

# opinion

## Students fleeced?

Saving money is a big concern to most students on campus. A considerable amount of out-of-the-pocket money is spent purchasing college textbooks.

Is this money adding up to profits for the Bookstore? We believe that students aren't receiving their money's worth from the bookstore buy-back system.

For example, I returned to school this year with a variety of texts amounting to about \$60 or \$70. Most had been used only for a term and seldom if ever opened. To my surprise, many of the books I was returning were now replaced by revised editions and were no longer of any value to the bookstore. Several of my texts were completely discontinued and, unfortunately, I was not refunded for those books. In any case, I was rewarded with a sum of \$15 which I plan to use in purchasing my texts for this upcoming term.

We believe that an individual student book exchange could be a partial solution to this problem. Students could be given two options: 1) letting exchange employees determine value of returned books, or, 2) selling the returned books on consignment. If the student chooses the first option, a completely fair estimate as to the worth of the books would be determined. These books would be valued as to their condition, amount of usage and relevance to current subject matter. The second option comes into effect if the student believes that his texts are of more value than has been determined by the exchange employees. If so be the case, a small percentage of the money received from the purchase of the books would be required to help pay employee expenses.

Books returned under the first option would be sold at the price agreed upon by both the owner and exchange employee and not more!

The previous owner of the returned books would receive a receipt indicating the amount of his books. He could then use this receipt as a form of money to purchase other books in the exchange which he may need for the following term. Cash refunds would not be given.

This type of a book exchange system seems to be fair to both the book owner and the prospective buyer in that each individual is getting his money's worth.

Immediate problems do arise, such as books being replaced by revised editions. In many cases, teachers on campus acknowledge the fact that many of the revised editions are not composed of drastic changes as to subject matter but that the old editions could still suffice as the course text.

The fact remains, and that is personal expenditure is of significant importance to the student today. Maybe a student book exchange could help cut student expenses. S.S.



## Guest shot

### Taxes yield 'Newton's Law'

**Editor's Note:** This article appeared as an editorial in the Oct. 4 issue of the Daily Barometer, the student newspaper at Oregon State University.

A tuition tax credit for students is swiftly becoming a pipe dream.

The plan, now almost all the way through Congress, is viewed as inflationary and impractical.

These arguments are valid. One billion dollars coming from the government all at once would increase inflation. In addition, the same amount of tax money in student hands would increase spending.

Joseph Califano, education secretary, is an outspoken adversary to the tuition tax credits. He, in turn, supports President Carter's tuition grant proposal.

The tax credit would provide \$100 to \$250 for each of the nation's 11.6 million college students regardless of need, while the Carter grant program would provide \$250 to \$1800 on a sliding scale to five million students, based on need.

Califano echoes the stand students should take when he says, "I believe the tuition tax credit is worse than nothing."

The education secretary will seek a veto from the President if the bills pass the Senate and House. Currently the issue is expected from the House Rules Committee.

Another argument against tuition credit is that if \$250 is available across the board to all students, colleges will most likely raise tuition by the same amount. This would be especially true for colleges and universities that are tight on funds.

Other aspects of this issue in-

clude the red tape needed to start such a program.

No doubt a department would be responsible for handing out the money, who another records the payments and still another double checks on students using fourteen names each to make themselves rich by receiving multiple grants.

Perhaps a tax credit is similar to other loopholes. It would only be available to those who know about it and wish to use the credit. It would, in effect, supply more money to those already affluent.

The best policy in this case is to make a little noise. Carter's plan appears the best. Support it.

Write, call and speak in person to congressmen. Advocate the change in emphasis from the "all-get-rich" scheme to the plan that provides money for those in need. SM

Clackamas Community College

## the print

19600 S. Mollalla Avenue, Oregon City, Oregon 97045  
Offices: Trailer B; telephone: 656-2631, ext. 309 or 310

editor Cyndi Bacon \* news editor Scott Starnes  
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Page 2

