

## 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

the river nor the barn could be seen. The next morning was magic. Before your eyes lay a new white world. The storm had covered everything in its white garb. You stepped out into this wonderland; everything was still. The brightness was such that when you went into the house it was as if you stepped from sunshine into darkness, because for a few moments you could see nothing.

Above all, winter was considered as the time for sleighs. It was a very picturesque sight indeed to see a team of horses prancing down desolate country roads on a cool and bright winter's day. No sleigh was complete, however, unless it had a buffalo robe, and in zero weather, a freestone to keep your feet warm. Bells also took on a great importance. Leaving the bells off your horse meant that you neglected one of the main essentials of winter.

The main street of every little village was considered in winter as a track on which local sports were held. Every hill was, of course, a path for coasting, either on bobsleds or single sled. A hard crust on the snow brought forth the scooters, which were made out of barrel staves. Skis were scarcely unknown; the main means of travel was by snowshoes.

Winter also brought seasonal life to logging. The forest had been dark and silent for many months, but now it was white and no longer silent. All night long the trees snapped and crackled from the intense cold; and all day the woods were quiet only at brief intervals. Soon the giant trees could be heard as they creaked and swayed and went crashing down in the snow.

When the weather was really cold, a sound, which in recent years has been all but silent, could be heard. It was the cry of the steam locomotive as it passed through with its load of freight.

With all certainty and respect much can be said about the people of yesteryear. They were a race who got from winter not only fun, pleasure and relaxation, but the true significance. Many people today ask, "what is the true significance of winter?" Those who do not know what it is, should go back fifty years and find out. Winter then was a symbol of hope. Every winter to those people was a symbol of hope. For in winter they respected Christmas, the birth of Our Lord and Saviour, Jesus Christ. Today we have shamefully forgotten the true spirit of winter. Because of our forgetfulness the world is in a state of chaos.

This then was winter to the people of former days, all evidence indicates clearly that they possessed this true spirit which made them a happy and holy group. Winter in those days was certainly the most enjoyable season in the year.

—THOMAS BARRY '60

The world belongs to those who think and act with it who keep a finger on its pulse.

—Inge.

Oh for the class, the scene of savage joys,  
The school of learning, fellowship, and noise.

—Cowper.

## College Chronicle



How quickly the time passes here at St. Dunstan's! And how short a time it seems since the last issue of the **Red and White!** But since then many things have occurred on and about the Campus, some of which are herein chronicled.

Among the visitors to the Campus since the last issue of this magazine was our most illustrious alumnus, James C. Cardinal McGuigan, Archbishop of Toronto, who returned on November 21 to pay a brief visit to his beloved Alma Mater. During his few hours at St. Dunstan's, he spoke to the student body, urging them to choose as careers something really worthwhile, something through which they would be able to contribute to the welfare of mankind. At the conclusion of his address, His Eminence more than endeared himself to the students by extending their Christmas vacation period from January 3 to January 6.

Accompanying Cardinal McGuigan was His Grace P. F. Pocock, Archbishop of Winnipeg, who spoke to the student body on vocations to the priesthood, and on the great need of priests in Western Canada, especially in the Archdiocese of Winnipeg.

On January 18, Mrs. A. M. Johnson, Secretary of Association for Mentally Retarded Children addressed the teacher training classes, and showed an interesting and informative film, entitled "No Less Useful", showing how much happier and more useful retarded children can be when given understanding and suitable training.

On January 29, in response to an invitation extended by the Sorority, Sister Mary Henry, Director of the Catholic Family Centre, addressed a group of interested students on Social Welfare work, which she defined as helping others to help themselves. Her talk had the effect of arousing among the students present a great deal of interest in Social Work as a career.

Another visitor to our Campus was Wing-Commander J. MacKinnon of Ottawa, who visited the Campus on February 13, and spoke to the Junior and Senior students on careers in the Royal Canadian Air Force.

Since early in the first term, arrangements have been under way for the opening of a model parliament on the Campus. This is quite an ambitious project, and involves a great deal of organization. Committees must be drawn up, meetings held and plans made. Five students—Charles Campbell, Cyril McCormack, Faber MacDonald, John R. MacDonald, and William Kelly—represented the College at the Maritime Universities Model Parliament held at Antigonish on February 7. Although the whole project is still in embryo it is expected that our first model parliament will sit sometime within the next month.

It has recently been announced that construction of a new ladies' residence on the Campus will begin as soon as weather conditions permit. It is designed to accommodate sixty students as well as administration personnel.