



The Dalhousie Gazette

CANADA'S OLDEST COLLEGE NEWSPAPER

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Fees, foreign policy, Pope prompt student comment

FROM CUS TUITION, YES!

Dear Sir: The Editor, Dalhousie Gazette, Dalhousie University.

The following quote is from the encyclical letter "Pacem in Terris" of Pope John XXIII, in Terris, we read:

JUDGE The natural law also gives man the right to share in the benefits of culture, and therefore the right to a basic education and to technical and professional training, in keeping with the stage of educational development in the country to which he belongs. Every effort should be made to insure that persons be enabled, on the basis of merit, to go on to higher studies, so that, as far as possible, they may occupy posts and take on responsibilities in human society in accordance with their natural gifts and the skills they have acquired."

The following extract is taken from the Universal Declaration of Human Rights, Article 26, education.

- 1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

These quotes could be used as topics for a discussion group or a seminar on universal accessibility to post-secondary education.

Yours truly
Rolli Cacchioni

should be increased also, but free tuition and salaries are not the answer. That which is not earned is not valued.

Let us have from our student leaders, then, less bellyaching about increased fees and more constructive thought about feasible solutions.

Yours truly,
T. E. Hogan,
Graduate Studies IV.

VIET NAM, NO!

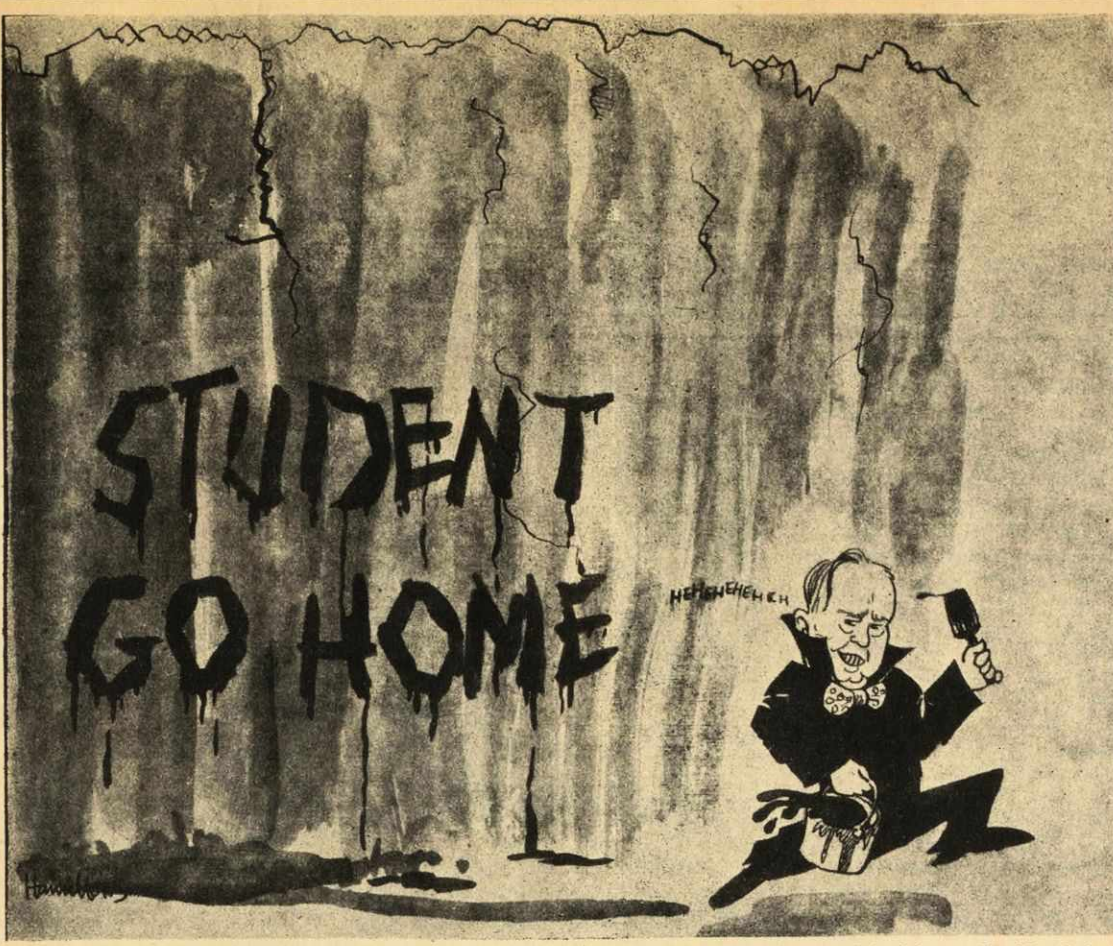
Dalhousie University
12 October, 1965.

