

Financial aid

Financing a college education isn't easy for anyone, but it's often hardest for students whose families are neither rich enough to support them through college nor poor enough to qualify for government aid programs. Part-time students also have a tough time meeting expenses; they rarely qualify for financial aid no matter how little money they have.

Today the Senate Education Committee of the State Legislature will begin the process of deciding whether, and to what degree, these two classes of students deserve state aid.

Gov. Bob Straub has recommended that \$2,688,000 be allocated for state grants to students whose families are in the \$12,500-\$15,500-a-year income bracket. The bill before the Senate Education Committee (SB 5557) would implement Straub's recommendations.

That's fine, as far as it goes. But families don't suddenly become affluent when they begin making over \$15,500 a year. As inflation erodes real earnings while increasing apparent income, more and more students are being forced to drop out of school or go deeply into debt. From 1969 to 1973 the percentage of students from middle income families enrolled in colleges declined more than the percentage of those from any other income group nationwide. And in Oregon, the average student debtor borrows \$1,200 a year and comes from a family whose yearly income is \$15,535.

Besides excluding a large number of students who need assistance, Straub's \$15,500 cutoff for aid eligibility is not quite fair to students whose families make slightly more than that. Oregon State Scholarship Commission figures show that if Straub's recommendation were implemented a student whose parents make \$16,000 a year would have to borrow \$400 a year more than a student whose parents

make \$15,500.

The Oregon Student Lobby wants the Committee to amend SB 5557 in a way that would distribute financial aid fairly and provide help for the middle income student. For an additional \$901,100, the OSL amendment would extend eligibility for state grants to students whose families make up to \$17,500 a year. Under the amendment, students from slightly richer families wouldn't have to go a long way further into debt, and an income group clearly in need of some form of assistance would get at least a little help.

The OSL is also asking the Senate Education Committee to include a provision for aid to part-time students in its version of SB 5557. Part-time students are currently excluded from most financial aid programs because it is thought that they have time to work at outside jobs.

But the idea behind financial aid is to do the greatest good for those with the greatest need, it is clear that part-time students should not be entirely excluded. Many part-time students have families or simply can't afford full-time tuition.

The OSL would like the Committee to amend SB 5557 so that half-time to full-time students are eligible for up to \$250 in state grants. As with other state financial aid programs, the grants would be awarded on the basis of need. And if need exists, state financial aid programs should have some mechanism for dealing with it.

Once SB 5557 leaves the Senate Education Committee it will go to the Ways and Means Committee, where it will undoubtedly be further amended. However, Ways and Means is not likely to change the basic structure of the bill; its chief function will be to adjust dollar figures to fiscal reality. So the best opportunity to amend SB 5557 comes today at the Education Committee hearings. Members of the Education Committee should consider the amendments proposed by OSL not just as requests for more money but as fair ways to meet genuine needs.

crease in the number of vehicles on campus.

That's all well and good, but what about the rider who gets fined \$5 for parking in the same place he or she has parked for the past two years? For many students, \$5 isn't easy to find, and there are better places to spend it than Campus Security.

If everyone else has to pay to park on campus, it's fair that cycle riders should too. But the decision to start ticketing without notice wasn't fair. There should have been a one or two week period where warnings were issued instead of fines. Since there wasn't, the University should dismiss the fines of those who responded to their first ticket by buying a permit or finding a new place to park.

Cycle parking

Motorcycle riders beware. The rules are changing.

One Emerald two-wheeler recently parked his bike in the same place he's parked it since last summer, but this time he returned to find a \$5 ticket tucked into his seat. The University has decided it is time to begin enforcing permit restrictions that have lain dormant for years.

Campus Security says the increased enforcement is a response to complaints from people who bought permits and see those without permits being allowed to use the same spaces, as well as a drastic in-

Radical ban not fascist

Hartmut Heinze, University of Hannover, West Germany, asserts in his article "West German MacCarthysm" (ODE, Jan. 27, 1977) that danger exists for a new fascism in West Germany through a federal decree banning political radicals (those, "working to destroy the West German Federal Republic from within"). For people unacquainted with the actual West German problems — but who know what German fascism has been in the past — this false assertion must be frightening. Therefore, the following facts should be kept in mind to correct this one-sided view:

1. Most West Germans in the public service (soldiers, policeman, judges, teachers, etc.) are Beamte. This means that even in the worst economic crisis the state cannot cancel their contracts. The removal of a Beamte from public service is only possible for severe violations of duty. Also, this removal is costly and time-consuming. For this privilege and for the exceptional financial benefits a Beamter receives the State expects loyalty: Beamte are not allowed to strike, but more importantly they must agree to honor the West German Constitution, which is based on the ideas of western democracy.

