Malthus called "almost without parallel in history." The rate of natural increase for the whole of Canada, now apparently stabilized at around 18 per 1,000, is one of the highest national rates in the world. The Indian rate, however, rose faster and higher and seems now

to have stabilized at about 46 per 1,000 population.

This remarkable growth took place without the aid of immigration and despite the loss of some people who disappeared into the general ("white") population. It is to be accounted for in part by the reduction of mortality resulting from much improved health services and better diet, and is partly a manifestation of the rapid rise in the rate of natural increase that began in most segments of the population of Canada and the United States in 1941.

The striking feature of this population explosion is its effect on the age structure of Canadian Indian, creating new social problems, which may someday explode in our faces.

In January of 1963, 55.8 per cent of the total Indian population was under the age of 20, while 45.7 per cent (90,631 people) were under the age of 15.

The point to note is that the Indian population is a young one. The Indian is not dying; he is being born to parents (or an unwed mother) in a reservation already backward in economic and educational facilities. He is taking a lead from elders who often have little to offer, at least compared with "white" values.

The present living standards of the Canadian Indian cannot be overlooked. Over 16 per cent of Indian families in Canada live in one-room shacks against eight per cent of non-Indian families in similar

communities. Over 50 per cent of Indian families live in a house of three rooms or less. Only 43.9 per cent of Indian families in Canada have electricity in their homes against a percentage of 98.6 per cent among the non-Indian population. Only 13.3 per cent of Indian homes have running water compared to 92.4 per cent of non-Indian homes.

The housing situation is becoming worse every year because the home-building program has not kept pace with the growing population. What chance has the average Indian youngster to advance in education when in all likelihood, he will have no quiet place to study, only lamp light, no table or desk, and no means of keeping himself clean, etc.?

There has been no significant attempt over the years to help our native communities to develop new industries to take up the slack from the declining traditional industry of hunting and trapping.

It has been easier to give Indians relief than to help them adjust to modern life economically and socially.

Over 47 per cent of Indian families on Reserves in Canada earn \$1,000 per year or LESS and 74.5 per cent earn \$2,000 or less. To this, add the fact that Indian families are larger than the Canadian average.

After a study of the Canadian Indians' reservation locations, their known real and potential resources, together with the huge population increase, the conclu-

sion seems inescapable that the independent survival of the reservation Indian will soon be impossible.

The question we should now ask - or will soon be forced to ask - is to what extent do we, the "white" population and government, have a duty to help the Indian on his terms? How far can help go before it becomes assimilation or interference to which the skeptical Indian will become hostile?

The scope of the Indian problem is too big for the Indian, in his present economic and educational condition, to handle alone. Standards of housing, nutrition, sanitation, and medical care are low, although efforts are being made (from within and without) to improve them. Very few Indians have any profession, trade or skill, and the vast majority have sporadic incomes derived from construction, labor, and seasonal work in fruit, tobacco, trapping, and fishing.

Perhaps it is a consequence of their marginal position in Canadian society, lack of employment, deep feelings of hostility to the "white man" who they believe stole their heritage, and a very general feeling of frustration that the standard indices of deviation are very high on the reserves.

Delinquency, both adult and juvenile, is dishearteningly common. Desertion, common law unions, and illegitimacy are rife. Drunkenness is a common vice of both sexes, and child neglect as a consequence is widespread. Most

Indian communities show a condition bordering on demoralization. In many Indian units, traditional values and disciplines have faded out, while no new or white-man sense of responsibility has been found as a modern substitute.

The situation can be summed



What about them

up as follows: existing reserves, even if their resources were fully exploited, could not in most instances support existing populations; the Indian people as a whole have few marketable skills and have such low educational levels that training or retraining of adults is hardly possible (among

widespread illiteracy and an average education level not above grade four).

Most communities show signs of demoralization; most Indians are bound to the reserve by emotional ties and psychological dependency upon the ultimate security they provide. Given the present

society through cultural pluralism, and peonage-type exploitation of the Indian who is kept in a position of economic and social subservience.

Until recently, there were few signs of a policy of integration or assimilation. The Indian Affairs Branch of the Department of Citizenship and Immigration regarded its functions as largely supervisory, custodial and protective. The director of the Branch believed it was not possible to change the Indian way of life economically or socially to make it more conformable with white society.

