

casserole

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arts editor

irene harvey

Cartoonist Darrel Colyer makes his Casserole cover debut today with a candid glimpse at the tree of knowledge at U of A and some of its victims.

The cover story is on C-4 and C-5. Reprinted here from The Chevron and originally taken from the December, 1969 issue of Evergreen, the article takes a hard-line stand on the privileged heirarchy called tenure.

Mr. Hentoff's piece and the one opposite by Dr. Mardiros are particularly pertinent in view of the now brewing Ted Kemp tenure case and upcoming students' union referendum on tenure.

Which brings us to those brilliant arts pages which this week include art and book and record reviews, plus a peek at an opera and modern dance.

All brought to you by the same people who produced a Harlequin's Harlequin and exposed the undergrad as yo-yo.

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Let's abolish the Ph.D.

This article first appeared in Canadian Dimension magazine, and is reprinted with permission of Dr. Mardiros. Dr. Mardiros is the former head of the philosophy department here, and now a professor in the department.

By ANTHONY M. MARDIROS

As the U.S.A.'s closest neighbor both physically and culturally Canada is particularly exposed to American trends in education, and this influence is not wholly bad.

In the United States there is more education at all levels than, perhaps, in any other country. There is also more variety and more experimentation in all kinds of educational forms. Technical, scientific and scholarly skills are as highly developed there as anywhere in the world. Of course the results of this sort of quantitative and qualitative development in education are not necessarily good. In our time the most educated country in Europe produced the Nazi regime, the most educated country in Asia produced the Japanese war machine, and now the most educated country in this hemisphere is responsible for the war in Vietnam. Leaving consequences aside, however, it must still be acknowledged that there is a great deal of education in the United States, some of which is very good.

In the beginning Canada was dominated by certain traditional English and European educational models. She steadily succumbed to the American example, not necessarily because of economic and political pressures but as a natural result of America's greater size and wealth. Canadian education has followed the trend toward more and higher learning for more and more people. It has benefited by having American educational institutions easily and readily available to Canadian students. Finally it has profited from the very defects of the American political and social system. Just as America in the thirties and early forties received a stream of intellectual refugees from Naziism and Fascism, so to a lesser degree is Canada now receiving a smaller stream of scientists, scholars and students who are refugees from the political, social, legal and military pressures existing in the United States. All this is by way of showing that there are some advantages to having the U.S. for a next door neighbor.

In what follows however, I am going to draw attention to the disadvantages of this proximity, particularly in the area of higher education known as graduate studies.

Statistics show (they are readily available, and I am not going to reproduce them here) that from the turn of the century until the Second World War, there was a slow and gradual development of graduate studies in the United States, followed by a steep post-war rise and an even steeper rise since 1960. Canadian development of graduate studies since the war has faithfully followed the American pattern but of course at a respectful distance.

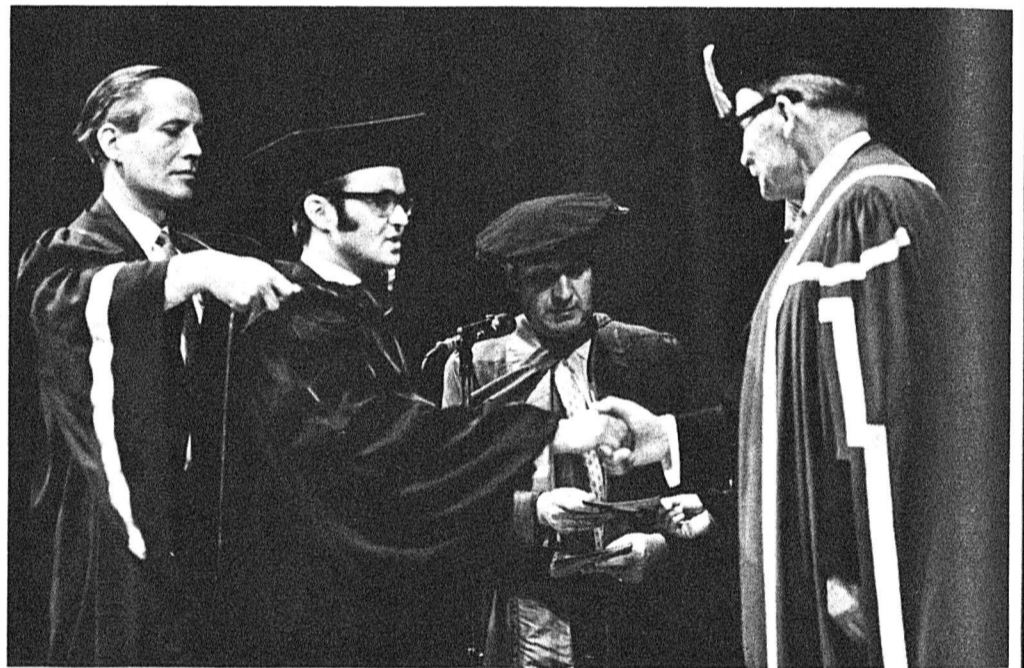
Graduate study in its present form is largely an American invention. The Ph.D. degree was imported from Germany in the 1870's but it has been wholly metamorphosed on this continent and in its new form dominates higher education in the United States. It has permeated and conquered Canadian universities and is making considerable inroads into the academic life of Great Britain. Since the alleged purpose of the Ph.D. is to put the training of creative scientists and scholars in every branch of human enquiry upon a formal and organized basis, and to combine this, if possible, with the training of those who will teach

others to pursue the same goals, then, it may be wondered, why is there anything to deplore in this example of American initiative and practicality?

A considerable quantity of literature has been devoted to the assessment and criticism of graduate studies in the United States. In fact, a surprising number of Ph.D. theses deal with the subject of the Ph.D. (a serpent devouring itself!). These studies show, for one thing, that graduate schools are not producing enough Ph.D.'s to meet the demands made by universities, colleges, research institutions, industry, and education departments, in spite of the statistics which show a spectacular rise in graduate studies. *Demand outruns the supply.*

Also, notable differences in the type of training the Ph.D. candidate receives in various universities is resulting in widely diverging standards. *Universities are not producing a standard product.*

There is evidence that instruction in a higher degree does practically nothing towards preparing the student to actually teach his



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