

IMPACT

POLICE DELINQUENCY



NORMA CHALMERS

Public Relations Officer

I WAS THROWN TO THE GROUND BY TWO PLAINCLOTHES POLICEMEN, DRAGGED TO A SECOND GROUP WITH THE COMMENT, "HERE'S NORMA CHALMERS FOR YOU!"

ONE POLICEMAN IN THE SECOND GROUP FORCED MY HEAD TO THE GROUND WITH A THROAT-LOCK WHILE OTHERS KICKED AND STAMPED ON MY ARMS AND LEGS.

IN THE COURSE OF WHICH THE BONE IN MY LEFT HEEL WAS FRACTURED.

We charge . . .

● THAT THE POLICE RESORTED TO VIOLENCE BY PUSHING INTO THE CROWD NEAR THE BARRICADE—AT ONE STAGE WITH A PART OF THE BARRICADE.

● THAT THE POLICE FAILED TO ARREST OR REPRIMAND GOVERNMENT SUPPORTERS WHO TORE DOWN 'IMPACT' NEWSPAPERS.

● THAT THE POLICE WILFULLY AND ARROGANTLY DESTROYED LARGE QUANTITIES OF THE NEWSPAPER 'IMPACT' AND SEIZED NUMEROUS COPIES.

● THAT MANY POLICE ACTED WITH UNPROVOKED AND UNRESTRAINED BRUTALITY.

● THAT THE POLICE REFUSED TO TELL THE DEMONSTRATORS' LEGAL REPRESENTATIVES THE NUMBERS AND NAMES OF THOSE ARRESTED WITH THE RESULT THAT ONE YOUNG MAN SPENT THE NIGHT IN JAIL.

● THAT THE POLICE IN CHARGE OF THE WATCH-HOUSE DELIBERATELY HELD DEMONSTRATORS FOR AN UNREASONABLE LENGTH OF TIME BEFORE RELEASING THEM ON BAIL.

● THAT SOME POLICE ON SATURDAY MORNING INTIMIDATED STUDENTS ATTEMPTING TO REACH THE AIRPORT TO PROTEST AGAINST KY. THEY DID THIS BY PHONEY CAR CHECKS.

● THAT THE POLICE SEEMED SELECTIVE IN MAKING ARRESTS.

● THAT THE PRO-KY DEMONSTRATORS, WHO CAUSED GREAT PROVOCATION FRIDAY NIGHT, WERE CONSPICUOUS IN THEIR ABSENCE FROM THE WATCH-HOUSE.

Comm. Bischof, we challenge you to answer these charges.

How many more Vietnams can we handle ?

Two *Saturday Evening Post* writers have just come back from the mountains of Guatemala. "You think you have a big problem in Vietnam," a guerrilla leader who calls himself Tito told them, "Wait until the Marines come to Guatemala." In two more years the guerrillas expect to be ready. "We think your government will intervene here just as they did in 1954," Tito said. "But we will win because all the peasants are with us." There are guerrillas who talk this way in Peru and Colombia, where we already supply helicopters and napalm for use against them. The poverty-stricken North-east of Brazil is among the other places in the hemisphere where guerrilla uprisings may some day make their appearance. What are we going to do about them? Are we automatically to go to war against them? How many Vietnams can we fight at once? "We must find an alternative to wars of attrition," says an editorial in *Air Force/Space Digest* for June, "if we are to be able to cope with a succession of Vietnams in various parts of the globe, conceivably more than one at a time." Or it is we who will be worn down.

THE SAME OLD BODY COUNT

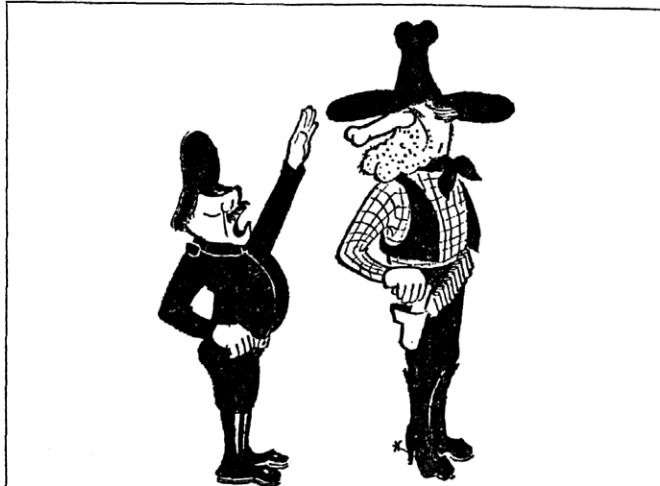
Much of what the *Post* writers report from Guatemala sounds familiar after Vietnam. They visited a mountain hamlet raided by the Guatemalan army. The soldiers killed 14 hostages and "left their bodies to rot" in the mountains. "The army told the government that those killed were guerrillas," explained Turcios (another guerrilla leader). "They didn't kill any guerrillas, but instead they made everybody here a guerrilla." This mistreatment of the peasants is how it all began under Diem. Since the CIA engineered the revolt that overthrew Arbenz in Guatemala in 1954 and replaced him with a military dictatorship, we have given Guatemala \$170,000,000 in economic aid and we have been spending almost \$2,000,000 a year on its army. A rigged election under a rigged Constitution has now restored a semblance of democracy weak enough to satisfy the army. But a U.S. official there told the *Post* writers the situation was "the most critical in the hemisphere."