The Editor
DALHOUSIE GAZETTE

Sir: I noted with amazed amusement that nearly half of your features, plus a spot on your editorial page, were concerned with a criticism of the US policy in Vietnam. In reference to the military police action under concern, I think it quite amusing that anybody outside of the Johnson regime of consensus should be so troubled by the question of legal and moral rights in this situation. The plain brute fact is that the United States has NO moral or legal right in Vietnam. To conclude from this that the US should get out of Vietnam is, however, not correct at all.

The Communist Regime in China represents a tangible, declared threat to western affluence. Hitherto it has been controlled by the fact that on all sides, save South East Asia, the Chinese are bounded by "blue water". We may be thankful that the powerful US Seventh fleet rules these waters absolutely. South East Asia represents the only link in this armour. Regardless of the fact that at the beginning the Vietnamese nation could be reunited under Ho Chi Minh, regardless of the fact that this man is a communist dictator, it can easily be seen that eventually Southeast Asia would provide a new water frontage for China.

"Blue water" again, it would seem—not so, for the waters of this area are a muddy brown. The ease with which Indonesia has slipped subversives into Malaysia, and demonstrate the ease with which the area may be invaded, the general instability of the area would mean by chain reaction, it would not be long



Reprinted from the Manitoban

The Infallible Editor

The Gazette suggests that students don't march. For those who come from wealthy families (and that's a fair number of the total Dal population) the march is obviously a waste of time.

For those of you who simply want a personal reduction in fees so that you will have more money available for enjoyment the march is obviously a waste of time. The public already thinks that university students live off the fat of the land and aren't likely to be sympathetic.

For those of you who are looking for a good time the march is obviously a waste of time. It takes place much too early in the day.

For those of you who are in agreement with the aims of the Canadian Union of Students the march is obviously a waste of time.

It's much more satisfying to hold erudite bull sessions on how the Council sold the students out. It is the opinion of this newspaper that most of you are going to find an excuse, the ones listed above should do very nicely for the unimaginative, and stay home on Wednesday. Mind you we could be wrong, but that is highly unlikely since the Editor is infallible.

Elsewhere in this issue there are statistics presented which indicate the need for greater accessibility to higher education. We have presented "ad nauseum" the arguments for increased government aid in this field with every issue this year. We suspect that you are tired of them; we know we are.

This week, students in almost every university in Canada will be holding marches, demonstrations, teach-ins, rallies and other events to bring home to government and to the public the need for greater financial assistance to our post-secondary institutions. This week many students across Canada, either because they have failed to find out about the situation in higher education, or because they disagree with certain phrases in briefs prepared by student leaders, will refuse to participate. This week, despite these students, National Student Day will gain its stated objective. The press, after all, are always hungry for news, and even a series of poorly attended marches across the country is still good news copy.

So why march? Why not let the other universities, and a few "keeners" at Dal carry the ball for us? For some years now the Canadian campus has been stricken by a powerful malady—apathy. You have all heard of apathy. It is the subject until our sister commonwealth nation Australia would fall under the Communist yoke. China must be contained, if not destroyed, and the US intervention in South East Asia is helping to keep the Chinese tiger (with an atom bomb in his tank) under strong guard. The sufferings of the Vietnamese civilians is incidental, and it will be readily admitted that the US troops in Vietnam are receiving excellent experience in an unusual form of warfare. In war, there are no moral laws. Thus when it comes to legal argument in Vietnam, the lawyers in charge of the

of speeches by Presidents, Deans, student politicians, and campus editors. It effects this campus no less, (and sometimes a lot more) than other campuses. People just refuse to take part, they refuse to act. They will probably refuse to act on National Student Day. Why? Essentially because they are afraid. Afraid that action might mean knowledge, and knowledge, as everyone instinctively knows, brings with it a requirement for responsibility. And who wants to be responsible, or to put in more clearly, "why should I have to do the thinking and the work involved in changing society." This is the crucial question which so many of us ask just before we slip back into our private cocoon of security.

If you march you will be issued with a challenge. You will be required to do a bit of thinking, the march itself involves entering into a dialogue, and worst of all, someone may ask you after its all over to take further action on the whole question of higher education.

So don't go. Say home and avoid the trouble. The Senate of this university has given its blessing to the march. Indeed a move to cancel classes was defeated by the narrowest of margins.

The President of this university has encouraged the march. It has been left to the discretion of the individual professors to contend with, or cancel their classes. Undoubtedly many will be canceled.