2. Until the end of the sixties there were few radicals, almost all of the applicants for the public service were politically moderate, liberal or conservative. This changed, when in this decade several communist groups sprang up in West German universities. One is ideologically oriented toward the German Democratic Republic (East Germany) and the USSR; another supports Mao's theories; a third teaches that only an armed revolution can liberate the 'suppressed West German masses from the U.S. dominated capitalism'. At the University of Hamburg I counted nine different (and competing) communist student organizations. In some cities communist groups are or were sometimes able to dominate seminars, departments or even the entire university. But in our national elections all communist parties together never get more than one per cent of the vote.

Certain types of communists within the institutions of the Beamte could create in the future the following trauma: communist teachers indoctrinating high school students, communist officers refusing to defend our country against a communist aggressor, and communist judges refusing to sentence politically motivated criminals.

This sort of disloyalty — at that time from the right wing — was one of the reasons why the first German democracy turned to Nazi fascism after World War I. What followed had disastrous effects throughout the world and brought unspeakable guilt and shame to the German people.

The West Germans do not want any more fascism — neither from the left nor from the right. (I realize that in theory the idealism of communism and the racism of the nazism are incomparable. But the practice in some communist countries manifests astonishing resemblance to nazism (i.e. Gulags as a form of concentration camps, liquidation of political opponents, etc.) I discussed this with many communists who consider these practices morally justified to establish an ideal communist world.

To prevent the rise of a left German fascism Willy Brandt, Nobel Peace Prize winner and the first German Chancellor who had actively resisted Hitler's fascism as an emigrant, initiated the following: Before granting a person tenure for a state job the political performance of the applicant is discussed. Evidence of past political activities are evaluated. Actually the resulting rejection rate for political reasons is very low. (Heinze mentions the number of 450,000, but that must be a mistake.)

It is true — in some cases these examinations lead to unfair decisions, especially in conservative states of West Germany. And it is also true that these examinations may intimidate some students politically.

For these two reasons, 300 faculty members of the Hamburg University (including myself) signed a well-publicised open letter against the actual procedure — but at the same time acknowledging that loyalty to our constitution is essential for Beamte. I am pleased to report that we and others changed the opinion of our local government and other political institutions in West Germany.

This development shows that West Germany is like any other western democracy: We make mistakes, but we are willing to correct them.

**Eckart Mildenstein, Faculty Member,
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Letters

No amendment

I am opposed to a constitutional amendment banning abortions. If abortions are made illegal it will not halt abortions. I am certain many people can remember what it was like when abortions were illegal in the past. Those who could afford it simply went to countries or states where it was legal to have an abortion. Clandestine abortions took place all over this country, often with hazardous results. So the people who did not have abortions were usually those who could not afford to travel to receive their abortions or could not afford a back-room operation.

I am afraid that should abortions become illegal again we would revert to these disgusting condi-

tions. I am not certain how I would feel about abortion for my lover or wife; I have never been in a position where I would have to make such a decision. I cannot say how I would react in that situation; anyway it would be primarily her decision. But I do know it would be a disgrace to revert to the double standard and hazardous conditions which existed in the past. Let abortions take place in conditions that can be openly and safely monitored and not secretly in a back room.

**Bruce Amsbary
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Wild hypothesis

As long as professors keep their postulations, beliefs and carefully

deduced conclusions in class, students will be safe. But when these recommendations start to take the form of reality, as had happened with the general faculty's proposal to adopt a semester system (recently passed on to the University Senate), things start to get out of hand.

It is the claim of the faculty that the quarter system does not give enough time for in-depth study, and produces, as history prof. Paul Holbo put it, a "smorgasbord" education. At least a hundred times I have praised God when a professor is forced to give up a lecture on his favorite, and our most boring, topic because "unfortunately I don't have time." I have a horrible feeling that this Frankenstein lecture, multiplied

by the number of extra days in a semester and the number of professors in the faculty, is what the faculty plans to unleash in the name of "in-depth study."

For some reason professors believe that our minds collapse when we venture outside the scope of their personal enlightenment. They do not think us capable of moving on to the next course in a sequence and a new, possibly more interesting professor, without becoming mental vegetables.

Instead of a smorgasbord, Prof. Holbo hopes to feed us on a steady diet of cold mashed potatoes.

While the semester system gives professors time to expound

their theories, it also terribly misallocates the time of the students. The first five to ten weeks of school, because of the absence of finals pressure, would not require the student to study at all. The last few weeks of school would be turned into a living hell with twice the pressure and material of normal finals week.

Professors are looking at but a microcosm of our education, and lack the perspective to make rational judgements outside of the classroom. The Senate should keep this in mind and reject the semester system for what it is, a professor's hypothesis gone wild.

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Tuesday, February 1, 1977**