

editorial

Gateway broke as usual

A kind of startling little piece of information about *The Gateway* was brought to my attention the other day, and it touches deeply on at least the editorial staff's perceptions of this your biggest students service, and perhaps it should for you also.

It seems there is no way, or at least no practical way for this organization to be self-supporting and financially independent. Not without a sweeping, and utterly revolutionary change in the whole structure of *The Gateway* will we ever reach that guided goal, financial self-determination.

The way things stand now, you the students will each be paying slightly less than one dollar each for the year's production, including spring and summer sessions, same as always.

Now it doesn't seem to be quite kosher for us to air our dirty linen in your sight, or to reveal for public view the internal matter of *The Gateway's* personal finances for the view of the consumers. I know that, but there's something interesting in this revelation that I feel might help you, the consumer, understand your product better.

The basic premise of *The Gateway's* production has been, "the bigger we are, the more money we make," ostensibly until we are so big that what we take in overrides what we must pay out to do so, even though it also sacrifices the "service" aspect of the paper.

Never before has *The Gateway* been able to follow that to its logical end, simply because we have never had the human resources or mechanical resources to do it.

This year, with the use of nice shiny new equipment, the mechanical resources are here, and so's the revenue potential. (The bigger we are, the more easy we attract new revenue, same function as before.)

Fantastic, said I at the assumption of my post. We'll go bigger than ever before and make more money than ever before and assume (as no other university newspaper ever has) complete financial integrity.

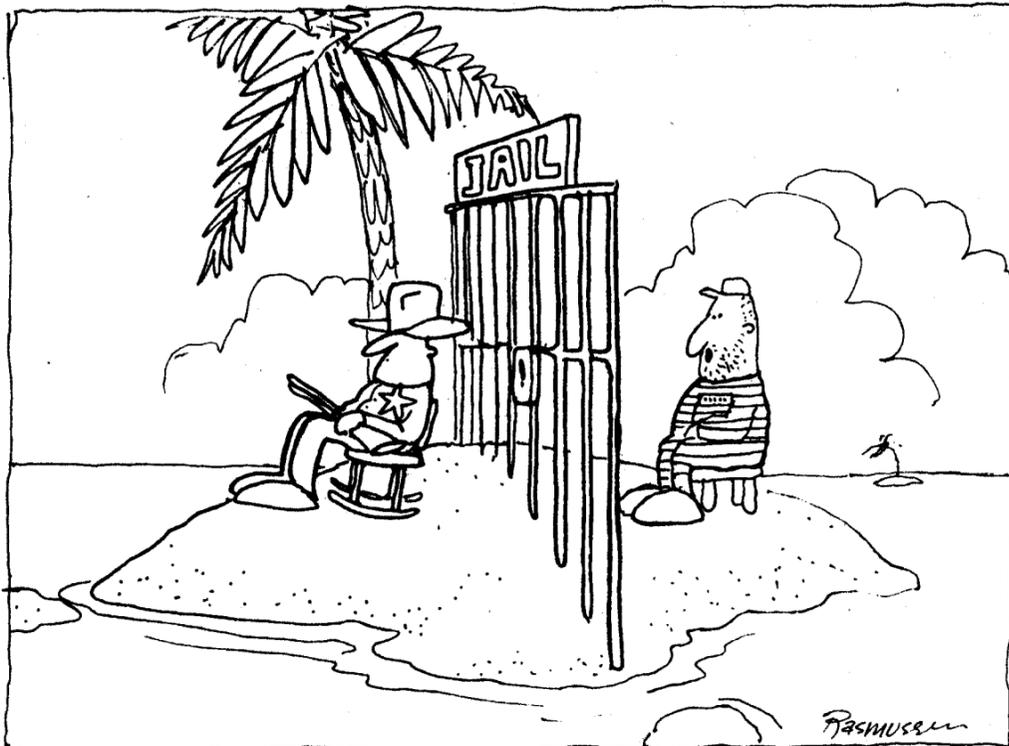
Now that bubble seems to have burst. The bigger we get the more things cost, and although revenues are up 25% over last year at this time for a new record, costs have done the same and we're back to the same old function of students paying a dollar each for a year's production.

It seems simple in the saying of it, and everything is according to the approved budget, but if predictions we made last April hold true (as they have) we should be breaking even right now, and we're not.

And thus we've started the route of higher growth which in part sacrifices the service aspect of this production and still not come out ahead. Because the bigger we are, the more alienated we become from you, the consumer.

Interesting for you or not, these are the types of things we'll try to come up with solutions for at our next meeting. Perhaps this explanation may have helped us communicate an idea of the things we're trying to do other than just the mechanical function of putting out the service.

by Greg Neiman



HEY SHERIFF, WHAT'S IT LIKE ON THE OUTSIDE?

Thoughts on unthinking institution

I have been on this campus for 3 years, and I don't know how to think. I knew how when I got here back in 1972. I was really quite good at it then; I could take a concept, understand its roots and its development, look ahead and anticipate its implications and its ramifications, see hypothesis, antithesis and synthesis, follow tangents, think creatively.