We'd like to supplement the SEP story with some background. So long as Guatemala was ruled by a military dictator who played ball with U.S. interests, we didn't care what else he did. General Ubico, who stayed in power from 1931 to 1944, was the Batista of Guatemala. When a democratically elected successor, a military man named Col. Arbenz, moved to take some of the idle lands of United Fruit in a moderate agrarian reform program, he ran into trouble. John Foster Dulles raised a Red scare against Arbenz, and mobilized some of the same cast of characters now operating on Vietnam. Henry Cabot Lodge was then our Ambassador to the United Nations and manfully fought off Guatemala's attempt to appeal to the UN. Lyndon B. Johnson, then minority leader, put the Democrats behind Dulles and the CIA with a Senate resolution "affirming the Monroe Doctrine." After Arbenz was overthrown, the new government restored the United Fruit Company land, and rescinded the agrarian reform. Thus the hemisphere was made for free enterprise again.

The bill coming due for the CIA's success may be a heavy one. Its triumph merely smothered discontent. Now it is bursting out again. "We are going to start the fight," the *Post* writers heard a guerrilla leader tell a village audience, "by taking the land from the rich landholders, and we are going to give you the land to cultivate." A similar appeal has made the Mekong delta a stronghold of Vietnamese rebellion for a quarter century against French and U.S. troops alike.

A Suggestion to Responsible Members of the Police Force

The city of Philadelphia, according to *Time* magazine, has a special civil-disobedience squad of policemen. It consists of four policewomen, 18 "elite" policemen, half white and half negro, a sergeant and a lieutenant, all picked for "warmth, patience, and maturity." They are schooled in sociology and human relations and study civil rights at Penn University. In the case of a demonstrator breaking the law, the policeman goes through a graduated set of approaches to give him every possible opportunity of backing out. Unlike ordinary policemen, CD cops score points according to the fewness of the arrests they make. They also meet after demonstrations for "self-criticism." One can't help reflecting that this shouldn't be at all noteworthy. Surely this is what the police are for: to assist citizens in remaining within the law, rather than catching them out inadvertently breaking it.



WHO KILLED TRAN VAN VAN?

The murder of Tran Van Van—Ky's foremost civilian rival—is becoming Saigon's No. 1 scandal. The *Vietnam Guardian* has been suspended for printing two pictures which cast doubt on the government's story that he was assassinated by the Viet Cong (*Wash. Post*, Dec. 13). The *Saigon Post* fears it will be suspended because copies of its Dec. 12 issue with an editorial questioning the official version hit the streets before the censor blacked it out (*Balt. Sun*, Dec. 13). The *Saigon Post* spoke of "political foul play" and called for an independent investigation headed by a man of integrity "preferably from South Vietnam proper." This is a dig at the Ky military junta which is made up almost entirely of Northerners. Richard Critchfield (*Wash. Star*, Dec. 8) reported that three weeks before Tran was killed he showed Critchfield an article the censors had barred, exposing the junta as Northern members of the clandestine Dai Viet party which ran the last French puppet regime in Hanoi from 1949 to 1954. Tran said he had warned Ky's Information Minister, Gen. Bao Tri, that if censored at home he would publish the article abroad. Critchfield said "many Southerners will blame the Dai Viet" for Tran's murder "since in 1950 they were implicated in more political assassinations than the Viet Minh, led by Ho Chi Minh." Tran's murder, he wrote, left the Southerners "with few leaders to rally behind." The Tran funeral orations pointedly failed to blame the Viet Cong (*Balt. Sun*, Dec. 12). Both Hanoi and the National Liberation Front accuse the military of the murder.

