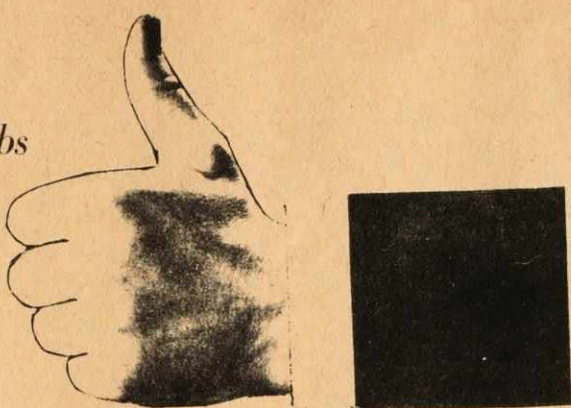


Toronto Students ask fee raise grants guaranteed jobs



In this brief to the Bladen Commission on the financing of higher education summarized by 'The Varsity', the Student's Administrative Council of the University of Toronto presents an imaginative scheme for maintaining academic freedom. Though one of the strongest supporters of the CUS 'freeze the fees' program the Toronto proposal calls for a fee increase of 150%. This is offset by a government grant to the student which is used to pay the increased tuition fee. Hence the university eventually obtains the money but because the student is the middleman the government is denied a direct control over university administrations.

Academic freedom

Any discussion concerning the financing of higher education must find its roots in the academic freedom which is essential if any meaningful form of higher education is to exist. In theory the university exists in society as a free, self-governing community of scholars. It is dedicated to the conservation of knowledge, the pursuit of truth and the dissemination of knowledge. In fact, the university is faced with the hard reality of financing its operations - a reality which, at least, involves the threat of external pressure or control on the part of those who provide the funds for the university's operation and growth.

Premier (Robert) Stanfield of Nova Scotia recently stated... that... academic freedom cannot mean freedom to use public money for objectives which the Legislature does not accept... Premier Stanfield's views that the Legislature can decide the objectives of higher education that are or are not acceptable constitute the gravest of dangers to the university.

There are other sources of danger to academic freedom... We no longer question the belief that courses included in calendars should be largely influenced by the fact that universities should be geared to training students for a job after they complete their course. Job training is considered not merely a facet but the main facet of university education... We no longer challenge this goal. Industry, primarily, and the state, indirectly, contributed to this imprisonment of academic freedom.

The essence of academic freedom is the freedom of the student and the scholar to pursue truth that is based on a sound foundation of knowledge. As a corollary, the results of that criticism must be communicated and criticized, entailing an open exchange between scholar and scholar, and scholar and student. To insure this exchange, to insure the preservation and communication of knowledge entails a free institution. Freedom for the institution follows from the necessity of academic freedom for the individual.

The only control on what a student or a scholar investigates should be a control imposed by the other members of the scholastic community.

Academic freedom is not a civil right; it is earned in a minimal way, simply by meeting the academic requirements of acceptance into a community of scholars. A student's freedom increases as he develops from the rank of freshman into a full-fledged scholar.



Administration remains tight-lipped.

There are two general ways in which this development of academic freedom can be impeded; by restrictions on the institution and by restrictions on the individual.

Academic freedom of individual

By students we do not mean only those formally enrolled in an educational institution, but also those capable of benefiting from

education. In a society where capable students are not free to develop their abilities because of external, non-academic factors, academic freedom cannot be said fully to exist. War, poverty, racial discrimination, poor housing can all be limitations on academic freedom, for a person prevented by means outside of his own control to meet minimum academic acceptance requirements does not have an equal opportunity to earn that freedom.

Primary among these economic impediments is the student's own, and his family's, economic position - he simply may not be able to afford the cost of a university education. He is restricted in the courses he can take because of the relatively high cost of some courses, for example medicine and dentistry. Even though he may come from a well-to-do family, he may be restricted in his choice of studies by parents.

Raise student fees approximately 150 per cent

Who threaten to withdraw financial support over his choice of subject. Although scholarships and bursaries may exist, the student may be restricted to attending a particular university because he cannot receive such aid at the university he would like to attend...

