

# The Far Side of Thirty...

By God you know, it's hard to know just how it is you are supposed to behave on the far side of thirty. I mean, like, how to you relate to that old business about being "as young as you feel".

There's just no contempt like the sneer of some skinny twenty year old as he pokes his chick in the ribs and points out your middleaged girth flopping back and forth as you stumble around to the Boogaloo or whatever.

Just where in hell does the far side of thirty (that's before you get to be forty and really ancient) generation belong anyway.

A lot of the trouble was that damn Mrs. Robinson, really gorgeous middle aged broad hopping into the sack all the time with a runty guy who really turned her on.

How you react to being called Mister is a dead giveaway of course. I remember when I was twenty-five and some kid called me Mister it was just great. Like I still had that great confidence. Some kid would say "Yes Sir, Mister, Right away Mister", and I'd sneak off to look at myself in the mirror for ten minutes.

Then I got over thirty. That's when you begin to wonder whether a kid is being snotty or respectful when he calls you sir or mister. Either way you are a loser though.

Clothes are another problem of course. Seems like they make everything now for guys with twenty two inch waists. You walk into Henderson and Cudmore and ask for a certain pair of pants and the clerk gives you one of those averted glances. Then he suggests that he put the old tape measure around the belly.

But you aren't having any of that crap. You know what your waist is. You can remember from the last time you bought a pair of pants. And when you come back out of the changing room you can always say it's the lousy tailoring that won't get the damn things around your waist.

What you get to be on the far side of thirty is a great rationalizer. After you practice awhile you find there is practically nothing you can't rationalize if you only put your mind to it.

This is known as being very reasonable in your

attitude. Very often you can combine the "either or" syndrome with rationalization, and when you've really got something going for you.

All this is caused by the fact that there seems to be fewer and fewer absolutes on the far side of thirty. There seems to be a lot more on the other side of thirty and the far side of forty or fifty.

Now all of this is by way of introduction to this column, which will sally forth each week to give vent to the ambivalent attitude which exists on the far side of thirty.

It's all really a dirty trick on the part of the editor of this journalistic masterpiece. He's got space to fill and these columns are being written for nothing. Monetarily that is.

But you probably deserve it anyhow. You got the bomb, pollution and a lot of other things already. You might as well know something about how it's going to be when you reach the far side of thirty.

That is — choose one — if you are lucky ( )

unfortunate ( ) enough to get there.

Would you buy a used WAR from this man?



**STRIKE! NOV 14**  
**MARCH ON WASHINGTON**  
**& SAN FRANCISCO NOV 15**

**BRING ALL THE GIs HOME NOW!**

## A funny thing happened in the Peruvian jungle



Some years ago, an adventurous individual from The Coca-Cola Company pushed

his way a hundred and fifty miles into the jungle outside Lima, Peru. His mission, for promotional purposes, was to introduce Coca-Cola to the primitive Indians.

Deep in the bush, he flushed a likely-looking woman, and, through his interpreter, explained his errand, whereupon the woman reached into a sack she was carrying and neatly plucked forth a bottle of Coke, and offered him a swig. Strange to think that, even in the depths of the Peruvian jungle, things go better with the taste of Coke.



Both Coca-Cola and Coke are registered trade marks which identify only the product of Coca-Cola Ltd.

**J. & T. MORRIS LTD.**

96 KENSINGTON RD.

CHARLOTTETOWN, P. E. I.

# GENTLEMAN'S DEGREES

Until relatively recently, most universities — including some of the most famous — gave "gentleman's degrees", degrees that were so easy to obtain that anyone who could afford to attend university could get one. Little harm was done because the people who took such degrees never used them as passports to jobs, respectability, etc. Such a degree enabled a student to pursue exactly what he wanted to pursue at university: women, footballs, drink, gambling, foxes — and occasionally knowledge for its own sake. He could pass the formal requirements for the degree with no effort at all and devote his energies to something that wasn't even recognized as a respectable academic subject — theatre, art, music, sociology, English and natural science. The benefits of such a system probably equalled its defects.

Recently, however, all professors want their subjects to be academically above reproach. Home economics turns into food chemistry, physical education into kinesiology, and everyone adds pre-requisites, co-requisites, general education requirements, and increased entrance and exit standards. Examinations and grading of one sort or another become essential so that students can be processed and pre-graded for the job market. Concessions are made to objections to the pressure and especially to final examinations. The concessions usually take the form of various kinds of

"continual evaluation", thereby increasing the subjectivity of the lecturers' judgments and at the same time the tyranny of the individual lecturer: "study what I set as the syllabus, be here for every tutorial, write a paper a week, three mid-terms, a 'take-home' set by me, marked by me, and subject to appeal by me. Fit into my pattern of processed unit-by-unit study."

Quite rightly, those students who want an education for its own sake and who do not want to be processed to fit into the status quo of the corporate society, reject the whole system. They demand the opportunity to learn without the paraphrenalia.

I propose Specifically:

a) the University admit, as an experiment, fifty students who have the normal entrance requirements or who have been in the University for up to four semesters and who are in good standing, to a totally unstructured form of learning.

b) these students could take any course in the University, regardless of pre-requisites, co-requisites, requirements for degrees.

c) they would be free to attend lectures and seminars, write assignments, take laboratories, write or not write examinations; they would have full student privileges of access to lecturers, the library, the gymnasium, etc.

d) no records would be kept

of their attendance or performance: they would simply be given the full scope of the University for their own learning and development. No degrees, certificates of attendance, transcripts, etc. would be kept. Individual lecturers would be free to write letters of reference.

e) these students would pay the full normal fee, so that they and the University would not be open to the charge that they are receiving more than the normal subsidy from the taxpayer. Initially they would not be eligible for scholarships and loans.

This proposal would enable the University to provide the facilities for those students who want an education not a training. In time it would give the University and society the opportunity to judge the results of such an education. It would also be a test of the sincerity of those who claim that they want to opt out of the system of rewards and to obtain an education for its own sake.

How would we judge the success or failure of such an "experiment"? It would be difficult, but after three or four years, we would have the opinions of the students themselves, of lecturers, and of other students. We might also have some visible results — books, scientific results, etc.

(Editor's note: This article was left on our doorstep. We do not know who the author is.)

## The Windmill Restaurant

IS OPEN FOR BUSINESS AGAIN

U. P. E. I.

STUDENTS ALWAYS WELCOME

186 PRINCE ST.

CHARLOTTETOWN