Programs to improve health, housing and agricultural technique have been coupled with a major effort to improve the educational level of the Indian people.

Education will allow the Indian to become competitive in the labor market, and improve his knowledge of our modern urban-industrial society. Such policy, now developing, shows a recognition that there is an increasing disparity between Indian and white standards of living; it shows a realization that few reserves can now support their existing populations, let alone vastly increased ones.

Indian response to white efforts to improve and extend reserve education, however, has been less than enthusiastic. The word or sense of assimilation evokes hostility in almost all. Even those Ontario Indians who recognize their situation and welcome ed-

for entire Canadian people

Population explosion, sub-standard

ucation for their children seem to envisage no great change in the structure of reserve life.

Yet the one real hope for the betterment of the Indian people is for a massive improvement in their levels of general, technical and professional education. Should this not occur, they will just not be able to find employment and their situation, bad as it is now, can only become worse.

Recent government efforts to improve standards and to increase coverage so as to keep children in school beyond minimum leaving age have had small success. Even now, reserve-educated Indian children, in comparison to white children, do not perform well in reserve schools. Most still leave school as soon as possible.

There are relatively few high-school graduates. In 1961-62, only 48 Indians were enrolled in Canadian universities.

Given the situation of the Indian as sketched above, and the seeming inability of the Indian people as a whole to take advantage of the educational opportunities now increasingly made available to them, it is time the "white" Canadian asked himself why the Indian has not improved his lot. The answer to this question - probably one of pure environment - should prompt us to ask further what duty or right, if any, we have to save the Indian from himself by forcing "white" values on the large but potentially self-destructive younger Indian generation.

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MUSIC

Masterswrote jazz that wasn't jazz

At The King's College Auditorium this afternoon a fascinating lecture was given - the second in a series of Dalhousie concerts. Leo Smit was both a lecturer and a recitalist, illustrating his points on the piano. Congratulations are due to all responsible for the performance.

Born in 1921 at Philadelphia, Smit at eight won a scholarship to study under the Russian Composer Dimitri Kabelevsky. This was followed by further study in New York.

Smit made his debut as a pianist at Carnegie Hall at the age of nineteen, and since then has worked under such eminent composers as Stravinsky, Stokowski, Copland and Munch.

He has received awards as Fulbright Scholarship, Guggenheim Fellowship, and The New York Critic's Circle Award.

He is presently a Professor of Music at New York State University in Buffalo. Later this month Smit's 2nd Symphony will be performed by The New York Philharmonic under Leonard Bernstein.

This brief and incomplete resume of Smit's life is indicative of the caliber of his lecture, but a brilliant and sensitive interpretation of the Jazz compositions.

Starting his lecture with a very brief introduction to the beginnings of jazz, and illustrated by an early recording of Memphis Blues, Smit got down to the core of his lecture...to show "the masters writing jazz".

The first half of his program was devoted to the jazz compositions of Stravinsky Hindemith and Copeland.

Smit showed how these three composers worked with the jazz idiom, incorporating it into their own compositions. Stravinsky was the first to isolate jazz from other elements, recomposing and building upon it. He illustrated Stravinsky's idea of jazz by Piano Rag Time.

Next, Hindemith's feeling for jazz was perhaps best shown in his directions on how to play Ragtime; "play the piece through strictly in time like a machine. Consider the piano as a mechanical instrument and handle accordingly."

Copeland's Four Piano Blues completed the first half of the program illustrating the blues sentiment in jazz.

The concluding half of Smit's lecture was devoted to a different side of jazz...that which reflects the popular music of today. George Gershwin and Leonard Bernstein were representatives of this side of the idiom.

These two proved to be the easier for an ear little trained to contemporary music to understand and enjoy it. Their less dissonant harmonies and more lyrical passages struck many a familiar chord.

Gershwin's Three Preludes and Bernstein's West Side Story were familiar to many.

Smit closed his off humorous and well given lecture with this statement: "It should be clear by now that the masters do not write jazz...they recompose. Stravinsky's rag sounds more like Stravinsky than rag-which is as it should be."



