

# is worth

cost structure, however, lies another and more complex problem. Are we training too many professional and graduate students for society to absorb?"

Faced with the "haunting problem" of the number of doctoral candidates who are being turned out, President Fleming added, institutions can:

- 1) adopt a laissez-faire attitude in which the students are left free to make their own decisions on their future;
- 2) seek national planning decisions, as in most socialist societies;
- 3) use the "informed consumer" approach in which the student who chooses to pursue doctoral studies is told about the state of the market and then allowed to make a personal decision.

"My own instinct," Fleming concluded, "is that the time has come for us to bring to head our thinking about the nature of our

graduate programs, particularly at the doctoral level. Reduction in size of some of our programs appears to be inevitable; indeed, the College of Literature, Science, and the Arts' figures show that some of it has already taken place in that college.

"To undertake this task will sound threatening to some of our colleagues, but this need not be so. If we are careful to protect the research component, a reduction in doctoral students is neither destructive of the institution nor the faculty, as some of our peer institutions in the private sector have already demonstrated."

by Mary MacDonald.

## F. Enns, Dean of Education

"If students are interested in skills for business or industry, they should enter the professional faculties or vocational oriented institutions such as institutes of technology," says the Dean of Education.

For professional jobs, a university education is absolutely necessary. In Arts and general Science, however, there is a lesser relationship between a university education and a job prospect. The notion of that direct relationship, he feels, developed out of the post-war period. There was a great diversification in the job market and a short supply of workers. Consequently graduates quickly got jobs. Now the trend in the job market, says Enns, is shifting. Graduates are having a more difficult time finding employment but they do get jobs. Enns does not believe that a general B.A. can be sold on the job market but that it is more important as an opportunity for self-development. "It is highly desirable, but not saleable."

Commenting on the success of the various university programs, the Dean of Education says, "The opportunity is there but not everyone uses it. That is not to say that every class is scintillating, but then they are not expected to be."

Learning, says Enns, consists of "the formal and the informal act - relationships with other students, relationships over coffee cups. It is a sad experience for the student who goes to classes, retreats to a cubby hole and buries himself with his books. It is necessary, but is too limiting a view."

"What are the criteria to afford something?" asks Enns. "Albertans spend more on liquor, tobacco and so forth than on higher education. In that context education is not terribly expensive. Can we afford not to have diversity in programs? Education has long term effects. What alternative is there in restricting opportunities for professional, personal and cultural development? What impact will this have on society a decade from now?"



In response to the possibility of having too many graduates and professional students for the absorption by society, Enns asks, "Is it possible to have too much skill in a society? Have we solved all the world's problems so that we do not need these people's skills? Maybe we need

to continue to assess the direction in which we go. We have tremendous problems such as the environment, and the energy crisis and no way to tackle them except through those with great skill and understanding."

With regard to centralization, Enns says that the 11% government ceiling on the university budget has a control impact. Both the university and the government want a balanced orderly type of development, but their definitions of this development differ.

Over the last decade the campus has grown fantastically from about 8,000 in 1961 to over 20,000. We cannot accuse the government of not having supported the university. They are not supporting it as strongly as we want, though, at this stage of development. There is no increase in the physical plan of the university although there are over 20,000 students. There is a tension between control on one hand and the aspiration to develop and grow on the other."

## J. Forster, Associate Dean of Graduate Studies

"There is less reliance on graduate students here than at other universities in undergraduate programs.

These points do not apply all that much at Canadian universities."

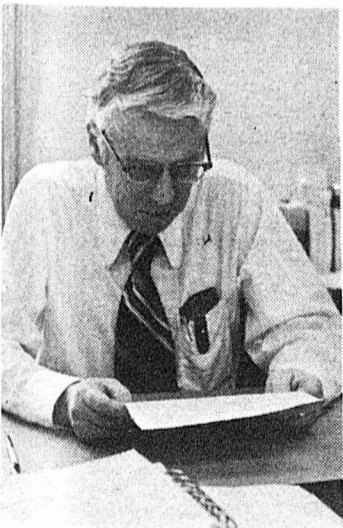
The graduate student enrolment is up only slightly says the associate Dean of graduate studies. In 1971, it was 2,800, while in 1975 the total was 2,870.

As regards the overabundance of doctoral candidates and job prospects, Forster says, "This is not the case in Canada with our relatively slight unemployment. Maybe they are not getting the jobs they want but the problem is not as serious as some may make it appear to be."

thesis." In the U.S. these requirements do not exist.

"Our problem is having the resources for research at the graduate level," says Forster. "For example, in medical research we need more money. The difficulty comes in maintaining good programs and getting the resources when the Canadian government will not spend on research. Maybe there should be priorities for the kind of research to be done in Canada, maybe medical or oil sands, for example."

In regards to disillusionment in programs, Forster says, "Professional schools help is immediate in pay. Some students are intellectually interested. It depends on how rigidly directed twoards a job they are. Graduate students are a mixture of people."



The associate dean feels that the university should and does let students know what they are getting into by pursuing their field of study. However, he points out the difficulty in predicting what the job prospects will be five years from now when the person graduates.

Canada does have some problems, but not quite the same ones as in the U.S. The reasons for this difference in graduate studies, Forster says are: "In Canada, the candidates must be in physical residence for at least one year, and secondly they must write an MA

**OVER YOUTH FARE AGE?**  
Charters available of 7, 9, 10, 12 & 15 weeks



Duration to London, Amsterdam  
Camper Rentals Available



**WESTCAN INTERNATIONAL TREKS**  
9004-112 St. HUB MALL  
"OVERLAND TRAVEL CENTRE"  
439-1222

## Gentry's

Wranglers \$15.95/Scrubbies \$17.50  
Levis Wide legs \$16.50  
Denim Shirts \$13.95/Lees \$18.50

**South End of HUB**  
433-0907

## OPTICAL PRESCRIPTION CO.



Two University locations



8215 - 112 St. 433-1645  
College Plaza

No. 230 - 8409 - 112 St. 439-5094  
Physicians and Surgeons Building

## GO SOUTH, YOUNG MAN!

Enjoy Southern Comfort, smooth, sweet satisfaction from the South. Mixes with everything within reason and it's great all on its lonesome.

Southern Comfort. The Grand Old Drink of the South that can't be imitated.



**SOUTHERN COMFORT**