

As situation worsens Co-op may be answer

By KEN CLARE
Students should by now realize that they are in the hands of a housing situation over which they have little control.
The student housing service, an adequate stop gap measure at one time, is no longer able to sufficiently serve the needs of Dalhousie students. It has no real control over prices, conditions, or the anti-student prejudice of many Halifax landlords. The only major alternative to living in their over priced squalor is dwelling in one of our clean, paternalistic residences.
A long-term solution which must be examined is Student Co-operative living. Co-ops have several financial advantages:
Co-ops do not require financing, in their initial stages, from either the university or the government. If a house rents for \$150 a month and utilities cost another \$50 monthly eight students paying \$40 a month rent can realize a considerable sav-

ing over residence fees, in most cases amounting to 25 per cent. They buy and cook their own food in common, which cuts down dining room overhead costs.
Students living in co-operatives require up to 20 per cent less space than those living in apartments, rooms, or university residences. If a dwelling suitable for a family of five is turned into a co-op, up to eight students can move into the same space very comfortably.
Even if a student co-operative association gets involved in buying and building residences the university assumes no part of the financial burden. Central Mortgage and Housing Corporation provides approved co-operative residences with loans for 90 per cent of the cost of building, on a 50 year mortgage. This makes it possible for the co-operating students to realize a saving over residences even while they are making mortgage payments through slightly higher than cost

month room and board.
Co-operative residences are invariably cheaper to design, to build, and to maintain.
They are cheaper to design because they are spartan in construction and furnishing, and completely devoid of the frills usually built into showplace university residences.
They are cheaper to build because contractors habitually "up" their prices if they know government is paying the shot, either directly or indirectly.
They are cheaper to maintain because all maintenance, cleaning, kitchen work, administration, and discipline is done by the students themselves.
Because of the favorable financial conditions under which co-ops operate there is really no limit to their possible expansion. The example of the Waterloo Co-operative Residences incorporated is typical of the speed and efficiency with which co-op housing can be set up on any campus in Canada, including Dal.
It all began at the University of Waterloo in 1964 when several students recognized the need for new rental housing. Within six months a handful of students rented two houses near the campus accommodating 33 students. Within a year Waterloo Co-operative Residences was set up to operate seven houses with 90 students. At this point they also began construction of Hammar-skjold House, a four storey building designed specifically for student co-operative living. It was 90 per cent financed through CMAC and WCRI talked the contractors into re-investing his profit on the project to make up the remaining 10 per cent.
Hammar-skjold House became the first residence in North America to be built by students. It opened for business in April, 1966, just two years after the first co-operative residence was set up at Waterloo. At present the WCRI owns two houses in addition to Hammar-skjold House, rents ten others, and accommodates 130 men and women attending university.
There is no particular reason why Waterloo was able to set up such a strong and imaginative co-operative program in such a short time. It was simply a case of students willing to take the initiative and willing to seek the right kind of advice.
There are considerations other than economic, perhaps more

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Sports scholarships mean....

track and field and other sports who set Canadian records cannot have them recognised as college records.
The arguments against athletic scholarships in Canadian universities are largely derived from observation of the American collegiate scholarship system. Furthermore, the opponents seem only to see the negative aspects of the scholarship system in the poorly-motivated American college athletic programs.
Canadian college athletic directors cite the case of the athlete who, for various reasons, does not perform as expected in college, and is subsequently "dumped" from the program. Or, the athlete who is treated as "valuable material" and has his life and living habits dictated down to the minute by the athletic staff.
The academic objection in Canada is most often that to give a scholarship for athletic prowess would be contrary to the aims of University, those being the nurturing of a "community of scholars" united in the search for truth and knowledge. They fear the introduction of special "make-up" examinations prepared for athletes who, because of their time commitment to the University's athletic program do not have the time available to produce passing grades.
These corruptions of the University aims do, of course occur, but it is surprising to note the kinds of athletic scholarship pro-

grams that are run against the good reputation of the University as primarily an academic-oriented institution.
There are many in favour of athletic scholarships in Canadian colleges. Among these are most of the coaches and many of the athletic directors. The CIAU vote and announcement reflects not the feeling of the athletic staffs, but the views of the university's administrative officers.
The coaches offer the following arguments in favour of the scholarship:
Athletes, on scholarship or not, must gain and maintain good grades in order to participate in athletics at all; in fact, academic standards are more stringent for athletes than for most other students.
Athletes have a second motivation for striving for good grades in the fact that they will have to sit out a year of sports for the lack of passing grades; add this to the usual strong motivation for sports held by most athletes and the desire is reinforced two-fold.
Many athletes participate in athletics because they must hold down part-time jobs through the school year; an athletic scholarship for these students would give them more time to devote to their studies.
Athletic directors and coaches also point out the contradiction inherent in many universities who on the one hand assert that sports are an important part of the total