Villagers smash hit at Dal

Facts about the war in South Viet Nam

1. THE AMERICANS HAVE A LEGAL RIGHT TO BE IN SOUTH VIET NAM.

In 1940, Indochina, which had been harshly administered by France for 56 years, was put at the disposal of the Japanese invader by Governor-General Decoux, an Axis-sympathizer. French and allied Vietnamese forces were allowed to remain as unhappy stewards. According to Harold R. Isaacs, more than 2,000,000 Indo-Chinese died of starvation.

In the war against Japan, our only allies in Indochina were guerrilla forces led by Ho Chi Minh, which by 1945 were in control of the country with the Japanese and French military forces confined to barracks. A constitution was drafted, elections held by different parties, and Ho Chi Minh became premier of all Vietnam as leader of a coalition government. Amazed French civilians sat unmolested in cafes. The nation enjoyed only a few weeks of peace and independence before the arrival of European forces, when the French re-conquest began.

In 1954 a peace conference was convened at Geneva, chaired by Britain and the Soviet Union, and with all interested great powers invited to participate. This conference made an arbitrary and temporary division of Viet Nam at the 17th parallel, with the Viet Minh armies withdrawing north of the line, and the French to the south. This was to enable the French armies to leave Viet Nam without surrendering, and was to be for a two-year period only. The agreement stated "This demarcation is provisional, and should not in any way be interpreted as constituting a political or territorial boundary."

(Documents on International Affairs: Oxford University Press, 1957).

In two years' time, in July,

1956, a national election was to be held by secret ballot, supervised by representatives of the International Control Commission, and Viet Nam was to be reunited under a central government. The Geneva Agreements banned reprisals, and prohibited military alliances with other nations, or any increase in foreign military personnel or armaments. It must be emphasized that the Great Powers which signed these agreements solemnly declared that Vietnam was one sovereign nation, not two.

The United States had been involved in Viet Nam since 1947 when it began to give military and economic aid to France; at the end of the war this had exceeded three billion dollars. It brought pressure against France to extend the war, and in its final year John Foster Dulles twice offered nuclear bombs to the French government.

(Duel at the Brink: Roscoe Drummond and Gaston Coblenz, New York, 1960).

The United States participated in the Geneva Conference but refused to sign the agreements; its attempts to sabotage the conference are described in Anthony Eden's memoirs, "Full Circle". However, it publicly promised to "refrain from the threat or the use of force" to disturb the agreements.

(Documents on International Affairs: Oxford University Press, 1957).

The provisional government in the southern half of the divided country was headed by Bao Dai, who had served as "puppet" emperor under both the French and the Japanese occupations, and was universally detested. Ngo Dinh Diem had sat out the war in the United States and in October, 1954, three months after the agreements were signed he was installed in Saigon to direct a puppet government for the

United States. There was much opposition, but on November 17, General Collins, who was President Eisenhower's special representative in South Viet Nam, issued an ultimatum - the South Vietnamese army would receive no more American aid unless it supported Diem (Keesing's Contemporary Archives, 1955, p. 14849). From this time on, the need for American aid kept the army in line, and the army removed or installed rulers in accordance with their degree of subservience to United States policy.

There was no question in anyone's mind that Diem, who was virtually unknown in Vietnam, was an American appointee. Guy La Chambre, Minister for the Indochina states, told the French Assembly: "France supported the government of Ngo Dinh Diem at the instance of the United States." (New York Times, Dec. 18, 1954). Sam Castan, senior editor of Look magazine, was more explicit: "John Foster Dulles picked him, Senator Mike Mansfield endorsed him, Cardinal Spellman praised him, Vice-President Nixon liked him, and President Eisenhower OK'd him." (Jan. 28, 1964).

In 1955 a referendum was held, which was described as "rigged" even in Time magazine (Nov. 23, 1960), and in which according to Edgar Snow, less than 15% even of those allowed to vote participated. Diem won an easy victory over Bao Dai. Lincoln White, State Department Press Officer, announced with truly monumental hypocrisy: "The people of Vietnam have spoken, and we, of course, recognize their decision." (New York Times, Oct. 25, 1955).

Immediately Diem began to receive massive military aid from the United States, in violation of the Geneva agreements. Diem proceeded to cut off all trade with the north, and proclaimed his refusal to accept the agreement for a nation-wide election. Instead, he used his police and troops against groups favouring union, jailing their leaders without trial and firing on demonstrators.