A scholarship system which rewards the few for excellent achievement is not relevant to the problem of equality of opportunity to benefit from a higher education. If such a scholarship system were expanded to guarantee such equality it would, in effect, not be a scholarship system.

Bursaries, as well as inadequate contributions to the principle of equality. Students from wealthy families are not eligible for bursaries and thus are still subject to parental control of their choice of courses. There are insufficient bursaries, and even if more were available, their administration has resulted in gross inequalities simply because there is no objective method of judging the truth of the student's and his family's financial situation.

But if scholarships are irrelevant and bursaries are inadequate, they do not in themselves embody a danger to academic freedom which loans do. Loans have the undesirable effect of forcing a student to invest in his future and tend to make education an economic proposition. A loan scheme in principle forces the student to consider himself a capital investment whose value can be increased by education, allowing the student to sell himself for a higher price on graduation. This encourages the student to view education not in the light of a community of scholars but as a processing plant providing economic enrichment. In fact, it provides a financial handicap to women who desire to pursue truth but, as future mothers and housewives, will be unable to repay the loans. It also provides a financial handicap to students who do not make financial rewards a consideration of their lifetime pursuits.

Institute a system of matching grants equivalent to approximately \$1,500 per student and geared to a cost of education in order to match \$1.50 for every \$1 earned by the student, scholarships to be included as earnings, and conditional only upon the student's acceptance to a recognized institute of higher learning.

Another proposal involves the drastic reduction or elimination of tuition fees. While such an approach would increase the opportunity of some students, it would still not solve the problem of the student with a larger financial problem than that covered by the amount of tuition fees. But even more important is the danger such a scheme would pose for the university as an institution. If fees were eliminated, the loss of revenue would have to be made up by an external body, presumably the government - which brings in the problem of the academic freedom of the institution.

Academic freedom and institution

Before discussing the financial relationship between the university and the state, the relationship of the university to society must be made explicit.

The university has an obligation to serve society, which does not exist because it is financed by society. Rather, the university serves society indirectly because of its direct interest in pursuing truth and knowledge, which embodies the duty of enacting the results of that knowledge to insure the furtherance of the truth. Society becomes wealthier in terms of money, culture and spirit because of the university.

The university has a responsibility to produce graduates who will work to improve the social and economic conditions of society, not so that those individuals can become wealthier, but so that a society will provide this equal opportunity to all...

The danger facing a university is that it will be placed in a dependent position to some body which does not subscribe to such a role for the university. Such a dependence is most apt to be a financial one, and in the past universities have been financially beholden to religious and business bodies. But today the trend is to increased government financing of the universities - particularly, in Canada, the provincial governments.

To ensure the university's freedom, therefore, this trend must be reversed so that the universities can get their funds from a variety of sources, no one of which is powerful enough to be able to control the university by threatening to withhold monies. At the same time, the student must be assured of a place in the community of scholars.

Financing the institution

Assume the cost of education, including room, board, books, sundry expenses and the direct educational costs themselves amount to a round figure of \$4,000 for a 12 month period in which direct education was involved in only eight of those months.

Institute under the cooperation of government and industry a guaranteed work program, a government-sponsored "domestic peace corps", and financial support for research assistants.

Assume that room, board, books and sundry expenses amount to \$1,500 for a single student attending university eight months of the year. Then the direct costs of education amount to \$2,500. We would suggest the following type of scheme, keeping in mind that the figures and examples are used for illustration only.

SOURCE OF FUNDS FOR UNIVERSITY FINANCING

Student Fees	\$1,000	40 per cent
Corporations, Foundations, Alumni, Endowments	\$375.	15 per cent
Direct Provincial Aid	\$625.	25 per cent
Direct Federal Aid	\$500.	25 per cent

Student costs

We propose, therefore, that student fees be raised approximately 150 per cent over existing fees. This, however, must be integrally related to the principle of academic freedom for the student. The costs to the student for a year of study would amount to approximately \$2,500. If the student could earn \$1,000, on an average during the four summer months, then he should receive a direct grant from the government of approximately \$1,500 simply upon acceptance to a recognized institution of higher learning. This grant should not be varied

according to grades as the only principle should be whether the person can benefit from that institution, which is for the community of scholars alone to decide.

