

Bill to cut \$900 million in federal education funds

by Kenneth Turiff

Post-secondary students and institutions keep getting stabbed in the back, and this bill does just that, says Peter Merrick, CYSF vice-president (external). Merrick is referring to Bill C-33, a controversial act to amend the Federal-Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Contributions Act (EPF).

In a nutshell, Bill C-33 will inevitably worsen the university underfunding crisis already at hand. The bill, if enacted, would reduce federal transfer payments allocated for provincial health care, colleges and universities, by an estimated \$900 million, over a five-year period. In reality, the reductions in Federal EPF spending may be even more severe when the rate of inflation and the growth

in the GNP over that period is calculated into the EPF formula.

The reduction in the growth of transfer payments to the provinces for health and post-secondary education was announced by the federal finance minister, Michael Wilson, in his April 1989 budget. The cuts come at a time when the federal government has put a high priority on reducing the country's deficit. At the same time, and more recently at the First Ministers' Conference in Ottawa, however, Prime Minister Mulroney continued to stress the importance of education as a medium to make Canada more innovative and competitive in the global market place.

The Canadian Federation of Students (CFS), in the same week of the First Ministers' Conference, held a rally on Parliament Hill to

protest Bill C-33. The rally was attended by students and student leaders from across Canada, including a delegation from the CYSF. The protest later moved to the Ottawa Conference Centre where the First Ministers' meeting was in progress.

The CFS has called for the immediate withdrawal of the proposed bill, which is now entering its second reading in the House of Commons.

In a CFS press release, Chairperson Jane Arnold stated that, "Bill C-33 ensures further tuition increases and a continued marginalization of many Canadians when it comes to obtaining a higher education. The Prime Minister is undermining the country's future potential by introducing regressive measures like Bill C-33."

Don Quixote today's student

opinion

by Anton Katz

Readers of Miguel De Cervantes' famous work, *Don Quixote*, often discuss the issue of madness. At the start of the narration, Quixote has gone mad because he has been reading books—too many books.

He claims he has read almost every book about chivalry ever written, selling acres of land to pay for them. He leads a private life, rarely leaving his home and doesn't engage in outside pleasures. He stays up night and day, every day, to absorb the texts.

Eventually his absorption is complete and thus, when the priest and barber burn his books, it has no effect on him. Having read the texts, Quixote sets forth on a journey, dressing in the attire of a knight-errant and seeks to return the 'golden age' into his present world. Quixote speaks the language of his books, almost becomes the books, is misunderstood and is viewed as heroic, or in most instances, mad.

Notice the parallels to our world. Students spend many years devouring text books and pouring through countless pages of novels. Although we don't usually sell acres of land to pay for our books, we do require bookstore credit cards to postpone payment. Upon graduating, we don the necessary garments, anxious to enter society and apply the ideals we have learned.

But is the every day world of Jimmy Bakker and 9 per cent GSTs that we enter the same as the one depicted in, for example, Plato's Republic? Decidedly no. So, on we strive, brave young people that we are, to reform and change the world, like Don Quixote. Somewhere along the line we get stuck in rush-hour traffic while anxiously worrying about getting home in time to feed the cat. We speed home, curse and treat our neighbour in the car adjacent to us to a loud, impatient honk.

The issue at stake here is really two-fold. Can we, as Don Quixote tried, hold on to our beliefs and bring back our own golden age

(e.g., before free trade)?

The second issue is equally intriguing. Don Quixote never went to York University. Students here often pull all-nighters, catching up on readings. We too spend hours in seclusion, at home or in residence. And for two or three weeks in April we also refrain from outside pleasures (the pubs are less full).

What's more, Quixote could read exactly what he wanted—books about heroes. Try dividing your attention among five subjects, one of which may be quantum physics, Don Quixote!

And another thing, he never had any a) assignments, b) essays, c) tests or d) exams. He never had to fight for parking spaces (presumably in lot 3A, abode of naval-man and singer Gordon Munro) in order to get to school on time. And he never had to endure three-hour marathon lectures.

So take heart, York student, as you complete yet another reading. There's a bit of *Don Quixote* in each of us. Maybe we're all a bit mad!

Have we become environmental vultures?

opinion

by Adrian Reynolds

I was watching a t.v. programme the other day and its message was about protecting the environment. At first I was turned off because of the saturation (overkill) of this subject but something stopped me from changing the channel. I'm glad I didn't because the programme (the latest episode of *Life Goes On*) affected me enough to write this.

I won't preach to you because I resent being preached to as much as anyone. Instead I'll just present a few ideas for you to think about — or as Arsenio says, "a few things to make you say, 'hmmmm'."