With American funds, he opened a military academy to train a new army, with the slogan "We will march to the North."

These open violations of the Geneva agreements not only received American support, but they were in effect an extension of American policy in Viet Nam. The reasons for American opposition to a national election are spelled out in the memoirs of General Eisenhower. He states that every expert whom he consulted agreed that if an election was held possibly 80 per cent of the people of both North and South would vote for the coalition of parties under Ho Chi Minh.

("Mandate for Change": Dwight Eisenhower, Doubleday, New York, 1963. For general background information see "The Other Side of the River" by Edgar Snow, Random House, New York, 1962).

2. THE GOVERNMENT OF SOUTH VIET NAM REPRESENTS THE PEOPLE; THE VIET CONG ARE "COMMUNIST TERRORISTS".

As Walter Lippman has pointed out, the government of South Viet Nam, even in the beginning when the people of that country were weary of war and willing to accept any rule that was not French, never has had the support of more than 30 per cent of its people. Its base was among

REVIEW

'Zorba the Greek' - a modern Epicurean

"I like everything about you boss, but you lack one thing-madness." So Zorba speaks, in one of this year's best films. Anthony Quinn is the incorrigible Greek, whose whole philosophy of life is embodied in those words—live now, enjoy life, dance and be mad.

Opposing him, stands a figure representing all that contemporary society teaches to us today—conservatism, suspicion, and timidity; the fear to live. This the Englishman, Zorba's boss, admirably played by Allan Bates.

Zorba and the Englishman meet in the Greece of the pre-war era and go together to Crete ("Why the hell not?" - says Zorba) to work on an old lignite mine owned by Bates. He is an introverted writer, Zorba an extroverted handyman.

The film tells us of their relation to the Cretan society, Quinn's amorous adventures, and of Bates single love affair and its tragic termination.

But Zorba the Greek says more than this. It shows us life, it shows us tragedy and death in the midst of a harsh, and to our own myopic sight, cruel society. Moreover it shows us Zorba's conversion of the staid Englishman, who sits waiting for death to knock, to a life with dancing.

The theme of Kazantzakis's novel is beautiful, and the film itself portrays it magnificently. The acting of both Anthony Quinn and Allan Bates (who starred in Nothing But the Best) is farcical and at times electrifying.

The antithesis between these two diametrically opposed ways of life is magnificently brought out by the cast, and brilliantly underlined by the direction of Michael Cacoyannis.

For me perhaps, the real stars of Zorba the Greek were Crete and its inhabitants. Harsh, brutal, and fierce at one moment, these people are similar to their rocky island. Then, in another scene we see the fundamental beauty of their lives, in their simplicity. Zorba is a good film.

The pattern of the comedy and terror of life is skillfully woven. This movie gives one the elated feeling of living, at the same time it makes one realize that too few of us in the 60's of the Bomb, and Viet Nam will ever learn to dance - to be Zorba's.

Writing in the New Republic (Nov. 25, 1957) during the heyday of the Diem regime, when his accomplishments were being extolled in the American press, London Times correspondent David Hotham presented a more realistic picture:

"There is in South Viet Nam no freedom of the press; there are ordered verdicts in the courts, and the clauses of the liberal constitution are a dead letter. The whole regime is a facade, propped up by money from across the seas. . . The economic situation rots hourly. . . The unemployed number hundreds of thousands. . . with all the influx of aid. . . nothing is done for the people. . . Diem's army and police have been notorious for their activities in the villages - widespread arrest and imprisonment without evidence and without trial of persons suspected of being 'enemies of the state'. . . 14,000 were arrested in Annam alone at the time of the March, 1956, elections."

From the beginning, the government of South Viet Nam has been a military dictatorship. There is no freedom of speech or press. Thousands of opponents of the regime have been arrested and imprisoned without trial. Opposition parties have been outlawed. The persecution, arrests, torture and killing of the Buddhists, which received world publicity and led to the fall of Diem, was an extension of his methods of dealing with all political opponents. (It is interesting to note that Diem's security police, which carried on the anti-Buddhist campaigns, received a special grant of \$3 millions yearly from the Americans, through the C.I.A.)

