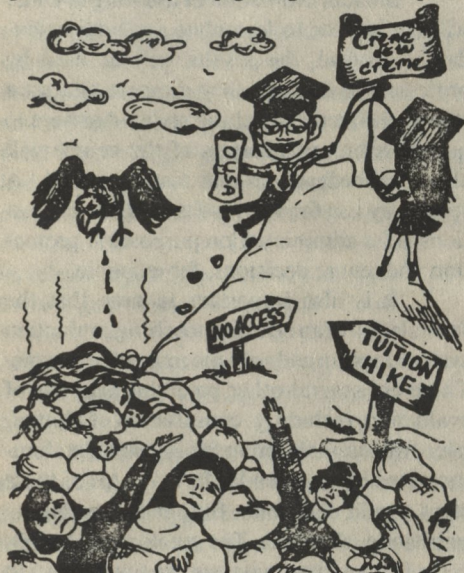


# Government unveils education reform proposals

By Derek DeCloet  
OTTAWA (CUP)

LLOYD AXWORTHY CONFIRMED OCT. 5 what many had been expecting: the federal government may stop giving cash to the prov-



inces for post-secondary education.

The result for university and college students could be high tuition and larger student debts after graduation.

Axworthy, the federal minister of human resources development, unveiled the Liberal government's "discussion paper" on social policy reform at a press conference on Parliament Hill.

It's the first step in a process that will change the face of unemployment insurance, welfare and higher education in Canada.

This year, Ottawa will transfer \$2.6 billion to the provinces to spend on university and colleges. Axworthy proposes instead to start giving money directly to students, mostly in the form of student loans.

The discussion paper was released as part of a policy-making process which now moves to public consultations to be carried on into early 1995.

Axworthy's discussion paper admits that "replacing federal cash transfers would put upward pressure on tuition fees," since universities would have to make up that \$2.6 billion from elsewhere.

But Axworthy insisted a new loan system would help make up for those rising costs.

The key issue today is accessibility -- to make sure they [students] have the proper means to finance that [rising tuition fees]," he said. "Under the present system... the fact of the matter is tuition fees have doubled."

To pay back the hefty loans that would be needed for higher tuition fees, the discussion paper favours a system of income-contingent loan repayment.

In other words, the more you make at your job after graduation, the larger your loan payments would be. It suggests payment could be taken directly out of a graduate's paycheck.

Student groups were quick to denounce the entire scheme.

"The federal government is abandoning its responsibility to higher education," said Keith McArthur, the academic affairs commissioner for Queen's University's student council, in an Oct. 5 press release.

"This would mean that students in Canada would have to pay a higher proportion of university costs than almost anywhere else in the world."

When it was suggested student debts might increase to an average of \$50,000 or higher for an undergraduate degree, Axworthy said, "I don't think that's a figure that would be appropriate."

Richard Stanton, president of Carleton University Students' Association, said the income-contingent repayment proposal makes it "easier to say, 'Let's load up (debt) on students.' That's really what worries us."

Axworthy pointed out that university and college graduates have much better chances in the job market and usually have higher incomes than people without post-secondary degrees.

There's a direct link between education and income, and people have to take an investment in themselves of their own time and effort."

Axworthy spent much of the press conference denying a Toronto Star report that the government had already made a decision to cut

\$7 billion from social programs -- including complete phase-out of education transfers and an expected doubling of tuition by 1997. The Star reported that its information comes from a leaked cabinet document."

Sometimes figures like that are used to scare people. Using speculative documents and stories doesn't help," he said.

Francine Lalonde, human resources critic for the opposition Bloc Quebecois, said the proposals were "destabilizing for universities" in Quebec and the rest of Canada.

In response to the possible cuts to education, the Canadian Federation of Students (CFS), a national student lobby group, is launching a campaign aimed at increasing student awareness about the federal government's social policy review.

As an alternative to income-contingent loans, the CFS supports an education tax for corporations to pay for education.

The progressive tax system will favor those who make more than others after graduation to pay more money into the tax system for education spending.

The CFS believes that "by spreading the cost of post-secondary education among Canadians, the societal benefits of an educated populace are affirmed."

- with files from Brent Dowdall and Miriam Vale

## Letters to the editor

September 15, 1994  
Moose Creek, On

Dear Editor,

In the name of our newly formed non-profit organization, I write to solicit your help in making us known in your area. Being a new ministry, we have no means at our disposal to make known who we are and to offer the help we'd like to give to anyone who would be interested in our services.

Our ministry is called Pilgrim Community Ventures and is federally incorporated as a non-profit organization without share capital since October 12, 1993. The name of "Pilgrim" comes from the Apostle Peter's words: "Dearly beloved, I beseech you as strangers and pilgrims..." -- 1 Peter 2:11.

We, as Christians, are strangers and pilgrims on this earth.

### A Brief History of our Ministry

This incorporation is preceded by a twenty year ministry started in Montreal in 1974 by two of our sisters, Sister Frances Cormier, m.d. (missionary deaconess), an Acadian from Moncton, N.B., and Sister Suzanne Gendron, m.d., a

Quebecoise of Acadian descent, from Longueuil, P.Q. They began helping and giving shelter to street kids, drug addicts, prostitutes, single mothers, and homosexuals. Even though they did teach Christian principles, nothing was ever forced, and attendance of religious services was solely on a volunteer basis. Unlike many Missions at that time, people did not have to attend religious meetings by Pilgrim Community Ventures.

Our co-workers have banded together to serve God and their fellowmen in need, giving specific attention to those usually rejected or forgotten by society, regardless of their personal beliefs or religious affiliation. Even though we cannot, for reasons of conscience, have an official affiliation, we seek to practice some doctrines and ordinances found among many Christian confessions because these are taught in Scriptures.

We are religiously neutral! We are simply Christians, that's all.

### Our Objectives

Pilgrim Community Missionary Society.

One of the objectives of this Corpora-

tion is to set up a Community Missionary Society of workers called the Pilgrim Community Missionary Society (P.C.M.S.), whose apostolate is to work at begetting spiritual churches through the preaching of the Gospel of Jesus Christ and the inworking of the Holy Spirit

P.C.M.S. workers have met many sincere Christians who are appalled by Church divisions, and do not know what to do and where to go to be in a more scriptural position. P.C.M.S. can present God's design for the Church to believers ready to be taught and open-minded, not in order to begin yet some new denomination, but to discover God's will where they're at.

### Teaching Found Wanting?

The senate of U.P.E.I. at its latest meeting has decided, after 25 years, that teaching at this university may not be up to scratch and that the student body must bear the responsibility of identifying ill-advised appointments to the various faculties and schools. This is the

purport of one of the questions in the soon-to-be-implemented teaching evaluation form which students will be asked to complete each semester.

This question refers to the instructor's "thorough understanding of course topics." There is no point to this question if it does not invite the possibility of a negative reply; therefore, it is clear that Senate expects some professor or professors to lack this necessary quality.

Well, let's hope Senate is wrong because, in the event that students identify an instructor as not having a "thorough understanding of course topics," not only will the instructor's graduate school stand condemn for granting a degree to the wretch, but U.P.E.I. administrators will also have a hard time justifying the hiring of this uneducated person.

Of course, students who are able to spot this walking flaw in the educational system must come under some scrutiny too, since their deep knowledge of the course topics which enables them to judge the instructor's knowledge, clearly implies that they are too advanced to be in this course anyway.