In a pamphlet defending the military assistance program, ostensibly for the use of high school debaters, the Defense Department argues that military assistance enables us "to communicate to the military sector in developing nations a clear concept of the part it can and should play in a democratic society." Like Castelo Branco in Brazil, for example? Or Ky? The Pentagon pamphlet says military assistance enables us to bring 10,000 foreign military students here a year, "the coming leaders of their nation." Some may look to their own people like U.S. trained oppressors. Others may turn against us; the two leaders of the Guatemalan guerrillas are military men who went through the U.S. Infantry School at Ft. Benning, Ga. Or the people at home may not like the gifts we send back with them. When a plane appeared overhead and the *Post* writers failed quickly to hide, a guerrilla jeered at them, "You wanna get cooked by your own napalm." There is a limit to the triumphs of technology. Even Canutes armed with napalm may not forever quench the tides.

TOWARD A GARRISON STATE

We wish Secretary McNamara would take time off from improving his image by quoting St. Augustine and T. S. Eliot and give us the benefit of his thinking on these problems. In his speech at Montreal he opposed the idea of having the U.S. act as "a global gendarme" but that has been the spirit of our policy ever since the Truman Doctrine. Indeed the Defense Department quotes Truman as the ultimate source for the military assistance program under which (it boasts) we have given arms to 80 nations—no less! The Pentagon's clinching argument for military assistance in high school debates is that in the absence of these satellite foreign armies we would have to police the world ourselves and that "would prevent many high school students from going on to college." McNamara said at Montreal that "the decisive factor for a nation already adequately armed is the character of its relationship to the world." It is this relationship which needs changing. Must we put down popular rebellions wherever they occur? If it takes a million men to win the Vietnamese war, how many more will we need if the bell rings in Guatemala or Brazil? The one concrete proposal to appear amid the soothing liberal generalizations in McNamara's Montreal speech was a call for universal military service. We'll need it if the present policy continues. Even a wholly militarized America will not prove strong enough in the long run to impose its will on a rising sea of discontent.

It is all too easy for the protectors of the peace to become the protectors of the status quo. And at any price.

On Friday night, demonstrators' distrust of police was disturbingly reinforced. When Ky had been escorted into the hotel, the police struck out without restraint in a way that could only be interpreted as deliberate provocation.

Faced with such experiences, it is difficult for us to avoid the very error we are trying to combat; the error of the simple dichotomy, in which evil intention is always attributed to one group, and its opponents are consistently excused.

Why is it that a group such as the police can act in seeming unanimity with such calculated but unreasoned violence? The reason lies partly in the nature of its recruits, but more importantly in the prevailing definition of its role.

The police, like soldiers, are the instruments of enforcement, and as such their effectiveness is measured in terms of physical strength. They are trained to combat a problem, and not to solve it.

Trained in violence, conditioned to obey, they seek a focus for their power. They uphold authority; those in opposition become a threat and a challenge. Force, authoritarianism, intolerance—brutality. The abuse of power. Such dangerous rigidity can be overcome only by a redefining of their function.

The police must evolve an image of themselves as the protectors of the fundamental assumptions of our society. They must respond to the needs of society with flexibility and restraint.

This is the second feeler to gauge support in the community for a weekly or bi-weekly. If you would like to see us continue help finance this paper and help distribute it. Don't wait, put your donation in an envelope now. See page 7.

WHAT POLICE DID TO ANTI-KY DEMONSTRATORS

Wanted urgently—

First-hand reports of how some police handled anti-Ky demonstrators in George Street, Brisbane (opposite Lennons), last Friday night.

Phone 5-2951 for a reporter or send written reports to B. Laver or Mrs. N. Chalmers, 608 Ann Street, Fortitude Valley.

Should there be an open inquiry into police methods?

ROGER BARNARD

YA GOTTA KILL!

The LBJ Brigade, by William Wilson (Macgibbon & Kee, 18s).

This book has a curious publishing history. It first appeared in America earlier this year in hard covers, and later as a paperback, but it received virtually no advance publicity notices or advertisements; it wasn't reviewed at all widely, and requests to the publisher for information about the author drew a blank. In Britain, where it's been on sale for about five months, its fate has been much the same. A pity, for William Wilson has written a book which demands a very large audience. And I think he deserves to get that audience.

Narrated in the first person, it is the harrowing story of an anonymous army recruit, recently graduated from college, who is dispatched to Vietnam to kill in the name of peace, democracy and Coca Cola Ltd. Or so he's told. But:

"We do not know what is going on, there are no newspapers, according to the radio the war will be over in two days, we win every battle, our planes have routed the Communists, we do not believe a word of it. We want to go home, we want to fight, we have not seen the enemy, the Communists are invisible."