Dal Noggin Nockers

1. A bag contains twenty marbles. There are 8 blue ones, 7 red ones, and 5 green ones. One is required to close his eyes and withdraw a number of marbles consistent with leaving in the bag (1) at least four marbles of any one colour, and (2) at least three marbles of any second colour. What is the maximum number one can withdraw?

2. The following is a scrambled phrase from Pope. SUAMPDF VGVASS RIRIRI DIOTOE ETE Can you decipher it?

3. Messrs. Spinnaker, Buoy, Gybe, and Windward are yacht owners. Each has a daughter, only five digits, Z is 1,2, and each has named his yacht 3. But no square of an integer after the daughter of one of ends in 2 or 3; so Z is 1. the other owners. It follows that O is 9 (9 x 9 = 81). Hence TOPAZ is 39,601. So TOP in the same daughter, Mr. Buoy's own yacht Therefore, their sum is 000 (letters).

Answers to last week's problems

1. The sequence stands for One, Two, Three, Four, Five, Six, Seven, Eight, Nine, and Ten. The three required letters are therefore E, N, and T.

2. "To be or not to be, that is the question."

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(An open letter to '66 grads)

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We need B.Sc.'s—not only honors grads, but those majoring in chemistry, maths, physics and related disciplines.

We need B.A.'s—in a wide variety of areas:—For sociological and economic studies, personnel work, public relations, training programs.

And because we're pushing into so many experimental areas, we need Master's and Ph.D.'s, people who can spearhead the attack on the more complex problems that face us.

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TIGERS SCOREBOARD

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DALHOUSIE TIGERS 2

WATCH NEXT WEEK FOR INTERFAC STANDINGS

Read The Dalhousie Gazette

Canada's Oldest College Newspaper

Soccer Tigers Open Saturday against Xavier

By MIKE SMITH
SPORTS EDITOR

The Dalhousie Soccer Team hosts St. Francis Xavier tomorrow afternoon in what Coach Gerald Walford says "could be the game of the year".

It will be the first real test for the Tigers, who wound up last season in a fourth-place tie with the Xaverian team.

Coach Walford, in his first year with Dalhousie, says the Tigers look strong up front and carry a greater scoring potential than last year's team. The forward wall sports such soccer greats as Mike Hewitt, Abdul Labi, Andy Kee, and Clive Ali.

In addition to a number of strong rookies, Dalhousie has a healthy number of veterans from last year's squad. Included are netminder Ken Murray, who was voted the League's player-of-the-year in the '64 season, Don Hooply, Shah Ali, Bill Maycock, and Juan Ho, who were standouts on Dal's defensive unit.

In the offensive lineup from last year's team are, Clive Ali, Andy Kee, and Malcolm McFarlane. Coach Walford remains non-committal about this year's schedule, but says that the Tigers are showing "good foot-work" in practise scrimmages, and a "generally improved brand of ball".

In its first game of the 1965 season last Tuesday, Dal defeated Nova Scotia Technical College 7-2.

The Tigers controlled the play in the first half, scoring 5 goals to Tech's 1. Andy Kee opened the scoring early in the game, and was followed by Centre Forward Mike Hewitt who netted three goals. Abdul Labi closed out the first half scoring for the Tigers, with one goal.

In the second half Dal relaxed, and scored only two goals, both by Hewitt. Tech ended the scoring late in the game, beating Tiger netminder Ken Murray.

Tomorrow's game against St. FX gets underway at 2:00 p.m. on Studley Field.

BLACK SATURDAY St. Dunstan's crush Dal

By Bob Tucker
Dal Sports Reporter
The Dalhousie Tigers' roar was soundly squelched Saturday afternoon at Studley Field, when St. Dunstan's Saints humbled the Cats by a 25 - 2 count before a crowd of 1500, in their first Bluenose schedule game of the season.

The Saints left no doubt of the work ahead for Tiger coach Joe Rutigliano's charges as they outlasted, out-smarted, and generally outplayed the disappointing Dalhousie squad.

The Tigers' backs were broken early. The first break went their way when George Markougathered in a Saint fumble deep in the visitor's territory. Paul Souza then swept around end for a 10-yard gain.

When Tiger quarterback, Doug Quackenbush, elected to go to the air his first attempt was dropped on the goal line and a subsequent aerial toss to Stanish was intercepted by Saint Vince Mulligan.

