

ACROSS THE NATION

UNIVERSITY PRESIDENT USES CARTOONS
TO PROMOTE REPORT

ANTIGONISH (CUP) — The president of St. Francis Xavier University has ensured his annual report of almost instant readership by presenting it in cartoon form.

The 15-page booklet, with two cartoons on most pages, will be published for public consumption.

"There is a more detailed report I present to the board of governors, but it is not widely circulated," said university president M. A. MacLellan.

The cartoons, drawn by the university's alumni director, are mostly used to illustrate the statistics. One drawing depicts three rows of seven heads, each wearing a mortarboard, to illustrate the addition of 21 new teachers to faculty.

"I've received some very nice letters about the report," Dr. MacLellan said.

ESTABLISHED PARTIES SHOT DOWN

ST. JOHN'S (CUP) — Established student political parties have suffered upsets in model parliament elections on two university campuses.

At Memorial University, an independent student party, the Pitcher Plant Party, won 23 of the 42 seats.

The Progressive Conservative got 8 seats, the Liberals 6 and the New Democratic Party five.

McGill University's model parliament convened Tuesday with a minority NDP government holding 21 of the 61 seats.

The Liberals were next in the running with 20 seats.

QUEEN'S STUDENTS DEMAND VOICE

KINGSTON (CUP) — The Queen's University students' council has asked for greater student participation in university government.

In a brief submitted to university principal J. A. Corry last week, council asked that two students be appointed to the board of trustees and four more be appointed to the senate as full members.

There is a lack of adequate communication between the students and the administration, the brief said. Students are not consulted on matters such as increases in residence fees.

Students are "an integral part of the community and as such have a legitimate claim to participate in its government. Consultation after the fact is not sufficient," it said.

Queen's is one of several universities across the country demanding greater student participation in university government.

University of Calgary students recently won three seats on the policy-making general faculty council.

Students' councils at the University of Western Ontario, University of Victoria, Glendon College and the University of Waterloo, to name a few, have been agitating for open decision-making and representation on various governing bodies.

WATERLOO COUNCIL APPROVES DRAFT
RESISTANCE PROGRAM

WATERLOO (CUP) — University of Waterloo students' council has become the first local student government in Canada to join resistance against the United States draft.

Council Monday (Jan. 30) concluded a two-hour debate by authorizing its "official representatives" to give what assistance they can to persons fleeing from the U.S. draft.

ALBERTA PREMIER FAVORS RELIGIOUS UNIVERSITY

CALGARY (CUP) — Alberta's premier says he "looks with favor" on a proposed non-denominational university in Edmonton.

Speaking in Calgary last week, E. C. Manning said Edmonton's second university — at least five years away — will stress Christian values.

It would not be a religious campus in any narrow sense, but would offer "the highest academic standards based on Christian principles," he said.

This would provide an alternative for those who now have only secular universities to choose from.

But the premier said he would be "very surprised" to see more than one such campus established in Alberta.

JOBS FOR PLUMBERS SCARCER THIS YEAR

TORONTO (CUP) — The demand for engineers, scientists and executives is down almost 10 per cent from last year's record levels, says the Technical Service Council, a non-profit, industry-sponsored placement service.

About 1,300 positions are open in these fields, with salaries ranging from \$5,000 to \$35,000, says the TSC.

Job hunters are now so used to a variety of jobs that they are extremely selective about work content and location. This has forced many companies to recruit overseas and pay moving expenses for professional employees.

Why Prince Edward Island Does Not Need Two Universities

In the following article, Richard Matheson, a Ph.D. student at the University of London and a former resident of Southport, P.E.I., expresses his opinions in respect to the university situation on Prince Edward Island.

Please find enclosed a letter which I have written concerning the Provincial Government's decisions on future higher education planning for Prince Edward Island, in particular the decision to develop Prince of Wales College as another university for P.E.I. I know that the present students, the staff, and the administration of both PWC and SDU have very mixed feelings on what the future should be for their respective institutions in the light of what the Island requires as a university service. I don't think anyone can really believe that Prince of Wales College or St. Dunstan's University will ever become any more than barely universities in name only if they try to develop from this point as independent and semi-competitive institutions. I confidently feel that the efforts of the Island education ministry should be directed in one direction only to provide one unified university for P.E.I. and the two established institutions should form the charter colleges of such a university.