Besides describing his sudden painful loss of innocence, and his first horrifying experience of being under direct fire, Wilson recounts enemy ambushes, patrol missions, napalm raids and gas attacks on villages, all in their intrinsically sickening detail. He also relates the new lessons of life he learns from his sergeant as they wander through the villages and jungle together. Sergeant Sace is the soldier's human lifeline, a brilliant expounder, by his own lights at least, of the very necessary art of survival. ("I been here for ten years. I'm still alive.") This is how he teaches his hapless pupil:

"Screw what ya been told in the States. You ain't fightin' the Communists, you ain't fightin' Charlie. You ain't fightin' for liberty or America or the bastard next door. You're fightin' to stay alive. If you wanna live, ya gotta kill . . . There ain't no right or wrong out here. Livin' is the only thing that counts. We're white men fightin' coloured men. That makes it a race war . . . We ain't here to defend or capture anythin' we're here to kill the brownies. If he ain't white, un if he ain't six feet tall, shoot 'em."

It's evident from this, and other similar pieces of pedagoguery, that Sergeant Sace is "tough," rather in the image of the man with the green beret whose face stares out from the new Royal Marine Commando recruitment posters in the London Underground ("Tough . . . And proud of it!"). Psychologic-

ally speaking, our cold war warriors and our hot war hawks live, and can only live, by a conceit of themselves as "tough," to ward off the anguish of their spirits broken by authorities they could not face up to; and a conceit of themselves as "hard," to deflect loss of love and fear of impotence.

So at one end of the spectrum we have Sergeant Sace, who has survived ten years in Vietnam and thereby earned his right to be considered tough; at the other end we have Robert McNamara, US Secretary of Defence, who, faced with a crowd of war protesters at Harvard University two weeks ago, grabbed a microphone and yelled, "I'm tougher than you!" Thus do our blood brothers shake hands across the world.

Of course, the educational programme laid on for the narrator is nothing more than a progressively brutalising process which ends in benumbed confusion and hysteria:

"We must not stop with North Vietnam, all of Asia must go, China and Russia, all the atheistic countries that refuse to accept freedom and God and democracy, we must kill them all . . . The President can save me, that's his job, looking out for Americans, his job is protecting Americans, I'm an American, he can save me, I promise to be good, I promise, I promise, I promise!"

The book suffers from a plethora of stereotypes and stock characterisations, and it slides at times into didacticism. As a work of art, it just doesn't measure up, for it is polemics all the way. But then, how do you fashion a work of art from a burnt child? You do it with pity and compassion, and there is precious

Civil Liberties Pres. Speaks

The Queensland Council for Civil Liberties strongly supports the dedicated opposition by Queensland University student, Mr. Brian Laver, to the laws and regulations which enable the Queensland police to exercise arbitrary suppression of the basic democratic right to demonstrate on political grounds.

Mr. Laver served a one-week jail sentence in Brisbane Jail in order to prove and publicise the strength of his opposition to police misuse of laws and regulations to suppress politically unpopular demonstrations and marches. He took part in a procession of University students on October 5, 1966, for the purpose of publicising dissent regarding Australia's Vietnam commitment and conscription. Prior permission had been sought but not obtained from the police.

The procession was orderly and the police could easily have seen that it remained so. Instead they broke up the procession and made arrests. Rather than pay the fines subsequently imposed on some of the students, several of them on principle will serve jail sentences instead. Mr. Laver is the first to do so.

The Q.C.C.L. deplores the fact that Queensland cannot legitimately claim to be a democratic community whilst it allows its police force to suppress without reasonable appeal political dissent in the form of demonstrations. Full support is given to Mr. Laver and other students in their opposition to police misuse of the regulations which legalise arbitrary and discriminatory police demands for a dollar for each placard carried by authorised demonstrators.

The Council regrets that public apathy and complacency have made it necessary to challenge bad laws and misuse of police power in this drastic manner. It is hoped that the heavy sacrifice involved will help to convince the Queensland public of three things:

Firstly, that a basic democratic right is being infringed by an unjust law and police action.

Secondly, that the situation calls for prompt and effective action.

Thirdly, that this should be effected through change in the laws and regulations which are being misused and investigation of police attitudes which are the cause of such misuse.

Signed:

J. B. KELLY,

President, Q.C.C.L.