One play later, Cyril MacDonald romped through a befuddled Dal defence for a 68-yard gain. Three Tiger offsidelate later, MacDonald garnered his first T.D. on a two-yard plunge. His second came on a similar play later in the first quarter. James Griffith completed the scoring for St. Dunstan's with a pair of touchdowns in the second quarter. Only the third of the four majors was converted, as Griffith kicked.

Captain Bill Raine attempted to bring the Tigers back in the last half, but while the defence was sturdy enough, the offence could never put up a consistent attack.

Four times during the game, the Bengals gave up the ball after penetrating the opposition's 15-yard line.

On one of these occasions in the third quarter, Souza was stopped in his tracks on the one-yard line. Then the Tigers got tough, but by that time a safety was their only reward. Griffin broke through the line to nail Saint quarterback Wes Macaleer for the two-pointer.

The Tigers, for the most part, looked worse than the scoreboard indicated. Even so, a total of 145 yards lost in penalties hurt tremendously. This was mainly the result of silly off-sides, unnecessary no-yards penalties and a lack of coordination.

Paul Souza constantly was fed the ball only to have it rammed down his throat by the Saint's defence, who were obviously keying on him later in the game. Last week's star, Doug Quackenbush, looked jittery as several times he threw the ball away with receivers open.

The lineplay was little short of disastrous, omitting perhaps the defensive stand of the last half.

The Tigers will have a chance to redeem themselves Saturday, when they meet UNB at Fredericton.



Saturday Gridiron



CLIVE ALI



MIKE HEWITT

U of T Varsity games on local television via video tape

All University of Toronto home football games will be televised this year. This will be the first time that exclusive coverage of Varsity home games will be carried on television.

The coverage will be carried by CHCH, channel 11, Hamilton and will be sponsored by the Canadian Armed Forces. Saturday's game against University of Manitoba and Western at Toronto game of Oct. 30 will be shown at 4 p. m. the day of the game. The other two home contests, McGill, Oct. 2 and Queen's Oct. 16 will be carried live beginning at 2 p. m.

All broadcasts will be repeated via video tape the Sunday following the game at 10:30 p. m.

Warren Stevens U of T's director of athletics was enthusiastic in his reaction to the announcement.

"I feel this will be an opportunity for a great many people to witness college football as it is played today. It is the finest game the colleges have played in their long history."

Norm Marshall, Sports Director of CHCH will do the play by play of the games, with Doug Maxwell and Ivor Wynne adding the colour commentary. Maxwell is a Varsity graduate and Wynne is the dean of men at McMaster University after being director of athletics there.

Dal girls romp to easy 5-0 win

The Dalhousie Girls' field hockey team opened its 1965 season last Friday, with a convincing 5 - 0 win over Mount Saint Bernard College of Antigonish.

It was the first of ten games which face Dal this season, in what Coach Carol McLean terms "a cramped schedule". The remaining games will be played over a short period of four weeks.

Coach McLean says this year's team looks much stronger, but adds that the League looks correspondingly as strong. The team sports a number of returnees, including such standouts as, Sandra Skiffington, Susan Lane, Bell Clayton, and Marg Muir. In addition, the team is bolstered by a number of freshettes, the most promising of whom is Carol Dunsworth.

Competing in this year's league are Mount Allison, Acadia, King's, University of New Brunswick, and Mount Saint Bernard.

Dalhousie will play its next game Tuesday, against King's, on the St. Francis' School field. Game time is set for 12:30 p. m.

A problem facing the team when it plays home games is the lack of student support. It is hoped that this year will produce better crowds.

DALHOUSIE TIGER STATISTICS

(DALHOUSIE vs ST. DUNSTAN'S)	DALHOUSIE	SAINT DUNSTAN'S	TIGERS
1st Downs	18	1	8
1st Downs Passing	1	1	1
1st Downs Rushing	12	1	5
1st Downs Penalty	5	5	2
Yards Rushing	249	105	105
Yards Lost Rushing	12	28	28
Net Yards Rushing	237	77	77
Yards Passing	12	31	31
Total Offense	249	108	108
Pass Attempts/Completed/Intercepted	3/1/0	14/4/2	14/4/2
Fumbles/Lost	2/1	3/0	3/0
Penalties/Yards	5/55	12/145	12/145
Ball Given Up On Downs	0	3	3
Kicks/Avg. Yards	5/36.2	7/33.9	7/33.9
Kick Returns/Avg. Yards	2/1.5	4/1.5	4/1.5

TIGERS OF THE WEEK - Sept. 29



Elliot Jacobson!



