

NOVA SCOTIA Student special

In March of 1975, we became aware of the fact that in attempting to deal with the issue of student aid, student leaders were hampered by an unfamiliarity with many aspects of the existing student loan system. The President of the Dalhousie Student Union was then approached as a result of this concern and every encouragement towards the preparation of a basic report on this issue was offered. Subsequent negotiations finalized a draft outline, which was developed into the contained report; a report designed not as a policy paper but merely as an historical account of the existing structure.

As much of this area has never before been canvassed in such a manner, portions of this report may appear rough and unpolished. For this we apologize, but it is felt that these areas may be improved upon by subsequent reports, which we consider necessary due to the dynamic nature of the subject matter.

In any event, we wish to extend our thanks and appreciation to the President and staff of the Dalhousie Student Union, Vice-President Andrew MacKay and Mister Gordon Steedman of Dalhousie University, and officials of the Province of Nova Scotia, without whose cooperation this report would not have been possible.

Gary Armsworthy, B.Comm., B.Ed., L.L.B.
R. Barry Ward, B.Comm., L.L.B.

The Armsworthy/Ward Report on Student Aid was available in limited edition to student leaders across the province. The report has been condensed to give a wider audience an understanding of Student Aid in Nova Scotia.

Any problems with continuity and updating are the fault of the Editor and not the authors. Ed. note]

Student aid is usually referred to as a term synonymous with student loans. Reflection, however, will indicate that it is a term of much wider scope. Accordingly, student aid may be defined as the provision of sufficient funds so as to enable a student to provide for the expenses incurred in attending a post-secondary educational institution, for it is the provision of these funds that confronts all such students as a very real problem.

As a problem, however, it does present itself as being readily open to solution. In fact, it may be said that these funds may be provided from three principal sources--the student, the parent and institutions. The student provides funds directly through employment earnings during the summer, holiday periods and during the academic term. The student also provides funds through indirect sources such as past savings, investments, inheritances and other assets. The parent provides funding directly through gifts and loans, and indirectly through the provision of accommodations and clothing. Institutions, however, provide funds through somewhat more complicated funding systems.

As it is perhaps the least understood of all funding methods, it is student aid on the Governmental level which forms the subject matter of this report.

CANADA STUDENT LOANS ACT - 1964

Prior to the 1960's there was little national concern over education, but with the increase in educational expenditures in the late 1950's, attention began to focus on the issue.

In 1962 education came to be an election issue not only provincially but federally.

The justification for this was that education came to be regarded as a key element in the economic growth of Canada, and that Canada's economic and industrial growth depended, in part, upon an adequate supply of people with certain skills and educational qualifications. Whether or not this factor

had any influence on the passage of the Federal-Provincial Fiscal Arrangements Act, 1967, is difficult to determine, but it is a fact that the Federal political parties, and the Federal Government, began to take an active interest in education.

The recognition of this issue brought to light three aspects of educational policy covering three diverse, but closely interrelated areas. These aspects were, in short, the viewpoints by which education could be regarded. The first was from the view of economic growth, where expenditures in education were regarded as an investment in human capital. Education was, in this sense, viewed as having a direct bearing on the efficiency of the production process by creating an able workforce in a technological society, while indirectly achieving the same result by helping to perpetuate itself by educating a population interested in education for the sake of learning.

The second view was primarily social in nature, and one that regarded education as a prime variable in cultural development. While exceedingly difficult to document empirically, the theory was that education trains and refines the intellectual abilities of the human mind, while developing character, tastes and abilities, thereby imparting a cultural building block to the society by directly benefitting the educated.

The third view was equality of opportunity, as voiced by the Economic Council of Canada, which implied quality of access to the educational process as manifest by one or more of several different methods.

"...it has been used in signify equal access to noncompulsory education for all those of equivalent ability; equal rates of participation in noncompulsory education--by all socio-economic groups in society; equal expenditures per student and access to equivalent resources

for all students at particular levels in the educational system; or equal opportunity to realize intellectual potential for students for all socio-economic groups. These different definitions have differing implications for the allocation of resources both to and with the educational system."

NOVA SCOTIA BURSARY PROGRAM - 1966 to 1973

Nova Scotia opted into the Canada Student Loan Program in 1964, the program's first year of operation, as did all of the provinces with the exception of Quebec. Quebec still does not participate in the Canada Student Loan Program preferring instead to operate a Provincial Loan program, while receiving compensation payments under the Canada Student Loans Act.

For a short period of time, the Province made no changes in available aid aside from that offered by the Canada Student Loan Plan. However, by Order-In-Council it introduced a bursary program in 1966 which would be operative for the 1966-67 academic year. In addition to the maximum \$1,000 loan available, this bursary program provided for a maximum of \$340 in additional funds which did not have to be repaid by the student. The response was enthusiastic, and because of this the bursary program remained in effect after the initial trial year.

In fact, it continued in an unaltered form until 1969, when on July 9, by Order-In-Council, the Province increased the bursary to a maximum of \$600 per year for the 1969-70 academic year.

Funds, however, proved insufficient to satisfy the costs of student applicants, and in an attempt to provide an additional source of funds the Province started in Nova Scotia Guaranteed Loan Program for the 1970-71 academic year.