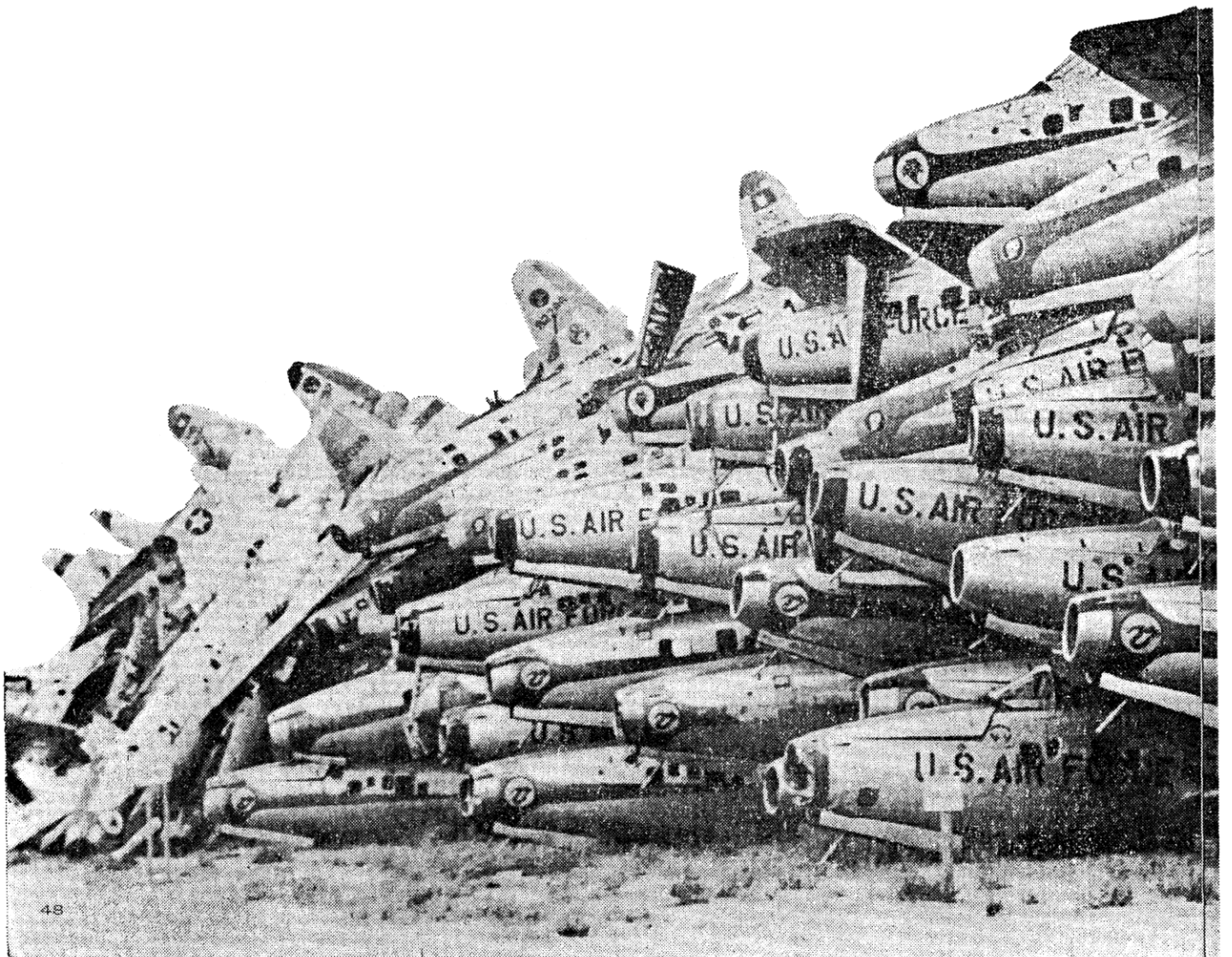
● For information on Q.C.C.L., write to P.O. Box 33, University of Queensland, St. Lucia.

little in this book, only anger and raw terror.

But considered simply as a document, **The LBJ Brigade** ranks with Henry Barbusse's **Under Fire** and Francis Polini's **Night** as an essential record of every soldier whose nightmare experience eventually sends him mentally berserk in a series of psychotic explosions which contradict the murderous reality to which he's been so mercilessly conditioned. And if polemics are to supersede art for a while where the Vietnam war is concerned, then let's hope that future examples bite as clear and hard as Wilson's. One hundred and forty pages, rough with honesty. This book deserves to be read.