development of many university students, but they on the other hand balk at recognising this fact in such a situation as this.
Some athletic directors will candidly admit that the only rationale for spending so much money on major sports (football, hockey, basketball) which involve a mere fraction of the student body directly, is in terms of publicity for the university. It is a little-disputed fact that winning teams lead prestige to the university -- Notre Dame in football and University of Toronto in hockey, for example.
The above arguments are mouthed by both sides publicly; the private, and lesser-known bone of contention within the CIAU is more subtle.
The fear is that if athletic scholarships are sanctioned by

the CIAU Universities will be in competition for Canada's athletes and thus the richest universities will get the best players.
This, perhaps, is the single most important point upon which there will have to be an agreement before the CIAU reverses its present stand.
In the meanwhile, Canadian College athletes will continue to be given year-round jobs mowing lawns; they will be drawing part-time pay for duties as "equipment manager"; they will be getting inflated meal allowances; they will be receiving vague "assistance bursaries" usually reserved for needy students; their residence fees will be conveniently left unpaid; and questionable "medical expense" cheques will be issued.

From CUS
Think it over, my friend
Ever stop to consider just why you are here? -- Didn't know what else to do for four years? Now universities are society's favorite dumping grounds for kids between the ages of 19 and 23. And don't complain; the set-up is ideal. You don't have to pay any taxes; you don't have to suffer through the gruelling routine of a 9 to 5 day, to be faced with long evenings of boredom; you are surrounded by your friends all day long, parties every weekend. In fact, you don't owe any responsibility to anyone but yourself. You're all set up.
Now why did you come here? Let's see... Mother and Father always expected you to come and you found it the easiest thing to do. Or perhaps you wanted to follow in Daddy's footsteps and get a good degree with all that entails -- nice home, two cars, colour T.V.; you know what I mean. Perhaps the thought of not being in the upper crust when middle age draws

CCF bids for Saskatchewan youth

By WALLY MILEY,
The Carillon,
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REGINA (CUP) — W.S. Lloyd, leader of the Saskatchewan CCF, will make a strong bid for the support of young people in the October 11 provincial election.
Recognizing the shortage of both university and technical facilities, Mr. Lloyd said that the CCF would, if elected, set up two "community colleges" in locations to be determined by population and need. These would presumably be junior colleges. The present government, he continued, has not spent the money it promised on the technical institute in Moose Jaw. A. E. Blakey termed the slowdown of capital expenditures on the Regina Campus "disastrous."
Mr. Lloyd promised the progressive elimination of tuition fees for technical school and university students. During his first year in office, tuition fees for first year students would be eliminated, he said. "We will also re-establish and expand the International Student Scholarship Plan," he added.

Aware of the shortage of student housing facilities, Mr. Lloyd expressed support for the co-operative housing movement. A CCF government would give both technical and financial aid to student housing co-operatives, he said.
Recognizing the high school students' needs and problems, Mr. Lloyd said, "In high schools, more emphasis should be put on classes which would make school more meaningful - classes on economics, consumer affairs, sex education."
Mr. Lloyd proposed the formation of a Saskatchewan Youth Council, "run by young people for young people." This would, he felt, enable young people to take a more direct part in government. Among the functions of the Youth Council would be the administration of "regional Youth Centres" with facilities for sports, cultural and educational activities," administration of "Youth Safety Council," and of a "summer job bank program to provide summer jobs for students." The Council "would advise the government on all programs concerning young people."

This means that Simon Fraser University, for instance, is not eligible to compete in any league sport sanctioned by the CIAU, and can never hold a Canadian College championship. This also means that individual competitors in important ones, which make student housing necessary.
The university mental health problem is grave. Students living in damp basements, apartments or impersonal residences often feel alienated, and problems of mental health develop. The co-operative residence is not just a place to sleep and eat, but a community in which the student can be at home.
The co-op, because it forces the member to become a responsible decision maker, also offers an educational experience unique in the multiversity. Today's university degree - producing mill lacks education in democratic decision-making, a necessary function in the community. Co-ops provide this.
This form of living, in which the members create and control their own community, is hardly as easy a life as the university residence, in which one doesn't have to make any real decisions, is regulated by university bureaucrats, and is a ward of the state. But hopefully students could consider themselves adult enough to run their own lives.
Students in a co-op can design or build the physical plant to serve their particular educational and social needs. They can help to recreate the sense of scholarly community and social commitment now almost non-existent. The democratic environment best encourages a sense of responsibility and open questioning.
The need is apparent. The experienced assistance is available. The responsibility to act is yours.