Keith Kingsbury!

As indicated last week, we are re-running the first week's choice of the Tigers of the Week. In Dal's first exhibition game of the year, against the Loyola College Warriors, the Bengal's

defensive unit proved almost impenetrable. It was the defensive line that was responsible for holding Loyola to a 6 - 1 score.

Two players who helped to make this possible were Tiger tackles, Elliot Jacobson and Keith Kingsbury. Again, our apologies for the mix-up in photos.

Panel will discuss injuries in sports

Doctors, educationists, and sports figures will meet soon to discuss injuries in sports. The sports symposium is under the auspices of the Royal College of Physicians and Surgeons.

The program, open to area coaches, trainers and athletes, has been divided into two sections.

A panel of doctors, including J.K. Murray, G.A. Lane, R. M. C. Harrison, C.C. Hopmans and Tiger-Cat team physician J.W. Charters will look into the problems of athletic injuries. A second panel will discuss conditioning for athletes that could prevent many injuries.

In this discussion will be McMaster physical education department chairman Al Smith, Dr. Mike Yuhasz of the University of Western Ontario, and McMaster University physical education professors Bill Fowler and Ron Wallingford.

The symposium being held at McMaster University.

Interfac sport starts year with football

Dal Meds appear to be the team to beat this year in both inter-fac football leagues. The Med representatives in league number 1 opened their schedule on September 29, by downing Law 7-0.

In a game last Sunday, the Med's first team shaded Law by a similar score, 7 - 0. Murray scored the only touchdown of the game, with Buntain getting the convert.

In other competition Sunday, in league 2, the Engineers and Dents played to a scoreless draw. In league 1, the Engineers trounced Dents 27 - 0. Wolfe was top pointgetter with 15, while Walsh scored 12 points.

Both leagues head into their third week of play next week. For reasons of space it is not possible to print schedules. However, schedules may be obtained at the Athletic office in the Gym building.

CRITIQUE
—Continued from page four—
plied to the undergraduate level. In conclusion, the Bladen Report has blatantly ignored the most important participant in the education process, namely the student. We are not building institutions for administrators, nor are we concerned with the maintenance of the status quo, but rather the goal should be the full development of the individual to his ultimate capacity in an atmosphere free of financial, social and psychological barriers.

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Bluenose schedule

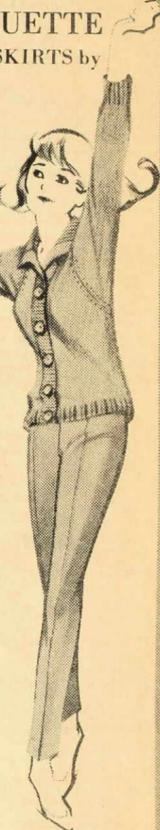
DALHOUSIE GAMES

- October 9 St. FX at Dal 2:00 p.m.
- October 15 Dal at Mt. A 4:00 p.m.
- October 16 Dal at UNB 2:00 p.m.

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ON CAMPUS

- October 12th Dal-Com Meeting - Rm. 130; 12:30 - 1:15 P.M.
- Dal. Progressive Conservative Meeting - A & A - Rm. 212; 7 - 9 P.M.
- Dal. Christian Fellowship Meeting - A & A - Rm. 345; 6:45 - 8 P.M.
- Undergrad Physics seminar - Dunn Bldg., Rm. 135; 11:30 - 12:30 P.M.

October 13th and 14th Dalhousie Film Society - Rm. 117; 8 P.M.

October 15th I.S.A. Meeting - A & A; Rm. 21; 7 - 12 P.M.

October 9th - Studley Field -

Varsity Soccer

SATURDAY Afternoon 2:00 p.m.

READ THE DALHOUSIE GAZETTE

Who will pay the salaries? Ultimatum by UGEQ

BY DAVID M. SANDERS
OF THE MANTOBIAN
(CUP) Heated argument among students about the CUS motions on free education shows that there is more to free education than the simple statement that someone has to pay for it.