... and one third of the world is hung

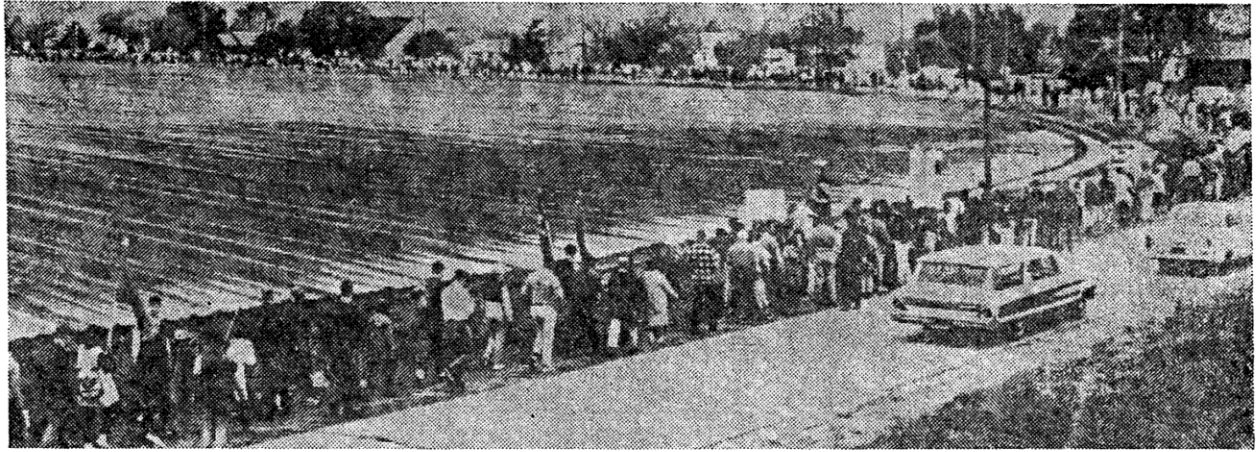


try all the time.



WHY THE UNITED STATES HAS NO SIGNIFICANT LABOUR OR SOCIALIST PARTY

DR. MYRON TRIPP
Lecturer in Political Science



Delano vineyard workers on outskirts of Sacramento, Calif., after 300-mile, 25-day march.

The United States of America is the world's greatest industrial country and yet possesses no labour party.

Although the U.S.A. is a relatively young country, most American working men received the franchise in the 1830's while most of their European counterparts did not enjoy the right to vote until a later date. Professor John Leek, an authority on labour history, asserts that "the idea of a labor party probably took shape earlier in the United States than in any other important industrial country," but he notes that even successful labour political groups in the 1830's were of a local and transient character.

Some migrants, notably quite a number of Germans and Jews who came to North America between 1880 and 1914, were avowed Socialists. The greatest strength of the Socialists in a national election was attained in 1912, but still amounted to less than 6% of the total vote. By 1917 still slightly over 40% of the Socialist Party membership belonged to foreign-language federations. This fact, coupled with Socialist opposition to U.S. entry into World War I in 1917, helped lead to persecution of Socialists as "un-American" and traitorous. The Socialist Party today barely exists in the U.S.A. and has not elected a Congressman for almost half a century.

Even with the American Federation of Labor co-operated with Socialists in 1924 to support an independent Progressive national ticket, the Presidential nominee, Senator La Follette, obtained only about 16% of the total vote albeit both of his opponents were conservatives.

Usually United States labour unions have pursued an officially non-party policy of rewarding their friends and defeating their enemies at the polls. In practice, the overwhelming majority of union-endorsed candidates are Democrats. William Green, long-

time president of the American Federation of Labor (and a former Ohio Democratic state legislator), contended that the direct primary in the U.S.A. obviated the need for a labour party. The great majority of major party legislative candidates are selected at state-conducted primary elections, in which in practice electors can decide whether they will help select Republican or Democratic nominees. Labour unions often encourage their members to go to the polls on primary day to help nominate a pro-labour candidate.

The United States is not nearly as urbanized as the United Kingdom or Australia. A much smaller percentage of potential unionists have joined unions in the U.S.A. than in most other democracies.

For years many U.S. firms, as a condition of employment, required new workers to sign a "yellow dog" contract promising not to join a labour union. Many conservative business executives insisted on identifying labour unions (despite their generally moderate leadership) with Bolshevism.

Organised labour, always in a de-



Arthur Calwell, leader of the Federal Parliamentary Labor Party, in a grand climax to a long political career, has given new impetus to the Labor movement and has emerged as a leader surpassing Curtin and Chifley.

Faced with the unremitting hostility of Press, radio, TV, the enmity of the Tory parties and some members of his own party, he has slashed through the lies, hypocrisy and deceit of the present Tory Government.

Arthur Calwell has exposed the immorality of the Government's conscription policy. He has de-

clared numerical minority in the U.S.A., has relied on temporary political alliances with other factions in order to secure legislative objectives.

