

# A Liberal Education

by Henry D. Hicks, Q.C., M.L.A.

We have heard a great deal in the post-war years about "our changing society," the "challenge to our systems of education," the "need for technical and scientific education to keep pace in the free world" and so forth. During the last few months this latter need has been dramatically demonstrated by Russian scientific achievements, and perhaps has won a measure of support and understanding not apparent to the general public only a few years ago. These clichés (for such they are in danger of becoming) of course express a large measure of truth.

It is obvious to anyone who reflects upon it that even our smallest communities today need many more persons with additional "edu-

cation" or technical and scientific training than was the case a generation or two ago. We must have motor mechanics, electricians, radio and television servicemen, and a host of others with special training, to maintain the gadgets which seem so necessary to living in the present generation. On a larger scale, those engaged in national defence, in the great industries and in the field of transportation—by air, sea and land—require a much more highly developed and specialized "education" or training.

In today's industrial society the lack of sufficient engineers is quickly made manifest and is understood by all. Educators are necessarily and properly concerned with the techniques of training future citizens to perform the many specialized tasks which are necessary in modern society. Learned studies have been undertaken and research projects initiated to determine when it is best to separate the various classes of specialists from the stream of general education and to commence their training to perform

particular or specialized skills. It may very well be that there is little difference in principle between the student who stops at the end of Grade IX and takes a course in some practical trade or vocation; the student who completes High School and begins at once the study of engineering; and the student who completes his Arts Degree and takes further preparation for law or medicine.

I think the immediate urgency of these problems will ensure that sufficient attention is directed to them by educators and officials charged with the responsibility of our educational systems. The fact that most citizens in the free world believe today that Russia has gained a lead in certain scientific fields, for example, will bring about increased activity in these fields by the free nations.

I am well aware of the need for this specialized training or education and realize that it must continue and improve in its techniques from generation to generation.

Nevertheless, the real challenge to the free world is still not one that can be resolved into a multitude of technical problems. Representative democratic government requires more of individual citizens than does a totalitarian system, and this additional requirement is not one that will be met merely by increased specialization and technical education. In some way or other each specialist must have in his education that which enables him to understand the significance of his work in the larger complex of society.

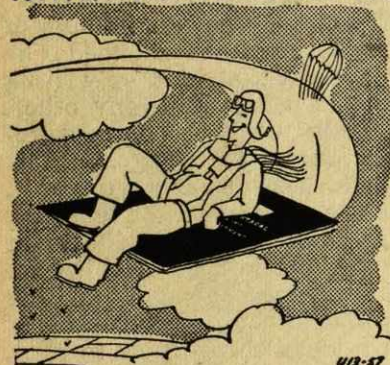
Most of us agree, at least outwardly, that a liberal education—that is, the study of the humanities, the natural sciences, the social sciences, and their relationship one to another—is the best instrument that has been devised for training the mind, elevating the taste and developing the understanding and ideals of the educated citizen. I do not think we should lose sight of these truths even in the more compelling scientific and technical environment of the age of atomic

energy and satellites orbiting the earth.

My plea, therefore, is for the continuing need for educated citizens who understand one another and the larger problems of our environment, without becoming too isolated in the necessary specialization of the 20th century. Perhaps we can all agree with Lord Greene who, in 1947, in an address to the Classical Association in London had this to say:

"A race that knew and cared for nothing but science and its practical application would, if left to itself . . . become as soulless and mechanical as the formulas that it invented and the engines that it created; just as a race that knew and cared for nothing but the humanities would end its life in dreams or in some cloister of the mind."

Surely we must not lose sight of the need to preserve this balance if our social, intellectual, spiritual and moral development is to continue.



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## The Prohibitive Cost of Higher Education

Last year, NFCUS urged the Dominion Bureau of Statistics to make a nation-wide survey of the income and expenditure of university students. Here are the results of that survey. The results indicate why NFCUS has been advocating a national plan of scholarships for students who have the ability—but not the money—to go to university.

Only 8% of the population of university age students attend Canadian universities. The lowest average among western hemisphere countries enjoying a comparable standard of living. WHY: Prohibitive cost of higher education.