Your readers and I have been subjected to the deficiencies of the P.E.I. higher education system as it exists now but let's try to improve it and update it for our children. This is the basis for my letter, and I hope that you will read it.

UNNECESSARY
DUPLICATION

The articles we have been reading in the Charlottetown papers over the past year have kept us in contact with the work of the Provincial Royal Commission set up to study higher education on Prince Edward Island, and we continued to watch with anticipation the evolution of what we thought would one day be The University of Prince Edward Island. But, apparently it has taken an extended period of investigation and deliberation on the part of some learned and respected men to inform Islanders that they are to be "blessed" but not just one university but two. Not one university that the whole province could support and be proud of as it would grow in strength, but two independent institutions that will duplicate everything from capital expenses to staff expenditure with the hope of receiving double the output of the many tangibles and intangible things which go to make up the returns from university investment. I feel sure that the returns from such duplicating investment will be much less than double: much less in fact than the supporters of such a bilateral scheme would have us believe. The Island's youth, and the people of Prince Edward Island, who must invest in their youth, have placed their trust in the men who form the Province's present and future education policies. These men in turn must rely on educators who must fill the professional gap between the legislators and effective education management but, it seems that somewhere this action-by-advice system has broken down. Prince Edward Island duplication. When this duplication and the inefficiencies stemming from it are viewed in the light of present day ward Island can not afford two independent universities at this

time, in her educational development and using the future number of potential students as a basis, it is very hard to ever foresee the need for such inefficient education costs, it just doesn't make sense.

It is apparent that the decision to proceed with two independent universities on Prince Edward Island has been influenced in varying degrees by politicians, educators, and public opinion. This article is therefore addressed to representatives of the three bodies, and it questions the individual decisions that led to the present duplicating policy behind the future plans for provincial higher education.

A COMPREHENSIVE
UNIVERSITY REQUIRED

A consideration of present university education on Prince Edward Island establishes two facts very clearly: a comprehensive university service is required by Islanders, and such a university must be administered to fill the professional and education requirements of the province. A comprehensive university is required to provide students with the opportunity of a full range of courses; and, equally important, to provide the Island with its future scholars, scientists and engineers which are so necessary to fill the present positions in the Island community and to generate new ones. The provision of such a university should be the final objective of the present extension program, and it should be economically created by using the university resources which are already available!

At the present time, Charlottetown provides a choice of two academic institutions for an Island student after Junior Matriculation. A student interested in general arts or science can attend Saint Dunstan's University and work towards a Bachelor of Science or Arts degree in any of the science or arts disciplines; or, he can go to the Prince of Wales College and do to years work towards a degree which must be completed at a university. On the other hand, the facilities for students of agriculture, medicine and engineering are not nearly as good. Potential engineers, for example, can only take the first three years of their five year course in Charlottetown, and then they must go to another institution to complete their training. Their course work is disrupted and they must leave the instructors and system with which they have just become familiar. This may seem quite natural and innocent for a community that is not primarily based on industry or the products of engineering but it has some very subtle and harmful implications which apply to other faculties as well as engineering and the technological disciplines. Students leave the Island to complete their studies and they never return. They see the opportunities for employment away from their native province, and the potential leaders of Island technology and education are lost to the more affluent and enticing mainland. This system of technical education has a very serious backlash effect on the province's economy because the investment made during fifteen of an engineer's seventeen training years never produces a return and consequently the Island's industries and professional requirements go begging. A prime example of such a break in the technical training cycle may be seen in the Prince Edward Island Highway Department which always requires more junior engineers than it can obtain.

GRADUATES
LEAVE PROVINCE

Now I have chosen engineering education for my prime ex-

ample because I have been directly involved myself, but I believe the problems mentioned are common to every field of study, and the only difference is that potential engineers, agriculturalists, veterinarians and doctors are affected sooner than the others. Science and Arts graduates also leave the province to do post-graduate work and similar breaks creep into the cycle. An ever increasing number of former Prince Edward Islanders can be found in senior academic and technical positions throughout Canada and the United States while companies, government agencies and educational institutions on the Island limit their activities and expansion due to staff shortage. There is no lack of potential talent to fill these positions; the fault lies in the training system and in the philosophy behind it. Something must certainly be done to curtail this steady stream of native talent, and to give Island students and their prospective employers an extension at all. And, employers if the program is to simply duplicating the deficient system that now exists will not improve the situation one bit. A new university must provide a more comprehensive higher education service to Island people and, in my opinion, this could be the underlying theme which could develop Prince Edward Island into a major university center.

