



poet's corner

"Who Needs 'Em"

Along da shore of New Brunswick
And far inland I get,
I speak to many Frenchmen dere
Dat I, by chance, had met.

I stop and talk to many mens
In every little town,
I speak to dem of livlihood
Dat dey don't tink about.

For dere different way of life
I cannot compensate
It seems it is da Universe
Dey try to populate.

From day to day some people live
And some live for da next,
But here some live from month to month
To get dere children's cheques.

In summer all some do is fish
In winter dey do not
It seems by working all da time,
I'm in da wrong soup pot.

Some men dey trade in horses yet
And drive de Cadillac,
But dey don't get a new barn built
Or renovate da shack.

Some men day do not work at all
But sit around all year.
Dey draw de unemployment cheque
And spend it all on beer.

Dese tings dey seem to keep da French
Apart from all da rest
Mon Dieu! Down here in New Brunswick
Who needs de Separatists.

by Ronald Cole

Poem

gulls
on glass

water,
logs

in ice
on grass

land
wind-

etched
by snow,

whisper
secrets

to a
girl

in blue,
like sky

her
mouth,

like
plum

ripe
on stem

our
love,

while gulls
in time

wheel
high,

are lost
in sky.

Eric Thompson

A Brief Bit About a Bungling Bum

We've asked him to explain
Just what he thinks we'll gain
By placing on that trigger
One more anxious finger.

And then he answers true,
"I don't know what to do.
I never did . . . I never will
And if I did
I'd never tell."

by J. E. Russell

THE UNIVERSITIES OF CANADA

by PAUL BECKER

So different are the Canadian universities in age, traditions and size that it is impossible to point to any one of them as an average one. Regardless of such differences, however, further complicated by the diversity of their control — some by independent corporations, some by churches and others by provincial governments — one is never in doubt as to the fact that they are Canadian.

The history of Canadian higher education is strewn with unorthodox foundations and strange namings. One of the oldest and most famous universities, Dalhousie, was established with £10,000 collected as customs dues at the port of Castine, in Maine, held by British troops during the War of 1812. The University of Manitoba was launched at a time when there were not ten thousand white settlers in the province, and provided by the legislature with a grant of \$250 a year. It did no teaching for 23 years, had no president for 36 years and no alumni associations for 44 years.

Mount Allison was empowered to begin conferring degrees "when it should have ten students and two professors." Queen's mustered only this many students when it opened in a small house on a Kingston side street; and a now forgotten university never possessed any buildings at all, and after conferring one or two degrees quietly folded: the University of Halifax.

In the days of the University of Regiopolis, which was located in Kingston with Queen's, the Ontario shore was crowded with universities. There was Albert College in Belleville and Victoria University in Cobourg. When Regiopolis closed and Albert College lost its charter, Queen's was left alone.

The universities which have survived to become the mightiest in the land had very shaky beginnings. Both Toronto and McGill took many years after securing their charters to erect buildings and begin teaching. Dalhousie, which was able to put up a building immediately with the previously mentioned customs funds, did not begin teaching for twenty years, and then closed shortly afterwards for another twenty.

Old McGill, as it is known to its students, still operates under a corporation styled The Royal Institution for the Advancement of Learning. The foundation of

the University of British Columbia was delayed until after World War I because Victoria and Vancouver could not agree on which of the two cities should be the site. For years, therefore, university courses were taught in British Columbia in high schools and prescribed by McGill.

Our university community was formed and moulded by two cultures and two main sources of tradition. The long established Frenchspeaking communities and the fact that the clergy almost solely constituted the educated class of French Canada was the source of one tradition. The source of the second lay primarily in the coming of the United Empire Loyalists and in the Scottish training of so many of English Canada's earliest and most dominant educationalists.

In the Loyalist background lay Harvard University — already a century and a half old — and King's College (later Columbia) which had been teaching for a generation. In New England, from which most of them came, compulsory education for children was already in force. So concerned were many of the Loyalists over the educational facilities which would be available for their children that several groups actually bargained for royal charters before they would make the move.

King's College in Halifax, the University of New Brunswick and many of the colleges of Upper Canada (including another Kings College) are actually Loyalist creations. The hard circumstances of the Canadian way of life were, perhaps, the most important single factor in entrenching the Scottish tradition of the poor-boy-with-his-bag-of-oatmeal trudging off to college rather than the Oxford and Cambridge tradition of schooling for gentlemen's sons.

Perhaps the factor which most effectively delayed the development of the French-speaking universities of Quebec was the widespread development of the *petit séminaire* and classical college. Although Laval University's origins go back to the Grand Séminary of 1663 — still an integral part of the University — it was not until 1852 that Laval received its royal charter. Even until after World War I, Laval had only 200 students, contrasting with today's 5,000. The present University of Montreal was then only a branch of Laval and the University of Sherbrooke is only six years old.

Most notable and oldest of the bilingual institutions is the University of Ottawa. Originally founded as the English language college of Bytown, it was teaching pure and applied science shortly after Confederation.

The American influence has been important. Just as in the Canadian armed forces which use the American top rank of general and the British top rank of air marshal, Canada uses both the British and American offices of vice-chancellor and president — most often held by the same man. The American offices of dean and associate professor have also been adopted into the Canadian university. Other American concepts adopted from United States examples are the organization of faculties and schools within the university, the use of the seminar, emphasis on post-

graduate studies and the doctorate, and narrowed specialization.

Today, there are nearly 350 institutions of higher learning — including only those which teach college and university level courses — of which 45 possess the authority to grant degrees. Eight of these institutions hold their degree powers in abeyance while they remain in affiliation or federation with another degree-granting institution.

Of the 45 degree-granting institutions, 19 are in Ontario (of which nine are very recent creations), eight in Nova Scotia, six each in Quebec and New Brunswick, and one each in Alberta, Manitoba, Saskatchewan, Prince Edward Island and Newfoundland.

Thirty-one of these institutions offer master's degrees and, in turn, 18 of these offer the doctorate. Laval and Montreal whose enrollment consists primarily of the graduates of classical colleges who have already received the *baccalauréat* are, in truth, primarily graduate schools.

Last year, Canadian institutions of higher learning enrolled approximately 114,000 full-time students. If present indicators are correct, a conservative estimate would indicate an enrollment of over 300,000 students at the end of the present decade. Within ten years of time, then, the present total university budgets must rise from over 100 million dollars to over 400 million if the increased enrollment is to have basic facilities and if the staff-student ratio is to be kept even at its present 1 to 13 level.

Drawing inspiration from their accomplishments past, and from the Canadian university community's present adaptability and rapid rate of growth, Canadian educators may look at the difficult future ahead of them with a little less apprehension than their huge task would dictate; but they will have to have the full support and understanding of the Canadian people and governments if they are to accomplish it.

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