Students on the average spent \$1,215 during the college year according to return from 9,922 students in 28 Canadian universities, and colleges of university grade, 2 junior colleges and 4 classical colleges. On the average, students away from home spent \$200 to \$300 more than those who attended college in their home town. The average amount spent by faculties or groups ranged from \$902 in the Classical Colleges and \$949 in Education to \$1,640 in Law and \$1,734 in faculties of Medicine. Students in Arts and Science spent \$1,126, in Engineering \$1,346 while the Graduate Students spent \$1,620 on the average.

### Scholarships, Bursaries, R.O.T.P. and Other Grants

Of the numbers reporting 32 p.c. received some student aid. Of these 22 p.c. received scholarships and bursaries; 6 p.c. received some assistance, directly or indirectly, from National Defence; less than 0.5 p.c. were on leave of absence with pay or part pay and the other 3.5 p.c. received aid, money for service, research grants and other amounts not classified in the above categories.

Among the faculties sampled, the Graduates made the best showing with 61.5 p.c. of their numbers receiving some assistance of whom 40 p.c. received bursaries and scholarships. Law students were at the bottom of the list with 11 p.c. receiving some aid and 7 p.c. receiving scholarships and bursaries.

### SCHOLARSHIPS

- 29.4 p.c. of the Graduates sample received scholarships with a median of \$1,000.00.
- 7.2 p.c. of the Classical College received scholarships with a median of \$127.00.
- 13.6 p.c. of the Engineering sample received scholarships with a median of \$288.00.
- 10.5 p.c. of the Medical sample received scholarships with a median of \$320.00.
- 7.0 p.c. of the Law sample received scholarships with a median of \$233.00.
- 17.4 p.c. of the Education sample received scholarships with a median of \$321.00.
- 16.0 p.c. of the Arts & Science sample received scholarships with a median of \$287.00.

### BURSARIES

- 12.1 p.c. of the Graduates sample received bursaries with a median of \$759.00.
- 16.0 p.c. of the Classical College sample received bursaries with a median of \$323.00.
- 15.6 p.c. of the Engineering sample received bursaries with a median of \$640.00.

15.3 p.c. of the Medicine sample received bursaries with a median of \$871.00.

4.2 of the Law sample received bursaries with a median of \$528.00.

18.5 p.c. of the Education sample received bursaries with a median of \$348.00.

11.3 p.c. of the Arts & Science sample received bursaries with a median of \$380.00.

### The Typical Student in the Survey

The typical student completing the form was 20 years of age, single, and in second year. His home was in the university city, or in another city of 30,000 or over some two to three hundred miles away. He lived at home (31 p.c.), in a college dormitory (27 p.c.), or boarded at a private home (22 p.c.), usually less than a mile from the campus. He had 20 or more meals each week at his lodgings and bought few extra meals or lunches.

Some of the interesting data found for the sample were as follows: Of the group 12 p.c. owned automobiles and another 3 p.c. had the use of an automobile some of the time.

29 p.c. had brothers or sisters who had attended college previously.

20 p.c. had brothers or sisters attending during the current year.

38 p.c. had older brothers or sisters who had not attended college and

49 p.c. had younger brothers or sisters not yet of college age.

Of those in attendance 15 p.c. had delayed attendance to earn money. 6 p.c. had withdrawn at one time to earn more money and 3 p.c. had found it necessary to attend only part time for at least one year.

To help pay their way 88 p.c. worked during the summer and averaged \$210 a month, and 22 p.c. had part-time jobs during the regular session which required about 7 hours per week of their time.

To finance their year 59 p.c. received cash donations from their parents, averaging \$553, in addition to room and board; many of the others, among the 31 p.c. who lived at home, received only board, probably laundry and some dry cleaning and such extras as come from being a resident member of a family. 17 p.c. borrowed money from their family, and some others managed with other loans and gifts in addition to scholarships, bursaries and savings, part-time earnings, or, in the case of married students, earnings of their spouse.

Summer savings averaged \$449. Of the faculties, the Graduate Students and students in Medicine and Law fared the best.

The percentage of students who were able to provide for themselves through scholarships, bursaries, and earnings from summer and part-time jobs, varied from faculty to faculty. Considering as independent all who received less than \$100 from their families and friends or from loans it was found that 32 p.c. of the Graduates, 18 p.c. of the Engineers, 15 p.c. of Arts and Science, 12 p.c. in Education, 9 p.c. in Law and 4 p.c. in Medicine paid their way.