The United States political system concentrates attention on the Presidential office, which can be held by only one individual. This fact encourages voting for one of the two existing major parties, both of whom represent a variety of social and economic groups, instead of for the Socialists or a labour party. Many states have laws that make it quite difficult for a new or third party nominee to have his name put on the ballot paper.

There have been radical, left-wing unionists in the U.S.A., but in the early part of this century many of them supported the International Workers of the World and preferred direct action to voting. In negotiating agreements as to wages and labour conditions, most union leaders in the U.S.A. prefer collective bargaining to any arbitration or mediation system.

On the whole, the American working man has been far less class-conscious than his counterpart in most other countries. Undoubtedly class divisions in the U.S.A. in the past have been less rigid than in any Western European nation. Regional, ethnic, and racial loyalties and differences have been significant in weakening class consciousness. Albeit class mobility is declining, the average U.S. worker enjoys membership in an affluent society. Thanks chiefly to its great natural resources (and also in considerable measure to superior scientific and technical knowledge), the U.S.A. has a higher material standard of life than any other nation of consequence.

The "other America," the one-sixth of the population that suffers from malnutrition and poor housing is (apart from a section of its Negro segment) not vocal, organized, or particularly visible.

nounced Australia's participation in the undeclared war of aggression in Vietnam.

And now—by leading demonstrations against the visit of dictator Ky to Australia—he has forcefully associated himself with the cause for civil liberties and the right to freedom of expression.

In taking this stand, as an individual, Arthur Calwell has appealed for a return to direct contact with the masses of the people and his action could very well lead to a resurgence of popular progressive thought and activity.

Time may erase the memory of him as the leader of the Federal Opposition. But it can never take away from Arthur Calwell this victory of his declining years.

The role of a teacher in a Democracy

By **TED BALDWIN**, Secretary, Teachers' Advancement Association for State Education in Queensland.

At the outset let me make my position quite clear. I think that there has been a continuing contraction of democratic freedom throughout the Western world since World War I.

Actual experience in Australia, and as a teacher for many years in Queensland, seems to bear this out. In a "restricted" democracy, where your illusory freedom depends on a continued state of apathetic atrophy, all educators tend to become narrowed to "teachers" and "education" degrades to mere training, imitation, rote learning and propaganda.

I believe, along with the poet Browning, that "A man's grasp should exceed his reach." This principle should apply above all other spheres of human endeavour in that of education. Though much of the teaching of science, especially in the early stages where empirical methods must be applied, is comprised of the assimilation of knowledge as groups of related facts, I wish to apply this method to a given case in the world of education.

In a certain state of a country of the Western world children in Grade 1 at five years are confronted with up to 40 or even 50 others tightly packed into places. Many of them have had no specialist preparation for this new situation. They are met by teachers who, by and large, have had little specialist training. How could they in one year, or now even in two? Many of the teachers, facing such classes, are looking back over a span of no more than 14 years to what they were themselves. What has happened to them in that period? Simple observation reveals that in the school situation right up to and through their "training" college, they remained in most cases "pupils" in a "class" often too large. That they were "taught" by "teachers" often in their senior grades little "senior" to themselves. At college they were again "taught" by "teachers" who were themselves the products of the same unexpanding cycle of fixed centre. Perhaps this picture would not be so dull, uninspiring and "still" if the teachers, even though reared within the system, were highly qualified, and well trained professionally. But in this State under consideration less than 10% have university degrees, over 50% received one year's "training" and just over one-third are able to reach the top division of the salary scale by gaining a minimum of six units of higher qualification. Another important observation to be made of this State's teachers is that in all the subject branches they all use one or a narrow range of text books which have been set for years on end. In many cases, and in all cases for the first ten years of "education," the text books used are "compiled" by the "educating" authority itself. This does

not end this "dull" and uneventful tale." One would think that the tyranny of the text book would be the ultimate of anti-democracy, but no! "Justice must not only be done; it must appear to be done." So now this must be made to "appear" like education. Let us observe how it is done. Groups of "teachers," by reason of their ability to work and to gain results within this system, are appointed from within the system as inspectors of the system. Their job is to "inspect" their former brothers in the service to see that they are working effectively in the system. They also set examinations from the text books used within the system and then they, with the help of the teachers, mark and assess the students' achievements within the system. To make further sure that "nothing can go wrong," as if it could after all this, failure limits are set. For example, in one subject markers have been told to restrict the failure rate to a range of from 13% to 18%.

