

A DILEMMA IN DEVELOPMENT

There are few people who will deny that Canada has and industrial and economic potential equal to that of practically any country in the world. But within the past year it has become increasingly evident that this potential is not being exploited. The Canadian Labour Department, in a recent survey, has discovered that the demand for professional personnel in industries vital to Canadian expansion is not being adequately met. This is also true for those industries which must compete with foreign markets and in which continued technical advancement is absolutely necessary if they want to compete on favourable terms with other nations.

Industry and governments have quite readily shown that they are willing to support the technical sciences, mainly, perhaps, because of the more evident material results which are derived from increased technical knowledge. Yet during 1956, 1700 engineers emigrated to Canada from Great Britain and Europe, a number equal to the total output of Engineers from all Canadian universities during that year. And for the first seven months of 1957 the total of emigrant engineers coming to Canada rose to 2,150. For the year, if this rate continued, the newcomers to Canada would out number Canadian engineering graduates by two to one. The greater part of these engineers had no problem in finding employment in Canada. According to these facts, Canada's engineering force, without these emigrants would have a shortage equal to 10% of its total engineering strength.

Dr. N. A. M. MacKenzie of University of British Columbia has said that: "technical progress has outstripped mankind's moral and political development. This circumstance has produced a growing demand for competent leadership and executive and administrative abilities in every walk of life, including governments, business, labour and the professions. The abilities which are necessary to meet this requirement should be based upon an adequate knowledge and understanding of human society."

This is where the liberal arts and social sciences come into the picture, and they are being neglected. More so since the U.S.S.R., has put her satellites into orbit and shown the free world what great strides she has made in technical know-how, over the last few years.

Why is it that Canada's needs for professional personnel cannot be met by Canada's people? It is because only 8% of Canada's population of University age ever reaches university where they can obtain the necessary training. This is compared to 30% in the United States and an even higher percentage in Russia.

Why has not this other 92% reached university? you may ask. The answer is really quite simple. The financial outlay for a Canadian student to attend University is beyond the means of Canadian families of modest circumstances.

A Canadian student, in most cases, is able to obtain about 8% of his total expenses for one university year, by means of bursaries, scholarships etc. The other 92% must be derived from summer earnings and his family. It is easily understood, in view of this, that university attendance in the majority of instances is restricted to well-off families.

Canadian attendance at university is restricted because the family bears the brunt of paying for it. In Great Britain and the U.S.A. a great number of scholarships and awards are available and the central government contributes a great deal to institutions on the university level. Canadian students do receive some aid but it does not compare at all favourably with either Britain or America. And of course in Russia the education is free and in many cases students receive a salary.

It is easily seen that radical changes are needed in Canada's educational policy if she wishes to maintain and continue her role as a leading nation of the world, advanced in every respect.

Besides the facet lightly touched on here, there are other problems: They will definitely be an increase in student enrollment as our population increases, thus resulting in an increased need for expanded and improved facilities. And of course there will be the increased need for highly-trained, well-qualified teachers. Each presents a serious problem in itself.

The National Federation of Canadian University Students is now making a noble attempt to alleviate, to some extent, the problem first mentioned here, that of the financial difficulties facing Canadian students. They are attempting to have the federal and provincial governments make available 10,000 annual bursaries and scholarships of approximately \$550.00 each. This will benefit approximately 13% of the student population of Canada as it exists at the present. The primary requisite for receiving these awards will be merit and financial need.

This certainly is a large step in the right direction and it seems fairly likely that the hard work done by N.F.C.U.S. will produce results. Even then there is a great deal to be done by our government for education, the neglect of which is producing a dilemma in our development.

Some of the blame might be attributed to the Canadian people who seem to be constantly seeking something for nothing. They want increased old age pensions and family allowances, and free hospitalization and medical care, but they don't want the increased taxes. The only thing they don't seem to mind paying out is the monthly installment on their 21 inch Hi-Fi television. Perhaps we could pay for education the same way—might not be a bad idea!

—A.T.S. '59

WINTER

A hundred, or even fifty, years ago winter was still considered pretty much the season of discontent. Many of the elderly people disliked and wrote against it. They maintained that calamity and misfortune always came with it. Winter, they said, made every mile equal to two, and he who passed a winter's day escaped an enemy.

These cheerless opinions, however, were not those of young people, who looked forward to the first great snowfall with joyous anticipation. The unforgettable suspense usually fulfilled its promise in late afternoon. The sky turned laden overhead. A few large flakes began to form and fall slowly, to be examined closely and with astonishment that no two were alike. Then the brief twilight swiftly came, the snowflakes multiplied, and soon neither