

Your Man at Batt

By WILL ANDERSON

In Friday's Battalion, Rick Aldridge, a junior biology major, complained about a lab he was taking for Wildlife Fisheries 311.

Students paid their lab fees but were told they had to pay \$2 to receive handouts pertinent to the course. "It seems lab fees are not lab fees at all but just one of those money making disguised charges this university is great at inventing," Aldridge said.

Aldridge said the class was told the Department of Wildlife Science was low on money.

The Batt's investigation began with Prof. Fred Hendricks, instructor of the course, and Dr. James G. Teer, head of the Dept. of Wildlife Sciences.

No lab text is used in 311, Hendricks said. "We have printed a booklet, 'The Key to the Fishes,' which costs us about 75 cents at the quick copy center. It contains a substantial amount of information on the fish in Texas waters.

"About 250 pages of material are to be given out during the semester. The copy center does the booklet and we print the rest here ourselves."

Hendricks said the booklet was sold last year in the same manner. "If we gave it to the bookstore to be printed it would probably cost a lot more," he said.

"If we have an excessive amount of handouts, we approach the class and see if it's worthwhile for them to get the extra material," Dr. Teer said. "Anyone who doesn't want to pay doesn't have to; the extra isn't required."

"The manual is well defined on the state's fish so it might help. Nothing is held against the students that choose not to pay the fee."

Teer said the booklets were sold at his instruction because the lab fee was not enough. "A lot of our courses are field oriented. We never have the funds to make the trips we want," he said.

Expendable lab materials, like fish and alcohol, were indicated by Teer as a large drain on lab fees.

The lab fee system was explained by Dr. R. E. Wainerdi, assistant vice president for academic affairs.

"Lab fees do not go to the department that assesses them," said Dr. Wainerdi. "They are set by law and go to a state fund."

The fees may not be less than \$2 or more than \$8," he said. "These are sent to the state treasury and allotted to different departments from there dependent on need. Lab fees are not a device of the university to make money."

"Students pay a fraction of the cost of a lab and the difference is paid by the state. Fees are fixed by law, audited and regulated; Aldridge's allegation is unfair and unreasonable."

Dr. Wainerdi suggested R. Clark Diebel, controller of accounts, might enlarge the explanation of fees. While this reporter was waiting in Diebel's office, Dr. Wainerdi called and said all students who paid the \$2 would get a refund. He learned this in a discussion with Dr. H. O. Kunkel, dean of agriculture.

"I instructed the money to be refunded," Dr. Kunkel said. "The decision to sell the booklet directly to the students was a mistake. It's been done before; there's no regulation against it but it's probably not good business."

"It's too late now. We're already into this semester, but it should have gone through the bookstore. The refund will involve some loss to the Dept. of Wildlife Science."

Dr. Teer said the department had sold the booklet in hopes of saving students' money. He said, "My personal projection of the end result of all this is that the booklet will have to be submitted to the bookstore and the price will go up two or three times."

Listen up

Day students battle for better parking

Editor:
As day students with cars all know, the parking situation on campus leaves something to be desired. One needs only to refer to his handy copy of "Motor Vehicle Regulations, September 1974" to become aware of the fact that on the main campus, there are exactly nine areas where day students can park. Of these nine, three are streets where parking is minimal, four are designated as areas where day students, dorm students, random staff and vis-

itors may park, depending on who beats whom to the parking lot.

That leaves two parking lots entirely for day students. But being the good people they are, they will continue onward, uncomplaining, battling it out for a parking space.

If the university is so in excess of funds that they would even consider building a "wall" around the Northgate area, they might also consider building a multi-level parking terminal for the benefit of all.

Maureen Colley, '77

The economic reply

Education finance system suggested

By MIKE PERRIN
Going to college is expensive. But not with a new system of financing an education. Under this system, the student goes to school as long as he wants and gets all the books and other academic paraphernalia necessary for his education.

He then pays back a certain (say 2) percent of his yearly salary to the university until he retires. If he flunks out or quits school, he has to pay only a pro-rated amount of his contract—half if he finishes half and so on.

For example, if a college graduate averages \$20,000 a year over his lifetime and he works forty years after graduation, then the university's 2 percent is \$400 per year or \$8 of his \$400 weekly salary. Not much. But in forty years the school collects \$16,000.

