

Squeak louder

Like the weather, everybody talks about student aid, but nobody does anything about it. You have the responsibility to talk about it with your friends and to do something about it.

The Minister of Education may be a nice man, but that does not mean he will act in your best interests.

He will only if you learn the facts and tell your friends and family. The government should not be preventing students from obtaining an education so they can upgrade already fancy highways in another part of the province like the unwanted 101. But, until your voice is as strong as that of the truckers lobby, they will continue to do so.

Governments do oil the wheel that squeaks the loudest. You can squeak louder by helping your council president (Gord Neal), your Atlantic Federation of Students rep (Avarad Bishop) your National Union of Students rep (Frances Long) and the myriad of other students who are gathering information and developing an articulate argument to present to the Minister, the government and the public.

Crazy demonstrations are only that, crazy, and the government will treat them that way; but actions of support where we present and argue our case rationally are important, possibly essential.

The cutbacks in student aid will affect the poor; it will keep them POOR.

If we believe in upward mobility then we know that access to education is one of the few, **IF NOT THE ONLY**, way the poor can stop being poor. We have to show the government that we are prepared to take our case to the people to show them how the poor will be hardest hit.

We do not want handouts for the rich (a ploy our critics will try to use) we want a fair deal for the poor and middle class students who otherwise could not afford to attend university.

Cutbacks in student aid are a pretext for making university once more available only to the children of the rich.

The Premier and the Minister of Education have given us the assurance that "needy students will not be denied their education simply because there is not enough money in the budget." - That assurance would be a tiny stronger if the government had left the 1.5 million in the students aid budget, rather than cutting it out.

It seems only sensible that if you **might** need 1.5 million dollars you hang onto it so that it is there when you need it. You do not give it away in the hopes that you can get it back later if you win an argument with Treasury Board for it.

Now is exam time, and many students would rather study than make their feelings known to the government. In their pursuit of a degree and a straight A standing many persons are being short sighted; an unfinished degree is of little use if the reason it is incomplete is because the government pulled the 'student aid' rug out from under you.

Even a little positive feedback for those already over-worked student aid lobbyists is better than nothing. You must not shirk your responsibility in the hopes that someone else will do your work, because maybe the next person thinks the same thing, and then you both are 'out in the cold'.

The word "students" includes you the individual and you must partake of your responsibilities. You can't simply treat it as a free ride from the outside world.

Help solve the problem of student aid.

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GERALD REGAN
Windsor, N. S.

"Work and worry have killed many a man. So why should I take a chance."

After one year at Saint Mary's, Jerry came to Dal to take Law. While here played Varsity tennis, inter-fac hockey, inter-fac rugby. Gerry also found time for extensive work in the radio and sports promotional field outside of college. Future plans include politics.

Letters

Zed unfair

To the Gazette:

Re: Paul Zed's Howe Hall Column of March 25.

Reading your article on the destruction of Howe Hall I was rather taken aback. Not, however, as you may hope by the destruction of Howe Hall but, by the views which you implicitly express there. You assign the responsibility of the vandalism solely upon the irresponsible behaviour of a few individuals who for one reason or another live in such confines. Howe Hall, we all know, is a residence for men at Dalhousie, for persons who are from out of the province or from the outlying areas of Nova Scotia. Those who live there are primarily attending university for the first time i.e. freshmen or the occasional sophomore. There is one house, however, which is primarily inhabited by seniors or graduates. It is noteworthy that the one house which you neglected to mention is Smith House which falls into the senior and graduate students hands. The three houses you do refer to Henderson, Bronsom and Cameron are inhabited by freshmen and sophomore students. What you seem to imply Mr. Zed is that those responsible for the destruction are among other things young, irresponsible, ignorant and full of the shortsightedness of youth.

Those who undertook such adventurous and for yourself disgusting activities were young, as the assumption is that freshmen are young; but if I may be permitted, I should very much like to suggest that these persons are not wholly stupid, ignorant and irresponsible buffoons that you choose to make them. Rather than examining these recent events in Howe Hall at the individual level, where few things are very apparent to anyone except the situation one wishes to find upon request, I would suggest that an examination of the conditions under which these particular individuals are living. Let me point out to you Mr. Zed that such conditions are set not by the students who live there but by an amorphous housing policy set down by University administrators, such as that implemented by your friend Mr. Chanter.

These three houses where such appalling destruction occurred have the doubtful honour of having three persons living in a space originally designed and constructed for two - a doubtful proposition at best. At present the University Housing policy has three persons living in these rooms, which one might add, are often shared by friends of those living in such a room. Cameron and

Bronson are divided between original double and single occupancy construction. These for the most part have recently been converted or soon will be converted into triple and double rooms respectively.

One might ask oneself Mr. Zed what policy is responsible for such living conditions which are appalling and destructive of those who live in them. You might well ask yourself Mr. Zed what reason do students have for acting in such manner as you describe. I suggest to you Mr. Zed that if that problem is too great for you, ask Mr. Chanter, and then go ask Mr. Hicks and then go ask Mr. Reagan as to what is happening there to the living conditions of these students home and the present and future quality of residence life.

Really, Mr. Zed, do you find it 'puzzling' as to 'what stimulates their desire to destroy, disfigure and degrade the place they inhabit'? Is the best explanation you can come up with is the supposed retort of "well, we are paying for it"! One such as myself suspects that it very well may be, but not in the manner that you had in mind Mr. Zed. I have no doubt that some of the people living in Howe Hall justify their activities through this phrase, implying, of course quite safely, a financial definition of 'paying'. Perhaps, though, there may be another interpretation placed upon such a phrase as "Well, we are paying for it". Perhaps people really are paying for the sacred privilege of living in Howe Hall; paying for such a doubtful privilege with the destruction of their humanness, their character of their interest in learning (if such hassle is necessary), of their interest in living in the sterile confines of a place like Howe Hall. In short, what ever feeling they had for such places is covered over and made vile. Such reactions to the aforementioned conditions may seem extreme to some, but similar situations exist as commonplace for most people in Nova Scotia. Then the environment tends to assume similar conditions as one expects it to be. The structure of the situation makes the person feel dirty, destroyed; then environment better be the same way, so the solution is to destroy the environment so that the two - the imagery of structure and the structure are one and the same, since the structure is not really able to be grasped or fought. To sum up, Mr. Zed, a destructive environment tends to give rise to destructive activity.

Perhaps you should mention to Mr. Chanter that you have heard through the grape vine that the one remaining and apparently intact

continued on p. 5

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