A UNIFIED
UNIVERSITY NEEDED

Prince Edward Island needs a unified university, and such an institution needs to interact with the facilities and people which Charlottetown has to offer. A university requires more than a campus with laboratories and buildings. It requires people: university people to staff it, administer it and run it; students to study and participate in its activities; and equally important, people outside the university to observe and criticize it while they take part in the many events that go to make up a university's activities. Everything from top rate varsity sports, with automatically appeal to Islanders; to concerts, debates and extra mural education which should appeal to Islanders. A university needs a sports center and a cultural center but athletic and cultural leadership are equally important, and in my mind, Charlottetown and Prince Edward Islanders are capable of providing both these facilities. At the same time, the city would have a reason to maintain its existing centers, with the university adding the necessary life forces to keep them active and alive. Any city with the opportunity of possessing a developing university should be very conscious about the breath of life that it brings to the whole community; while, two universities will split the support that should all be directed for the good of the province.

A SIGNIFICANT
BEGINNING

Prince Edward Island needs a university to provide a higher education service with wide scope, but the formation of any comprehensive system must have a limited beginning. If Saint Dunstan's University and Prince of Wales College were efficiently combined at this stage in a development program, the result would be a very significant beginning indeed. The combined capital facilities would compare well with any of the other Maritime Universities; while the general arts, general science, pre-medical, pre-agriculture and pre-engineering faculties would have a good foundation of knowledgeable and experienced staff to guide and direct their growth. After the integration of the existing institutions to form a unified foundation for growth, all the expansion efforts and more important, the

economic support required could be efficiently directed in one direction. The established faculties like arts and science could expand and develop their post-graduate departments while the various pre-faculties could grow to maturity. The Island province needs many teachers, doctors and engineers and there must be some system developed for the supply to come from its own people. There is something basically wrong when an agricultural community like Prince Edward Island makes no direct attempt to train its own agriculturalists and veterinary doctors. This becomes sadly evident in the acute shortage of both these services, which can be found throughout the province. Any future university must begin to plan for the provision of these services which are so basic to the prosperity of the Island community and its people. Charlottetown is the home of a large experimental farm whose facilities could and should be made available to cooperate with agricultural studies at a university, while the many excellent farms throughout the province could provide ideal field-work laboratories and ample opportunity for practical agricultural training and experience. At the same time, the farms and farmers would gain from the studies and knowledge of professional agriculturalists, and part-time summer employment of students would bring mutual benefits to both farmer and student. The problems of seasonal employment is the tourist and seasonal industries of the Island is yet another place where university development would fit in. Summer terms provide many partly trained students for a wide range of jobs, and summer time on the Island is a university could provide the when part time jobs exist, so supply and another mutual benefit to the community. The same ideas also apply to other faculties; medicine could be offered teaching facilities with a whole range of training centers — from the large, modern Charlottetown hospitals and clinic to the country practices and hospitals. Again the institutions and students will accrue mutual benefits and so it goes on. With the proper direction of present resources and expansion, one development should naturally lead to another, but like any construction the foundation must be properly laid first.

A BETTER OPPORTUNITY

The initial decisions on Island higher education which are being made now, on behalf of future Prince Edward Islanders, must not be made lightly. The prime objective must be to create a system which will give island students of the future a better opportunity for university education than they have had to date. And, at the same time, provide the province and its people with more return for their education dollar. That is what Island people want but I do not think that is what they are going to get. Not as long as the concept of two independent universities forms the basis for future higher education on Prince Edward Island.

I have tried to put on paper some of the reasons why I think two universities will not lead to a better system of university education on Prince Edward Island. My wife and I are both alumni of Prince of Wales College, and some of our closest friends are alumni of Saint Dunstan's University so the individual identity of both institutions is very real in my mind; but, the future education plans for Islanders must not be based on the personal memories of alumni, or on the past policies of individual staff and administrations. Our past experiences were part of our education but they should not be used to liable the education policies of the future.

Richard Matheson Jr.

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