

The year of the bulge



WORKING ONE'S WAY THROUGH COLLEGE IS EDUCATIONAL!

There are various means by which a young man can finance his education . . . of which his college fees are only a small particular. The easiest and most oft-used way is to marry a working girl. Nurses and secretaries are both fairly good bets . . . although you can't beat the mentality of a school-teacher as a soul-mate . . . if you don't do something right the first time, they make you do it over again!

For multitudinous reasons, however, some men prefer not to finance university by matrimony . . . perhaps the term of repayment is too long. A most satisfactory alternative would be to 'strike up a less permanent liaison with a wealthy widow or divorcee' . . . nice work if you can get it. Such positions are difficult to come by, and most aspiring candidates are forced to find other means of sustenance.

There is, for the enterprising young man, always the opportunity to go into the used car business for himself. After a few months in that business, he will be a credit to his community . . . and to his bank(s), his landlord, the corner grocery store, the auto supply houses and Dr. Black. However, he will have the consolation of being the only nine-car family in town.

Another acceptable mode of raising money is to engage in the civilian version of "Car 54 — Where are You?" . . . driving taxi. Thrills, meeting new friends, and plenty of action are the key-notes of this form of employment . . . although it sometimes is rather hard on the system. You do have the opportunity to get tips, however . . . how to drive your cab, where the most popular houses are . . . and just plain where to go.

Among the various other occupations which students may use to earn money are gambling, bootlegging, selling protection to underage club patrons . . . and buying an apartment house. With diligent application to such pursuits as have been aforementioned, the student should be able to look after the payment of a major part of his year's expenses . . . say his parking tickets at UNB . . . where Red Tag Day lasts for twelve months.

Working as the desk clerk in one of the larger sleeping establishments has its merits as part-time employment to while away the evening hours. Here one obtains a galaxy of experience . . . as plumber, electrician, telephone operator handling many lines, policy advisor, marriage counsellor and focal point of the complaint department. Not as many kicks as the taxi business, of course . . . but it does keep your interest up . . . for the banks.

Editor's Note: This article, condensed from the September issue of Saturday Night, provides an excellent insight into the rising need for planning in university expansion programs in the future. The article is being printed with no changes in dates; the publication therefore, refers to month of September.

This is the Year of the Bulge. Beginning this month, when some 168,000 students enrol in Canadian colleges and universities, the vanguard of the post-war "Baby Boom" reaches our institutions of higher learning. Their arrival portends a fundamental change: Mass education has caught up with the colleges.

But, as the September issue of Saturday Night points out, the universities, their staffs and our governments are ill-prepared to meet the new challenges. In many cases, these new demands on our colleges and universities are not understood. Even the nature of the "student explosion" is not clearly perceived by many people.

Arnold Edinborough, Saturday Night editor and himself a former teacher at Queen's and the University of British Columbia, writes:

"In a report put out just two months ago, Dr. F. E. Sheffield, Director of Research for the Canadian Universities Federation, pointed out that whereas the enrolment of full-time university students in Canada has doubled in the past seven years (from 72,000 to 141,000), it would double again in six years, treble in 11 years and reach half a million students sometime in 1977.

"The university problem, therefore, is not what to do with a sudden influx of students. It goes much deeper

than that. It is nothing less than the complete reorganization of the whole university system in Canada."

Clearly, the problems are enormous. Only government can supply money in the amounts required — and how then can universities remain independent? How can universities maintain high educational standards with half-a-million students? What kinds of curricula are needed in a new mass age? Where will the teachers come from?

But if the problems are enormous, so are the opportunities.

"Can we look forward, therefore, to new and imaginative uses of teaching aids like

lumbia and the University of New Brunswick thinks they can. Writing also in the September issue of Saturday Night, Dr. Mackenzie says:

"If academics, that is, professors, are to operate, manage and control our universities, some of them must be prepared to give up time and energy to this work. Scholarships, research and teaching will suffer accordingly. However, if reasonable arrangements can be made about the selection and appointment of staff members to boards of governors (and here I like the proposals made by Professor Donnelly in his essay), I see no reason why professors should not become full members of boards of governors.

"But here again I must sound a note of warning. In my opinion, the practical opposition to faculty control (and even lay control) of universities will come from governments, for governments will soon contribute most of the money for university expenditures — and traditionally, 'he who pays the piper calls the tune'. Here I suggest and urge that, where it makes sense, university grants committees, composed of university men and women, be set up in each province as a buffer of sorts between governments and universities. The trends in Ontario, British Columbia and Quebec all indicate the way governments are concerning themselves with university affairs."

These are just some of the problems which we face, for the fact is that we are just now beginning to see the forces that will irrevocably change our education system at the university level. How we handle those forces will determine our future in every area of human activity.

television, taped lectures, educational films and teaching machines? Can we look forward to a three-term year in which the physical plant of the university is used for at least 40 weeks out of the 52 (instead of the present 26 or so)? And, because of the tremendous public involvement with what has now become public education at the university level, can we look for a new alignment of the academic profession within society itself?"

And who should run the new universities? Can faculty members take control?

Dr. Norman A. M. Mackenzie, former president of both the University of British Co-

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