Further, provision should be made for those who earn the right to pursue scholarly activities 12 months of the year. Graduate students and top honour undergraduates should receive scholarships amounting to an additional \$1,000 to enable them to pursue their studies through the summer if they so desire, either in a formal way or under their own efforts.

A student grant system, like mother's allowances and pensions, is a form of state aid least susceptible to state pressure, unlike direct grants to the universities. Further, such a grant system, like the new federal pension scheme, should be geared to a cost of education index.

But direct grants are insufficient in themselves... must also be related to the fact that students through their own efforts must take on the responsibility of contributing to their own costs directly. The grants should be matching grants providing \$1.50 for every \$1 earned by the students, such earnings to include scholarships but the grants not to exceed \$1,500... This avoids means tests...

Further, in order to insure minimum earnings of \$1,000 are available to students, a co-ordinated system on the part of the government and industry must be made to insure such jobs are available to all who desire them.

Finally, the actual fees paid by students should not be related to the actual costs... The choice and field of study should not be dependent upon economic considerations, either in terms of costs or rewards.

Equalize fees in all courses

A significant method of guaranteeing student earnings would be for the government to provide students with summer employment in fields related to their disciplines. We suggest that the government establish a system of social, educational and economic rehabilitation projects in those areas of the country designated as deficient. Such a system would be a type of domestic peace corps, similar in nature to the VISTA project started this year by the United States government.

It would have the dual advantage of providing students with a set level of earnings and with a unique opportunity to exercise and apply their education in a socially

significant manner. A second method of insuring student employment would be for the government to provide funds to enable undergraduates to work as research assistants for researchers, both within and outside the universities.

A significant factor to be considered in both these employment methods is that they could be financed by the federal government without encountering the same constitutional problems as other educational matters...

But there are other ways of encouraging students to undertake the financial responsibility of their own education, while lowering the costs to the institutions and, therefore, their dependence upon government financing. At the same time, these economic considerations must be geared to the prime goal of universities, scholarship.

We believe that students should be encouraged to live in a community of scholars, for a good part of the educational process takes place outside the formal system... The nucleus of such communities is contained in the co-operative residences...

Traditional university - sponsored residences also provide the community-of-scholars, atmosphere, but they are more expensive to build and operate than co-operatives, and there are not enough of them...

End the discrimination against co-operative student residences by eliminating municipal educational taxes on such residences, and classify them as charitable institutions.

At present, however, such communities are handicapped. University residences pay no taxes. Students in co-operative community residences pay double taxation.

They not only pay municipal taxes for the services they receive, but they pay educational taxes to build and operate schools for secondary and elementary school children at the same time as they pay directly for their own education.

We recommend that student co-operative residences be exempted by legislation from the municipal educational taxes. Further, the federal government should classify such residences as charities so that donations would be tax exempt.

Hopping Thru The Pasture

with Weedy

Author's note: In the event that there appears a large white blank area where this column should normally be, (in newspaper jargon, called a "space") the reader will laugh to himself saying, "So they DO censor it, the cowards".

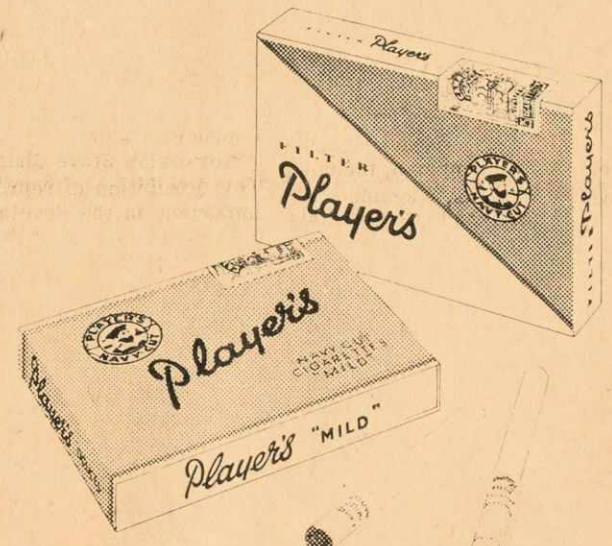
The following is an excerpt from a recent Dalhousie Student Council meeting. The speakers, all council members, include: Peter Herrndorf, Jos Williams, Eric Hillis, Gary Hurst, Marg MacDougall, Bill Buntain, Elizabeth Campbell, Karen Ridgeway, Lynn Black, Carl Holm and David Munroe. The excerpt begins at about halfway through the meeting. The room is poorly lit with clouds of blue smoke drifting from the council table. Periodically, papers rustle as a member intently searches for a reference or verification. Several spectators sit in various positions some distance from the council table. They appear awed as they listen to the council's proceedings... HERRNDORF: Ha, ha, ha, ha, ha, ha, HILLIS: What's so goddam funny? HURST: Yeah. HERRNDORF: I was just laughing at Liz.