Now, good readers you are if you have followed such dullness so far, what is democratic about this system? Why is it run so, and who runs it so? Observation will lead you to see that it is run by a Minister of a party-political Cabinet. He is bound by his party-political machine to run "education" in the manner it dictates. He does it through a Government-controlled "Department." It is the cheapest known way to appear to be carrying on an education process and it measures its own success with its own measuring device—the externally imposed examination.

Surely you will agree with me that within such a system the measurement of achievement is a party-political concern, not an educational one. Surely you will agree that within such an inbred and circumscribed system education becomes degraded to less than rote learning or training. It approaches so closely to propaganda in some spheres that all semblance of democratic education is lost to the outsider who was lucky enough to be reared in another system. In such a system the teacher has no role as an educator. He is little more than an instrument of torture to the naturally enquiring mind of the average young student or pupil.

Hence this topic has been dealt with in the negative sense. I know theoretically what the role of a teacher or an educator in a democratic society should be. The State I chose to use as illustration of the opposite is known by members of its sister States as "the police State." If any reader is interested enough to inquire about the counterpart of the system herein outlined, I would recommend that he look at the systems of Colombia and Quebec. Over twenty degreed teachers who I know personally have looked at them and have gone. I could go, but shall stay and fight to try to improve to their level.

This country needs an independent and critical press . . .

we've talked about it, now let's get one going!

We need your help!!!

1. Send donations for Impact to P.O. Box 90, University, Brisbane.
2. If you are in a position to distribute copies please indicate number and place to which they are to be sent.

NAME.....

ADDRESS.....

.....Number Required.....

Impact will remain at 10c until finance allows it to be reduced. Total donations to date: \$11.00. Unless this improves Impact must sell at 10c.

EDITOR: Brian Laver.

EDITORIAL ASSISTANTS: Ralph Summy, Tony Bowen, Janita Laver.

MEMBERS OF THE SOCIETY FOR DEMOCRATIC ACTION



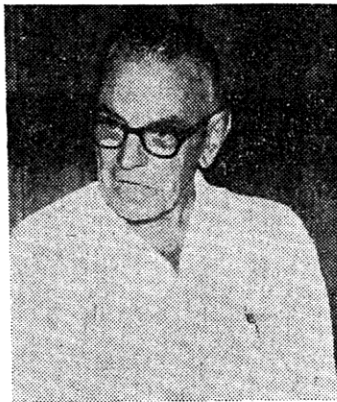
A 16-YEAR-OLD BOY—

I was holding a placard and four police got on to me. They hit me about the head and body and snatched my placard. They then stood about intimidating me.

GAIL SALMOND—

21-year-old Arts Student

I saw police dragging demonstrators out of the crowd. They knocked a woman down and stumbled over her. She was shaking and her arms were bleeding.



HEC CHALMERS—

Supervisor

I looked over and saw my wife on the ground. I made my way through the crowd attempting to get to her. The next thing I remember was that I was being dragged through the Court House, held about the neck with a severe head-lock. I was nearly fainting.

KATHLEEN THOMAS—

Clerk

Police forcibly pushed into us from the front and back without any reason and indiscriminately charged in among the people, shoving men, women and youth. A policeman stamped on my foot, requiring a hospital visit.

VILMA WARD—

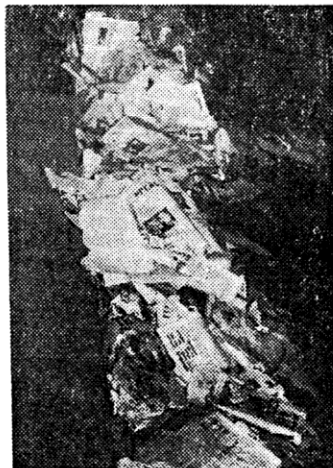
Housewife

A policeman snatched copies of 'Impact' from my hands. He whistled arrogantly.

I said, "Excuse me, what did you do that for?"

He replied, "I don't have to tell you what I did it for, I just did it."

As he walked away whistling, the security officers present and a sub-inspector pretended as if nothing had happened.



JANE GAINES—

I wasn't doing anything. Before the demonstration they had picked me out for arrest. Three police were on to me and all seemed to be pulling in different directions.

HEARD—

Motor-cycle cop: "And I'll smash this helmet down your throat."

One demonstrator couldn't walk Saturday morning. He was kned in the groin and vomited all night.

BRIAN LAVER—

Nothing happened to me on Friday night as I left early to mind my children. However, on Saturday morning as I was on my way to get a solicitor to talk to some police who were intimidating some friends with a phoney car check, I was arrested for threatening language and resisting arrest. I was also punched in the stomach at the watch-house door.

WELL-KNOWN SECURITY POLICEMAN—

Police all over the world are there to keep the people down.

