



### ISLAND DELEGATES ATTEND NATIONAL Y COUNCIL

Coast to Coast delegates of the National Council of Y.M.C.A.'s met last week at the Central Y.M.C.A. Montreal. H.A. Kellington, N.W. Westminster, left and Arthur H. Duvar, Charlottetown, right point out the scope of the national movement to John B. Frost of Montreal, vice-president of the National Council.

### The Challenge And The Cost Of Modern Education Viewed

Education is now a favorite subject of conversation, not only by teachers, trustees, and administrators, but by leaders of business, public men and citizen groups generally. Interest in Education Week (which in 1957 marks its 21st year of observance) has been growing steadily. This is a healthy sign for education is, truly, "everybody's business."

Our country is in a great growing period with tremendous development of our natural resources, mineral wealth undreamed of, industrial development unprecedented, and a population of over 26,000,000 in 1955 predicted by the Gordon Commission. But Canadians will be judged and our national greatness tested, not by our oil and our hydro electric power, not by our Ungavas and our Kitimat, but by our human resources.

In the supply of intelligent, healthy, alert and well-adjusted citizens Canada dares not become a "have not" nation. Yet in common with much of the western world, Canada, from the Atlantic to the Pacific, faces a crisis in education which will not be met until the citizen body becomes aware of the immensity of the challenge and prepares to make the necessary economic readjustment to meet it.

CHALLENGES  
In Prince Edward Island we have certain special problems, but there are three major challenges which we face in common with every other part of Canada. These are the provision of new and enlarged buildings, an increased supply of more highly trained teachers, and greater opportunity for students. Detailed examination of these problems will be made in other articles. Here it is possible to deal only in general terms.

(1). Buildings and equipment.—The need here is great. The little red school house is gone and something much more costly has taken its place. In 1948 Dr. M.E. Lazerte, in a survey of Canadian education estimated that 16,000 new classrooms would be needed by 1958. His estimate was not excessive. In the next ten years Canada will need 46,000 extra class rooms at a cost of more than one and a half billion dollars. This does not take account of replacements or improvements of existing equipment. Few of us would have much difficulty in discovering school plants that are already due for thorough change or discard. There are many children today attending schools which are quite unfit for classroom use and sweeping and widespread improvements must come.

PERSONALS  
On Tuesday evening, Mrs. Leon Johnston was entertained at a hospital tea when she entertained at a table of scrabble and one of auction.

### Snow, Ice Removal, Sanding Discussed By Montague Council

The first special meeting of the new Montague Town Council was held yesterday afternoon in the council chambers. Mayor Yeo presided and Councillors Green, Vanderstee, Hughes and Fraser were present.

The purpose of the meeting was to discuss the matter of snow and ice removal and sanding of streets in the town. This has been a gigantic problem in Montague where the many hills create extra problems.

The council was of the opinion that under such conditions a good job had been done as far as possible without spending a considerably greater amount of the taxpayers' money. It was found necessary to procure auxiliary help for the lone sander who could not begin to do the necessary amount of work alone, especially when the citizens all want their part sanded at once.

After some discussion the meeting voted to purchase special crests for the Legion Curriers representing the Province at Wianseg at the Dominion Legion Bonspiel. These crests would have a map of the Island with Montague marked by a star and the name "Montague" shown below.

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cannot assume a far greater share of the cost of education. Canada is not, by any measure, a poor country and the great budgetary surpluses show that clearly. Every effort must be made to convince our political and governmental leaders that today's crisis in education is national in character and scope.

(3). Industry, business and individual assistance. In this part of the program Canada stands far behind the United States or Great Britain. We have nothing like the Rockefeller Foundation, the Carnegie Endowment, the Ford Foundation, the Guggenheim Trust and many other agencies through which American big business has aided education and welfare. Last year the Ford Foundation gave half a billion dollars to privately owned universities and colleges to aid faculty salaries. Nor have wealthy Canadians contributed as individuals by bequest or otherwise to the extent of their British and American counterparts.