The first and all-important issue is the question of barriers to higher education.

That all social and financial barriers to higher education should be removed is a fundamental tenet, which can be based only on a person's belief in equality of opportunity for all people.

If one does not accept this, there is no use discussing free education further.

But if one does accept it, the problem becomes simply one of determining and removing the barriers.

At the outset, it must be realized that free education is only one of many ways of removing the barriers to education.

It is a means, not an end. The different methods range everywhere from charging full fees, increased loans, providing all the necessary bursaries, to charging nothing.

The question then is whether or not each method works.

Most of the methods, except for free education, involve a means test.

But there are many difficulties with a means test. If John comes from a wealthy family the standard of living he is accustomed to is far different from that of George, who comes from the other side of the tracks.

And if Fred's parents have scrimped and saved for years to send him to college, why should they have to pay full fees when Jim, whose parents didn't save, gets large bursaries?

Furthermore, if Harry's father has saved \$10,000 for retirement, can Harry really tell his father that the university thinks it should go for his education instead?

Any means test that has been developed has taken arbitrary standards, and has consequently been unsatisfactory, not to men-

tion expensive to administer. The federal government has already tacitly recognized the short-comings of the means test by giving out old age and baby allowances universally, rather than by means test.

Some people cloud the issue, however, by saying we must not give money to those who can afford higher education.

Ideally, the less money that goes through the hands of government the better. If a means test worked it would be highly superior.

But it doesn't work. What these people fail to understand, or at any rate admit, is that it doesn't cost any more to give universal aid than particular aid. When E. P. Taylor receives his old age allowance every month, there is no great rejoicing. He has paid for a good many more.

The main difference is that everyone is assured the opportunity of higher education, with no possibility of missing someone out. The amount of money taken from the rich and given to the poor is the same, whether it is distributed in bursaries or universally.

The student leaders who ask for free education know full well that they won't get it tomorrow. Most never dream of actually

getting it for themselves. But they do know that one must set a goal and then find a way -- not stumble along hoping to arrive at the right place by chance.

If you accept the inadequacy of the means test, as set down Commission, then the question which remains is what constitutes a social or a financial barrier.

There should be no question that tuition, residence, books and travel are financial barriers to higher education. They must be paid for.

If you accept the statement of the CUS brief to the Bladen Commission, parents should not be responsible for financing their children's university education. The student has no other resource.

Of course the student is able to earn money during the summer, and it would be reasonable to ask him to pay his own living allowance.

As for a salary on the basis of earning foregone (money which the student could have earned had he worked instead of going to university), this could be justified only in the amount which he could save above his living expenditures.

This salary would remove the

barrier confronting a student from a very poor family who needs to help his parents with whatever money he can earn. There is a strong argument, however, against awarding such aid through university funds rather than through other welfare channels, and thus a student salary may be the wrong way of removing what is still a very real barrier.

But when one starts discussing free residence, the difficulty of giving money to people living off-campus arises. Because most student leaders have not really thought this far, they have no pat answer.

However, it would seem that the realistic course of action would be to give all students a grant equal to the university residence, letting them live wherever they chose.

Students should realize, however, that the discussion of education and how Canada is going to meet the future has just begun. They can't solve it all in a few hours.

HEALTHY HEART
Exercise improves the heart's efficiency, the Canadian Heart Foundation points out. The athlete's heart pumps more blood with fewer, but stronger, strokes per minute than the loafer's heart — saving quite a bit of wear and tear over the long haul.

MONTREAL (CUP) — L'Union General des Etudiants du Quebec is getting tired of waiting for answers from the government. Stating that they will soon be forced to think that Education Minister Paul Gerin-Lajoie does not consider UGEQ the official representative of the students, the co-ordinating committee of UGEQ has threatened unspecified action if they do not receive by Oct. 8 an answer to a letter sent on July 19.

The three points raised by the ultimatum are:
* freezing of tuition fees
* the provision of space for student unions and co-operatives in new institutions
* the "centralization of collection of fees for student organizations in all institutions of the Ministry of Education."

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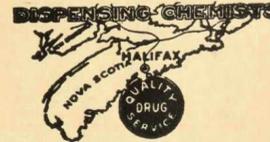
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