And the terrific thing was I could do it without having to be aware of it, concentrate on it or define it in any kind of multi-syllable terms.

But I woke up yesterday morning (after having fallen asleep in a Rutherford Library carrell) and realized that I haven't got it anymore. My mind doesn't work; for one thing, it just doesn't have time. I read, on the average, 400-600 pages of material per week. And most of it is good stuff, interesting stuff that is packed with ideas and insights about man and living. But who has time to enjoy, or even to understand it in any depth?

It's not just a matter of time. You just don't ask me to think. You ask me to read, to

memorize, organize, categorize, analyze, learn to speak jargon, dissect, collect, reject, cogitate, ruminate, regurgitate; but you just don't ask me to use my mind and to think. How would you process and administrate 24,000 thinking people who had stopped being plastic students?

I've lost the ability to think here, but three years have taught me how to play the game, and how to dance (yet even though I'm paying the piper, he seems to be choosing his own.) I can't think anymore, but I've learned how to react beautifully. I know all the steps and all the right turns. I know how to meet due dates; I know how to "use the library"; I know how to gather information, compile it and submit it as a term paper; I know how to impress professors and I know how to get 9's. But if you can figure out how a system is organized, how it works and how to milk it, you lose respect for it, and interest in it. It's just a game, a bloody minuet; but while I've been busy figuring out how to score points and how to win, I've lost my ability to think.

Maybe I've come out ahead;

logically if I can psyche out this system I can handle any system, and will really "get-ahead-in-the-world." But that's a giant sell-out; why should I dance to any drums other than my own?

Although I'm only one small person (who happens to be concerned because you're stealing my mind) and theoretically, if I want to hand onto it, all I have to do is leave, collectively - I am you. And if you have taken away my power to think, it's only because I've given it to you. Worse, by my dancing with you, I'm forcing countless others to learn, or else get left "behind". We do it to ourselves, and we do it to each other.

But still the third point of the triangle is you - the whole being greater than the sum of its parts. You've had me for three years. What I've gained I don't really know; what I've lost is any need to think, except for the amount necessary to trace patterns. And I have a strange premonition that if I can't get it back, I'll find I've lost more than my mind.

R.D. Cartes
Arts IV

Mason's views on National Union of Students

The question of membership in the National Union of Students will be decided by the students on October 9th. This is an important step in developing student influence in affairs which affect students. The National Union of Students (NUS) has developed effective research and communications services for use by itself and its member institutions.

It is just now developing an effective national lobby. NUS is increasingly being recognized as the national representative of students by the federal government. NUS staff were asked to participate by the government in developing a questionnaire on student aid for nation-wide distribution. As well NUS was asked to make a representation

mittee studying the green paper on immigration, which was well received.

It is a commonly held misconception that there is little to be done for students at the federal level. While it is true that the BNA Act does give the responsibility for education, it doesn't provide the revenue needed to pay for it. Put quite simply, the BNA Act provides the provinces with more responsibilities than money and the federal government with more money than responsibilities. Therefore, Ottawa provides about 50% of each province's revenue for post-secondary education. The same applies to the Canada Student Loans Plan (CSLP) which is entirely federal money, supplemented by provincial schemes. It is naive to think that the federal government does

not have any influence on how much money is provided for education or how it is spent.

One illustration of this was the recent meeting of the Council of Ministers of Education in Regina. Important changes in the CSLP were discussed, in secret. NUS is currently attempting to gain access to this group's meetings and its information in order to put forward student concerns. With broad support it can succeed.

The provincial student groups, Federation of Alberta Students here, also have a significant role to play. Nonetheless, it must be clearly understood that they only deal with part of the problem and are not a substitute for a national union. As a member of the executive committee of the Federation of Alberta Students, I am keenly aware of the

dependence we have on NUS. We use their research and act on their information provincially. NUS also provided great support in FAS's formation by providing sample constitutions and documents from their files.

In regards to the whole area of financing post-secondary education, students must be aware that major tuition fee increases are a distinct possibility in the near future. If the federal and provincial governments are unwilling to come to an agreement as to who will pay what, the upcoming re-negotiation of the Fiscal Arrangements Act, students will be caught in the squeeze. They may be asked to subsidize post-secondary education by two or three times what they are now paying. They will do this through huge loans, payable after graduation.

The Association of Universities and Colleges of Canada (AUCC) and the Canadian Association of University Teachers (CAUT) are now researching and lobbying Ottawa in defense of their interests. We should ensure that their proposals (which carry a lot of weight) do not include provisions for major tuition increases.

Finally, I would like to further emphasize the federal government's vital role in post-secondary education, by pointing out that AUCC, the university administrators, organization has a full-time staff of over 20 researchers, lobbyists and office staff in the national capital. If post-secondary education is exclusively the responsibility of the provinces, why is this so?

Brian Mason
Executive VP