

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.

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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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Dal lags behind other universities

By BILL KERR
Staff

Dalhousie University students are neglecting one of Canada's most responsible student organizations, the Canadian University Service Overseas — Canada's Peace Corp.

At present, Dal's role in this government-supported, private organization is among the poorest of Canadian universities. To date, only two graduates have volunteered, leaving Dal in the wake of nearly every Canadian University.

Dr. J. F. Leddy, University of Windsor President, who is chairman of CUSO has expressed concern and disappointment in our response. Surely such an organization deserves more from Dal than echoes of regrets.

"The whole Administration is behind this project," stated E. B. Mercer, Assistant to President Hicks. "Now it is entirely up to the student body. Publicity is low, volunteers non-existent — only the student body can remedy these situations."

Indeed, everyone acquainted with the organization seems enthusiastic about CUSO and its aims.

The present government recently announced a \$500,000 grant for CUSO, helping cement an effective relationship between the government and the organization. On the local scene, the Provincial Government donated \$1,500, while campaigns are presently being carried out in numerous centres, many conducted by university students themselves.

Nevertheless, CUSO is a "private organization, seeking graduate volunteers for two years overseas services," Professor Mercer reiterated. "Dalhousie must and can make a better showing in CUSO."

Here at Dal, President Hicks and the entire Administration is fervently backing CUSO and its aims.

The Senate has appointed a special CUSO committee to work with Council, receiving applications, and ready to assist in any manner.

Two of Dal's most enthusiastic supporters of CUSO, Prof. G. A. Rawlyk, and Ian Henderson from Education attended the Fourth Annual CUSO Convention, held Sept. 30 — Oct. 2 in Ottawa. Prof. Rawlyk went on the backing of President Hicks at the University's expense, while Henderson was sponsored by the Student's Council. This action shows the importance the council and administration attach to the organization.

Volunteers for CUSO may go to India, Africa, the Caribbean, Asia; as teachers, social workers, nurses, medical assistants or many other positions.

"Let the students know about CUSO and get them busy," Mercer urged.

"Publicity must be improved, as Dal is behind other universities in CUSO work. Everything is ripe; it's only a matter of finding the students to go. The important thing," added Professor Mercer, "is we're doing all we can. We'll advise and assist, — but the rest is up to you."

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