HILLIS: (his inquisitiveness aroused): Why? HERRNDORF: She makes funny faces when she writes. HILLIS: (agreeing): Yeah. Ha, ha, ha, ha, ha, ha, CAMPBELL: Do you want me to take the minutes or don't you? ALL: Yes, yes. HERRNDORF: (somewhat annoyed): Okay, okay. Council will come to order. (silence) We will discuss Jos' motion that "Laura Secord Day replace Munroe Day at Dalhousie". Frankly, I'm against any such motion. However, that's up to you to decide. BLACK: (grinning): If you're against it Peter, then so am I. RIDGEWAY (sweetly and softly): Me too.

MUNROE (smiling but obviously sincere): I don't know. I kinda like Munroe Day. HURST (disgusted): It'll cost money. I say nay. Let's roll out the barrel and put our noses to the grindstone. After all, a penny saved is a penny earned and as far as I am concerned if Jos doesn't like it then that's the way the cookie crumbles. HOLM: (with a well-meaning and apologetic tone, and with an unmistakable air of efficiency): Perhaps we could hear more about this from Jos himself. HERRNDORF: I think that's in order. (As Williams speaks, Herrndorf smiles and nods at the individual

council members, winks here and there at a few who watch him admiringly, and whispers once or twice to the people beside him). WILLIAMS: It sticks in my craw the way council cannot foresee an obviously smart move. I cannot believe that the majority of Dalhousie students would value Munroe Day over that historic moment in 1812 when Laura Secord discovered the marischino cherry. It should be declared a university holiday. HURST (interrupting): It was 1813. WILLIAMS: ... Well, whenever it was ... HURST (pounding his fist): Well, dammit, get your facts straight. BUNTAIN (awaking suddenly and slowly removing his feet from the council table): 1961 was a good year. Finston scored 53 goals for the New Glasgow Flyers. (Herrndorf, noticing Buntain's revival, stands and saunters toward the door. He is still smiling, nodding and winking. WILLIAMS: ... It sticks in my craw ... HURST (a stabbing look in his flashing eye): Laura Secord was an Upper Canadian. Whoever heard of a Civic holiday in Nova Scotia for an Upper Canadian? HILLIS: (matter-of-factly): Yeah. Whassamatter with Munroe Day? BUNTAIN: (knowingly): Montreal plays Boston on the ninth. That's Munroe Day. HERRNDORF: (re - entering the council room, still smiling, nodding, and winking. His countenance immediately sobers on seeing the turmoil at the council table): It seems as though council has got out of hand since I stepped out. Could we come to order and have a vote on the motion? HURST: Oh for Pete's sake. WILLIAMS: ... It sticks in my craw ... HERRNDORF: All those in favour of this ridiculous motion raise their hand. (Pause. Williams hand goes up). Opposed? (All hands go up except MacDougall's. She cannot take her eyes off the blue smoke.). HERRNDORF: (gaily): Defeated. Munroe Day stands. WILLIAMS: (to himself): ... It stick in my craw. HERRNDORF: Ha, ha, ha, ha, ha, HILLIS: What's so goddam funny? HURST: Yeah. HERRNDORF: Liz is making those funny faces again.

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