This land we call Canada (or the U.S.) was previously referred to as "the happy hunting ground" of the native peoples that lived here long ago. I wonder where this term came from? Perhaps because before the white man came here from other continents

it actually was a happy place. It must have been, because it provided these native peoples with fresh air and water and the means to survive indefinitely. In return, these people did not abuse the land or its natural inhabitants. Rather, they took only what they needed to live happy and prosperous lives. There was a balance between these people and the land they loved and respected. The people lived long and healthy lives and their children laughed and played — I can almost hear the echoes of their laughter.

More and more however, these echoes are being drowned out by others. Now, I hear only the cries of despair of a lost and forsaken people and of the land that is struggling to survive against man's blatant and ignorantly destructive legacy.

The fundamental difference between the native people of this land and those that came and conquered them is simple. These native peoples did not consider themselves the owners of the land and sky, of the lakes and rivers, of the mountains and valleys, or of the birds and other

animals that live here. It seems disgracefully obvious that the newcomers did not see things this way. They must have believed that if they could destroy a whole race of people and claim this land as their own through treachery and deception, then they rightfully deserved to own it.

This next analogy makes use of an American symbol only for simplicity's sake. It applies directly to Canadians as well, in terms of its implications and the attitude of both countries.

I can understand why those who decided to use the emblem of the American bald eagle on their currency did so. They must have seen this magnificent animal as representative of themselves. They, like the eagle, felt powerful over their new territory. They realized how feared they would become, how strong and prosperous. They must have soared, as the eagle soars, at the thought of the potential of such a rich and flourishing world of unending abundance. These men must have wanted everyone to share this vision because they incorporated the symbol of the

eagle onto their currency, so that people would be reminded every day what their country stands for.

Sadly, this vision seems to have become blurred. Those men with such wisdom and insight have been replaced by others who are ignorant and short-sighted. When I think of what is happening to our world, and I realize it's devastating effects I think not of the eagle soaring proudly but of the buzzard and the vulture. I think of other scavengers picking clean the bones of the land greedily, without mercy. Have the visions of our forefathers become so clouded in the fog of our own greed and selfishness that we have forgotten what wondrous expectations they foresaw for us, their children? I wonder what they would say now? Would they be proud of us or would they hang their heads in shame if they could see what we have sacrificed for prosperity. Would their eyes, which once must have sparkled as they overlooked the beauty of this land and its possibilities, now be filled with tears as they witness the devastation

and destruction we have brought on ourselves?

What will parents tell their children when they realize that they have caused to become extinct the very symbol of strength and vision that their country is supposed to stand for. The American bald eagle is on the endangered species list. Will these parents stand proudly before their children or will they hang their heads in shame?

Perhaps the leaders of the future will solve this dilemma by replacing the national symbol of the eagle with the vulture. At least then their children will understand how their world has become the way it has, even if they may never understand why.

For those of you who want more information on the present and future condition of our environment, there will be a two day symposium taking place at York this month. The symposium, titled "Prospects for the Future: Global Change", takes place Friday, November 24 and Saturday, November 25 in the Moot Court, Osgoode Hall Law School. For more information call Marion Stasiuk at 736-5529.

Security BEAT

Two answering service recorders were stolen from the outer office of room 104A in Central Square between October 30 and November 7. There were no suspects and the estimated loss was \$300.

Five pairs of jeans and seven sweat shirts were stolen from an unlocked and unattended student's room in Stong Residence November 10. The student delayed the report because he initially felt the incident was just a prank. Estimated loss was \$200.

A container of the nitric acid was stolen from 243 Farquharson November 2 and a container of the chemical Toluene was stolen from 105 Lumbers November 11. The concern is that the two substances together can produce a small amount of explosive.

Cassettes, one briefcase, one calculator, personal papers and one telephone answering device were stolen from a visitor's borrowed car in Lot 5A November 11 when the car's window was broken. Estimated loss was \$650.

Keys for both the Founders College residence and council office were stolen November 12. A student noted that an unknown male was seen in the area of the council office and that when he departed, the sound of keys was overheard. When the student went to investigate what had happened, the male (slight build, sandy blonde hair) could not be found.

A Visa card, driver's license, bank book and stereo keys were stolen from a visitor's car in Lot DD when someone cut through its soft top with a knife November 13. Replacement cost was \$2,000.

A York University sign was damaged at Ottawa Road and Steeles Avenue November 15. It looked like it had been in that state for several days. Estimated repair cost was \$1,300.

A chemical spill involving a small amount of nitrobenzene occurred in room 15 of the Petrie Building November 15. The building was evacuated and the North York Fire Department was called in.

A student attempting to study was almost assaulted when she requested a neighbour to lower the noise level emitting from his apartment in 8 Assiniboine November 16. Security attended and there were no further incidents.