But don't go on the march. You can use the time to sleep in, or do some extra studying. At all costs avoid the responsibility which others have been carrying for you. Urge your fellow students to say they don't like marches so that you can stay out of the resultant dialogue. Stay home and show the council that they are all too wishy-washy (or if you like, too radical, we don't care how you rationalize.) Maintain apathy because its demise may mean the death of your intellectual comfort.

We said above that the editor of this paper is infallible. Of this there can be no doubt. In his infallibility he has declared that the students of Dalhousie will find excuses to support their apathy so that they can avoid participating in National Student Day.

The Editor is never wrong. But this week he hopes to God that he is. Live universities are nicer places than dead ones—you people decide about Dal this Wednesday.

Every college and university in the United States will have at least one closed-circuit television system by 1971, according to a survey by Stanford's Institute for Communication Research. More than 400 colleges now offer courses for credit over Educational TV, and 3.5 million students are taking courses for credit over ETV; 5.5 million others use ETV for supplementary instruction. (CPS, Philadelphia)

heavy artillery are the ones which command most respect. Yours truly,
John Howard Oxley

NIGERIAN AID TO AFRICA Since it became independent in October 1960, Nigeria has given assistance totalling 210,000 pounds to other African countries. (UNESCO FEATURES)

A six-member delegation of student leaders from the USA visited Malaysia towards the end of July. The delegation's trip was sponsored by the United States National Student Association (USNSA) and it took them to Singapore and Kuching in Sarawak. (Asian student bulletin, New Delhi)

Letters to the Editor Found difficulties

Dear Sir: I am shocked as an English Canadian to have been unable to send a telegram in Halifax in one of Canada's official languages last week. Although I phoned several times night and day, there was never anyone in the telegraph office able to comprehend a single word of French; neither was there any person capable of taking a French message clearly and slowly dictated, even when the meaning of the telegram was explained in English.

Naturally, I immediately phoned the assistant manager who promised to get the manager to investigate the policy of CN on this matter. He assured me that there was a bilingual girl who worked during part of the day, although she was absent on the five or six occasions that I called.

For this reason, I was unable to quickly communicate with the Student Union in Moncton. Similarly, I would be unable to send a message to 325,000 other persons in the Maritimes alone, to say nothing of the five million French-speaking Canadians outside the Atlantic region.

Communications in one field where fluency in both of Canada's languages is absolutely necessary. A public corporation like CN should be concerned with providing services, not making profits. Receiving telegrams in Halifax from Quebec and the other French-speaking areas outside the four Maritime provinces must be impossible between 5:00 p.m. and 9:00 a.m. and difficult since the supposedly bilingual operator is rarely, if ever, present at any other time.

Not only are the operators in Halifax unable to handle messages in French, but they do not even have a stock French line memorized to explain their lack of comprehension to the caller and to refer them to some other

phone number where a French-speaking person could at least explain the dilemma.

On bilingual New Brunswick girl presently studying at Dalhousie University called and spoke French exclusively for one or two minutes as an experiment before 5:00 p.m. on Monday, Oct. 4. She was greeted with the following words uttered rapidly without any consideration of the fact that she evidently was not English-speaking (directly quoted):

"I don't know what language you're speaking, lady, Italian or French or whatever it is, but I can't understand a word you're saying. We only speak English here. . . ." This experiment was carried out on two other days with similar results.

Obviously either the assistant manager's promise to do everything in his power to have the injustice rectified was not fulfilled or the CN national office simply refused to ensure that at least one bilingual person was in the telegraph office twenty-four hours a day.

In view of the failure of the CN to act, the members of the Association of the Canadian Union of Students, voted unanimously to bring the problem to your attention and other parties concerned. I am presently engaged in writing letters to Premiers Lesage and Robichaud, La Presse, L'Evangeline, Le Devoir and Canadian Press to explain the inexcusable failure of a public corporation to provide staff capable of handling telegrams in both Canadian languages. I trust that the particular situation in Halifax will be rectified immediately.

John W. Cleveland
Secretary-Treasurer
Assoc. Atlantic Students
c/o Univ. King's College
Halifax, Nova Scotia
(phone 422-4016)

Do students go through the "meaningless Hell?"

Dear Sir: As an illiterate high school drop out I have always been interested in the way university camp function from the students point of view. After spending the better part (in time only) of two weeks at Dal and Kings, I am thanking the powers that be for letting me be so fortunate in as much as I have not gone through the meaningless Hell that university students have endured for so long.

The cafeteria set are authorities (so they tell me) on: The United Nations, The K,K,K, The philosophy on action vs inaction and the Bladen Report. Let is be well known that the arm chair philosophers give me an acute pain in my rectum.