And as a university's graduates get better and better, the university makes more and more money for education.

This scheme is also inflation-proof, given that college graduates' salaries tend to keep more even with inflation than other segments of the labor force. The school receives the same amount of real purchasing power.

State aid would cease—the students are now paying the full amount of their educations and no need exists to forcibly extract money from the taxpayer to pay for these schools. If a taxpayer wants to give that much money to a school, he can donate it.

Grants from corporations, foundations and individuals would not be ruled out, nor would any other voluntary giving.

Private schools get a shot in the arm, state universities unburden

themselves from taxpayers and political control and get down to the business of education with incomes assured. They are not subject to the whims of an "almighty" legislature in parceling out the money. Schools with the best graduates make the most money.

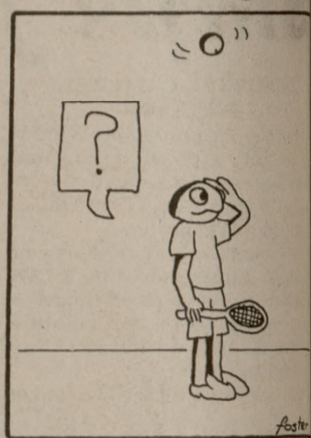
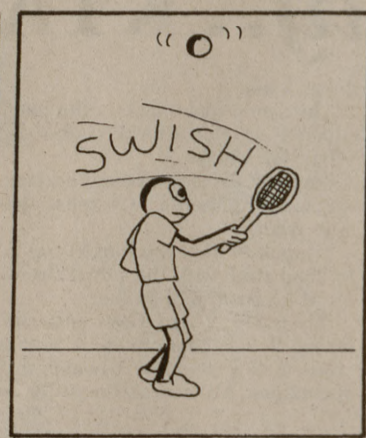
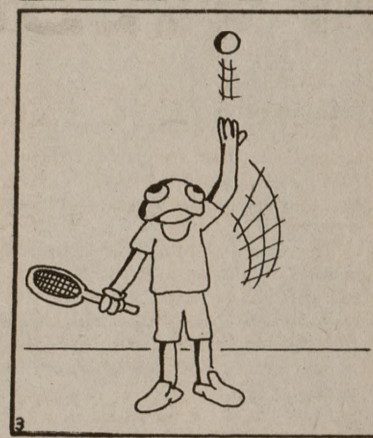
Only one argument exists for schools to be publicly financed—externalities. Some claim that education results in benefits for everyone, so everyone must pay for education.

But this assumes that more benefits exist than consumers buy in the market. This means that companies distribute something for nothing and employees receive nothing for something. If so, the employee should be paid, not the university—the public receives benefits from the actions of graduates; the graduates receive benefits from the university. The payback plan makes graduates pay for benefits received and ensures pay for benefits performed.

This plan is predicated on the belief that students will miss 2 percent of their future income at that time less than they miss a large portion of it now. Of course, a student should be able to choose the method of payment he prefers, but he must pay the full cost of it.

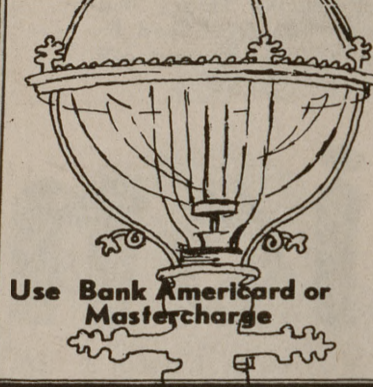
Schools with strong programs benefit from them, students with a desire for education get it, schools are released from political control, and the taxpayer is relieved of a burden with a payback plan.

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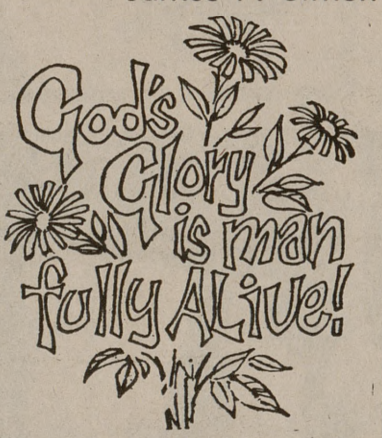
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