HIGHER EDUCATION

(From page 4)

to have fallen on deaf ears. The Federal per capita opera-ting grant to the universities has not been increased since 1962. Enrollment has in recent years been rising at a rate of about 10% a year and operating costs per student have been rising at about the same rate. Thus the financial needs of the universities have been rising at an annual rate of about 20%. However, the ting grant is tied to total population which has only been rising at about 2% per annum in recent years. As a result Federal Government's percentage contribution to university operating costs has declined to about half of what it was in the late 1950s. And New Brunswick Universities continue to be restricted by the recommendations of the 1962 Deutsch Commission; recommendations which, whatever their merits at the time, are long out of date.

The Federal Government has, of course, provided loans for students. But this does not help the Universities; in fact, so long as fees cover only a modest portion of operating costs anything which increases the demands on the universities without increasing these institutions' resources simply makes the situation more difficult for everyone -- staff and students alike. The only way the student loan plan help the institutions would be if fees were raised was this what the Federal Government intended?

They certainly didn't say so.

It is encouraging to note that the Economic Council recomemends that special assistance be provided to the Atlantic Provinces to enable them to expand higher education. The Bladen Commission did not accept this idea although many submissions made to it asked that it recommend just such a step. The Economic Council however now appears to hold the same view as was expressed by the Association of University of New Brunswick Teachers in its Brief to the Bladen Commission. The AUNBT pointed out that the expansion of education was a necessary condition for closing the gap between incomes in the Atlantic area and Central Canada; subsidizing declining industries - no matter how necessary on social grounds in the short run - provides no hope for the future. The Government seemed to have no difficulty in finding an extra \$25 million for the Cape Breton coal mines in the midst of the election campaign but it ignored the needs of higher education.

Another recent development, of particular importance to UNB was the reappointment of the Deutsch Commission to review University requirements in New Brunswick for the period 1967-72 The Commission originally reported in June 1962 and made recommendations for the period 1962-67 including the recommendation that the Government should appoint another Commission before the end of the 1966-67 academic year in order to

consider the needs for the next five years. The Government has now followed this recommendation. Long range planning is, of course, a good thing but it seems unreasonable to assume that five year plans in the field of education will not need to be changed during the five year period. It is significant that the best estimates of university enrollment have considerably fallen far short of the actual enrollments. The recommendations of the first Deutsch Commission have been out of date for some time but it seems unlikely that any changes will now be possible before 1967-68. The Economic Council of Canada issues annual reports. Does this provide some hope that Dr. Deutsch will recog-

nize the weakness of his previous approach and recommend some type of permanent University Grants Commission — as recommended in the Bladen Report - to provide continuous review and assessment of educational

One final point. The Premier continues to state that the New Brunswick Government has implemented all the recommendations of the Deutsch Commission. This is not quite correct as the Minister of Education recognizes. The proposal for a comprehensive system of scholarships, bursaries and loans has not been implemented and the introduction of the Canada Student Loan Plan has only dealt with part of the

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"THE PLOWBOY PHILOSOPHY"

Part I

We have established in our previous installments that there has been a sexual revolution in North America revolution being defined as a successful uprising . . . The weapon which wrought this revolution was the closed car, which resulted in momentous changes in the courting practices of the younger generation. In the good old days that we've all heard so much about, they used to write songs about "Hitching Ol" Dobbin to the Shay" and "Looking Sweet Upon the Seat(s) of a Bicycle Built For Two". Well, anyone who's ever tried to manage a horse and woo a girl simultaneously needs no further explanation of the effect of the closed automobile on romantic spirations. The older generation brings back memories of things past when they drive by country lanes and apple orchards . . . the man of today (and recent yesterdays) becomes immersed in nostalgia when he passes an auto junkyard.

Ranking close to sex in conversational importance for the modern generation is humour . . . And here is our greatest failing. After all, a sense of humour must be cultivated, while our instinctual qualities will eventually lead us to sexual understanding, either voluntarily or otherwise. Thus having dispensed with sex, for present purposes at least, let us examine philosophically the position of humour in this community.

To put it succinctly, the college generation of today takes itself far too seriously. By dressing up in a camel-hair coat and a button-down collar, by carrying around an attaché case, and by parroting the voices of dissent on great causes and issues, the college man loses his ability to take part in the boisterous joyousness that should make university life a cheerful, happy thing. When he does engage in humour, it's only of the macabre variety Polish jokes, watching Solo electrocute three men with his pen knife, chortling as Laurel gets hit in the face

There is, on the college scene, no fun just for the sake of sheer, irresponsible fun . . . no practical jokes . . . no puns . . . no pranks. Nobody will realize that this is the only time in their life they can escape serious responsibilities . . . that they should relax and enjoy themselves, that there will be plenty of time for the rest later.

We believe that, if people don't have a good honest laugh, either with you or at you, several times a day, you are much too serious for your own good . . . and will soon lose the ability to laugh . . . especially at yourself. The inevitable result is that you will soon start thinking you are a helluva fella, one of the great serious thinkers of your time.

While lightly made, these are serious criticisms. We know of dogs who have better . . . and more healthy . . . senses of humour than some members of the modern generation . . . Which is reason for them to pause and consider. The situation is covered by an old Hebrew expression. "The next thing you lose after you lose your sense of humour is your mind".

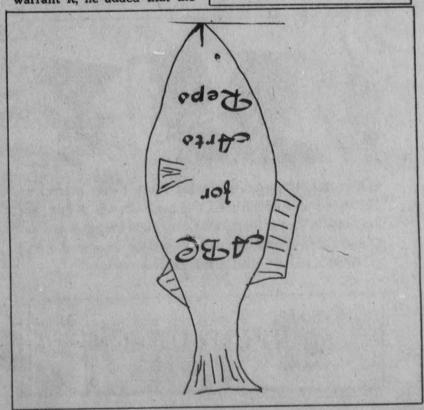
UNB's Future

(From page 3)

tion has posed a particular problem for the committee, and we would particularly like to see briefs from postgraduate students, submitted on an individual or group basis." Should the rumber of briefs from these students warrant it, he added that the

committee would hold an open hearing on post - graduate

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