I have heard the Gazette slaughtered by students who have never and likely will never send in so much as a ball score. The council is criticized for being authoritarian and have I EVER SEEN ONE OF THOSE "experts" participate in the council affairs? You can bet your next three years' tuition that they don't run for council to change things.

The THINKERS have grinded me time and time again for reasons why I want to change things. They say "What do you want in the end? What qualifications do you have? Who is to say that you are right?" These are tough questions and if Columbus had waited for the answers, the Indians wouldn't be living on reservations now. Be thankful, all you statisticians that your councillors and editors do act because you are talking yourself into inactivity.

Since these camp are made up predominately of students of middle class and upper parentage, there is no doubt in my mind that "Terry and his boys" are using valuable space that could be better used to cover frat parties and fashion shows.

To the ones who are trying to bring the Nova Scotian universities out of the dark ages I send my utmost and sincere encouragement. To the cafeteria set who are not of the "IN" group I send my deepest sympathy and thanks -- not sympathy because you are slowly dying -- thanks because you discouraged me from becoming part of the world's biggest farce.

Yours truly
Rocky Jones

ED. Burnley "Rocky" Jones is a native of Truro, who has returned after spending some time in Upper Canada, and the American South to head up a SUPA project which is centred on the Negro communities in the Halifax-Dartmouth area.

Who pays for our education? ...

Student is major shareholder; bears largest burden

... at least four groups contribute

At present, there are four groups in society which contribute towards the cost of higher education. Listed in the present order of importance, they are: the student, his parents, the state, and various corporations, foundations and private donors.

The student contributes through his summer earnings, through various loans which he may be required to repay after graduation, but primarily through the earnings he must forego during the years he is being educated. Many observers, in particular the economists concerned with investment in human capital, have come to argue that earnings foregone are by far the most formidable deterrent to continuing one's education.

Unfortunately, the concept of earnings foregone is a difficult one for laymen to accept. Yet earnings foregone is a most serious deterrent to the continuation of education, and if observers would only place themselves in the position of the lower income groups with which we are concerned, they would see that the temptation of one more wage-earner, gaining a minimum of \$2,000 each year, is too great for a poor family to resist. In effect, then, earnings foregone seem like a "far-out" notion only to those from whom such an income loss would not be serious, i.e., those who are already at university (the members of this committee, for example).

Parents today, are expected to make a sizeable contribution to the financial needs of the student, theoretically paying the difference between the total cost of a year's education and the total income of the student. In practice, parents usually cover the major portion of the student's living expenses (board, clothes), in addition to absorbing partially the loss of earnings over a period of years.

The State is supposed to enable the student to attend university even if his contribution, added to that of his parents, is not enough to defray the total year's expenses. In addition, the State makes certain direct grants to the Universities and Colleges.

Private organizations (e.g. corporations) make the smallest - and least dependable - contribution, perhaps awarding a small number of achievement scholarships or grant for the purpose of basic research.

Conclusions: This is a very brief description of the division of financial responsibility in the higher educational system as it exists today. That this division is no longer satisfactory is not in doubt, for it satisfies neither of two basic criteria—Universal Accessibility and Financial Adequacy. We have not achieved universal accessibility in Quebec, nor are our universities receiving adequate financial support.

In discussing any reallocation of financial responsibility for higher education, our aim must always be: to gain a general level of education sufficient for a modern technological state, such a level being attained only through a system which guarantees un-

iversity accessibility to all competent citizens, while ensuring Financial Adequacy for all higher educational institutions. The validity of these pre-conditions are self-evident.

That we do not have universal accessibility in Canada is a well-known and accepted fact; that our universities do not have sufficient financial support becomes obvious when we compare professional salaries, research facilities and budgets of Canadian educational institutions with American ones. For example, the total budget of McGill University is approximately twenty eight million dollars, while at the University of Pennsylvania it is ninety four millions, and at Cornell one hundred millions.

WHO SHOULD PAY FOR HIGHER EDUCATION?

By examining the four groups in society who presently support the cost of higher education, we can determine who, in theory at least should really be paying. There is no doubt that the student should bear a major portion of the burden. No one, least of all economists concerned with investment in human capital, suggests that the student should not pay a part of the costs. The student is a major share-holder in his own education. He is the one directly involved; he will be receiving a sizeable return, financial and otherwise, in the future. Obviously, he must make both a financial and intellectual investment.