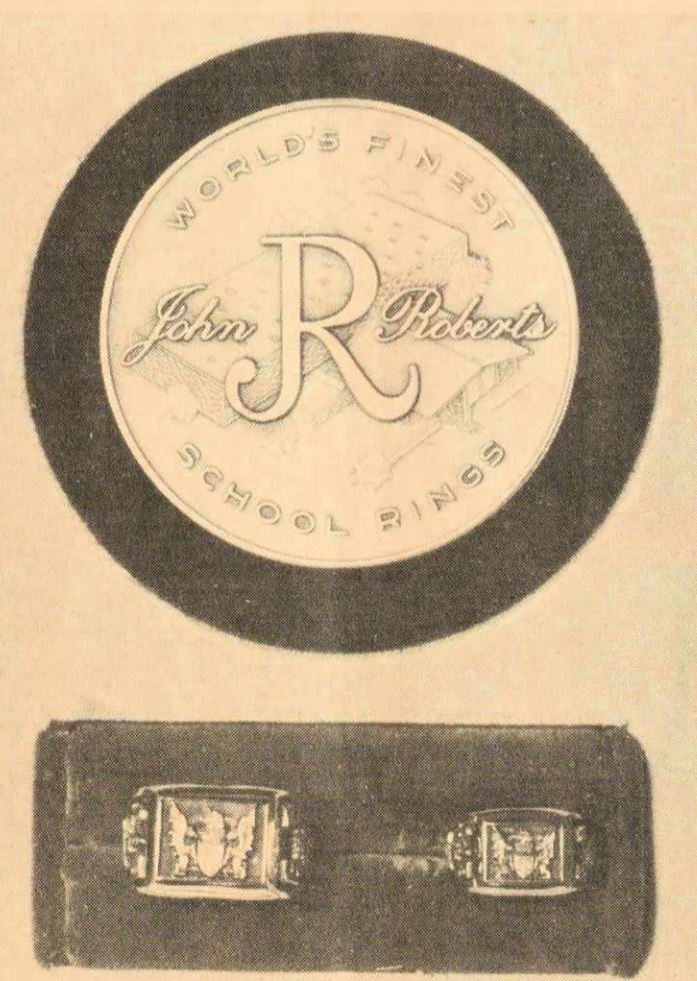
Two Way Errors
COMPUTERS FAIL TO PASS GOOD STUDENTS
LONDON — Ninety children who should have been listed 11 plus failures have been awarded grammar school places because of a mistake made by a computer firm.
Another 90 who were first assessed as failures by the computer have now been told they will be going to grammar school also.
The computer error was discovered after Birmingham headmasters studied the results of the examination taken by 15,000 city children.

Slow Revision
NEW BLOOD SEEN AS HOPE FOR CHANGE
BONN — One of the most important issues in Germany is whether or not methods of government are up to date. "Neue Ruhr Zeitung" has investigated the problem and come to the conclusion that they are not, at least not yet. neither in Bonn nor in most state capitals, neither in parliament nor in the powerful civil service machine. The Federal Republic is undergoing a period of transition. In most cases waiting for up-to-date methods of government means waiting for a new generation to take over.

near terrifies you. All good reasons.
Consider a typical day. Stimulating lecture at 8:30 if you choose to get up and go. Coffee in the Canteen later with your old friends so you can discuss Mary's new dress or who John's date was last weekend; perhaps a game of bridge. Operation learning at 1:30 as you sit through another stimulating lecture -- more cards -- more coffee -- more spouse chating -- home for dinner and a rewarding evening spent at memorizing text-books or taking in a movie. Minimum amount of action, minimum amount of thought, minimum amount of work. See, it really is an easy life. No demands -- no pressures -- no anything except fun, fun, fun, all day long. So stick it out, get that old Dad and come out to be whatever Daddy wants you to be or whatever society thinks you should be. You've got it made, kiddo, you've got it made.

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