Until now the student's parents have also had to make a major financial contribution. Whether this is socially and economically just is questionable. Financially, the parents have been supporting their child for a minimum of 17 years. They have had to give up many personal enjoyments simply to be able to pay for the child's food, clothing and living expenses. In effect, by asking them to continue their financial assistance, we are telling them that they must contribute more money than ever to support a "child", who is really old enough to be a wage-earner.

In this light, no lower-income family could really be expected to encourage its children to attend university. The Anderson Report of Great Britain places considerable emphasis on the importance of the role of the parents in influencing the child's decision. It suggested very strongly that the removal of a financial burden from the parents would be a major positive step in increasing accessibility of higher education.

Aside from these essentially economic (or financial) reasons against the continuation of the present role played by important social problems, any system of financial support for universities which includes major contributions by parents, can never really achieve universal accessibility. Such a system, by its very nature, merely emphasizes the social and financial barriers existing between different income groups. Limited aid or bursary projects, involving the use of a means test, do not eliminate these barriers.

The third "group" now contributing financially to higher education is the State. As in the case of the individual student, the State is a major shareholder in the education process of its citizens. Not only will it receive concrete social benefits from the education of its citizens, but it receives a very major economic return as well; an economic return so great that it cannot be disregarded by the modern, technological State. The State must obviously be prepared to make a proportionate financial investment in education in order to protect and improve its economic position.

In the United States, corporations, foundations and various private donors make very considerable contributions to higher educational institutions, and these groups carry a considerable portion of the over-all financial burden. In Canada, too, we can justifiably expect such organizations and individuals to contribute generously, but not nearly to the same extent as in America. This problem is closely tied in with the question of foreign ownership of our industries. Moreover, those organizations which do have primarily Canadian ownership are not numerous enough nor rich enough to duplicate the efforts of their American counterparts.

Conclusions: We have examined the four groups now contributing to the financial support of higher education. We have found that, in establishing a new division of financial responsibility, we have had to discard parents as major contributors, for not to do so would be (1) economically unfeasible, and (2) socially unjust and unwise; economically unfeasible simply because most parents don't have the money to support such a financial burden; and socially unwise because the parents could not be expected to create a favourable social milieu where the children's education would be emphasized. We have further had to discard corporations, foundations and private donors as potential contributors, for these groups could not bear the load adequately.

On the other hand, we have seen that both the student and the State should be required to contribute the major proportion of necessary capital because it is these two "groups" that get the greatest return on their investment - this return being measured in both economic and social terms.

WHO CAN PAY?

We have already examined who presently defrays the costs of higher education, and also who should ideally pay these expenses. Any further discussion must take place in the light of the conclusions reached: (1) That any system for financing higher education must guarantee both Universal Accessibility and Financial Adequacy, and (2) That the ideal system would involve financial contributions from the students and the State only. The purpose of this chapter is to enquire as to who can, actually, pay the costs of high education. We must therefore decide whether this system is a practical one, or

whether it requires certain modifications before it becomes workable.

There is no doubt that the level of education of the population is a major factor in the economic growth of a country. Demison, for example has estimated that 43% of the Gross National Product can be directly attributed to the investment made in education.

Even right-wing economists, such as Gary Decker, have recognized the economic importance of education. In his latest book, "Investment in Human Capital", Decker conceded a minimum total rate of return of 25% (per annum) on the investment in education. Decker further calculated that of this 25% total return, the return to the individual is in the order of 8%, leaving a return of approximately 17% which can be attributed to external economies. That is, the State as a whole, exclusive of the personal gains of its University graduates, can expect an annual return on its investment in education of nearly 17%.

Although much research in this area is still being carried out, several general, but nevertheless valid, conclusions have already been drawn. The return to society on the investment in education is: (1) very large, and (2) considerably greater than the return to the individual (proportionately it is probably twice as great, 2:1). It is therefore obvious that the State must bear the major portion of the total cost of higher education. What remains to be answered is whether the State and the student are able to accept their respective financial responsibilities.

The student is able to support his portion by virtue of the investment he is making by foregoing several years' earning, because he is attending school. As already noted, earning foregone represent a real investment for the student of at least \$2,000 each year.

The State can definitely support its portion. Thought it will probably be necessary to raise a special educational tax, if this tax is applied on income and on a graduated-scale, we will eliminate the often-heard criticism that wealthy people will be receiving an undue advantage if education is free. They certainly will not, for they will pay the equivalent of fees through taxes, the end-difference being that the poor man's son will now enter university on an equal footing with the rich man's son.

What is important is this: education of its citizens is today an economic necessity for the State. Education is far too important to be left for the 1970's. University Accessibility, accompanied by an adequate financial set-up, is today a priority of the first order for the State. The State can cover its share of higher educational expenses, even if this means postponing some other presently preferred projects.