But there are signs that the business leaders of the nation are taking an increased interest in the situation which is of great concern to their own enterprises where the need for trained personnel is great. Last year at St. Andrews, N.B., a group of industrial leaders sponsored a conference on educational problems and a number of companies cooperated in forming the Industrial Foundation on Education. From this move great things may come.

In his annual report M.R. James Muir, President of the Royal Bank of Canada (and guest speaker at the P.E.I. Canadian Club last fall) gave close attention to the nation's educational picture. Deploring the inadequacy of teachers' salaries, he declared that we are falling to make the wisest use of key human resources, failing to give teachers a reward consistent either with equity or incentive and endangering the future welfare of our whole economy. But this prominent banker believed this situation is one in which we all must take a part.

He advised: "We as citizens must, through government, business or individual action ensure that our schools and universities are provided with sources of funds sufficient to attract and to replenish those human resources of talent, training and experience that teaching requires." Or, as the Education Week slogan puts it, "Education is everybody's business."

The needs of these great and stirring times make it imperative that we face up to our problems with courage, initiative and understanding. The price of failure could be high. Ten years ago H.G. Wells declared that the twentieth century would be a race between education and catastrophe. In this as in other things he may have been right. We dare not wait to find out.



### CAMERA CLUB COMPETITION

Charlottetown Camera Club Class B members really went all out for their "Still Life" competition held at this week's meeting. The largest number of entries thus far submitted presented the judge, Bob Hambly with a problem of some magnitude in choosing the winners. Shown above is the winning print submitted by Vera Beck. Second place went to Helen Duffey. Three were tied in third position, namely, two prints by Vera Beck and one by Thorley Burke.

There was some discussion about the salon which is to be held the latter part of April. Some clarification of the term "Character Study" was attempted as this is the subject for the print competition at the next meeting, March 11th.

The remainder of the evening was given over to Roland Taylor who gave a vivid account of his recent trip to Europe.

SCOTS PREFER CANADA  
EDINBURGH (Reuters) — Registrar-General E. A. Hogan said today that about 14,000 Scots moved to other countries last year, with an estimated 8,000 emigrating to Canada, double the usual number.

MONTAGUE RINK TONIGHT  
Playoff game for Montague Bakery Trophy  
Heatherdale vs. Montague High School  
Time 7:30 P.M.

Exhibition game—7 Mile Road vs. MacKinnon's Transport  
9:00 P.M.  
Skate after

Funeral arrangements were not completed at time of writing.

### Priest Burned In Effort To Save Invalid Father

BATHURST (CP)—A Bathurst priest was badly burned Thursday night in an unsuccessful attempt to save his invalid father from their burning home at St. Anne du Bocage, near Caracquet.

Peter Dumaresq, 84, died in the ruins of his home after an oil stove in the kitchen exploded. The blast knocked over Rev. Albert Dumaresq, 50, who struggled to his feet and tried to carry his father from the kitchen. He had been giving the older man a shave when the stove exploded.

Another member of the family, Miss Alice Dumaresq, 38, also was badly burned. She and Father Dumaresq were taken to Caracquet hospital.

The 85-year-old wife of the dead man and her daughter, Maria, 42, escaped injury.

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Scotia would seem to recommend such an initial course of action. Provincial governments must realistically reappraise their budgets to see if the proportionate allocation to education is sufficient for the needs of the hour. In every province expenditures on education are higher than ever before, but if we compare education's share of the total budget with what it was some years ago the picture is not so satisfactory.

(2) Federal. But while the initiative must come from the provinces they cannot do the job alone. The rising cost of services has burdened provincial governments exclusively in the modern era. In Canada the great inequality among the provinces is most painfully apparent in education. Provinces like Prince Edward Island do not have the tax revenues to allow them to meet the growing costs as adequately as some of the wealthier provinces. Yet the education of the nation's youth concerns the whole country and the Dominion government must take an ever-increasing share of the great burden. Short of assuming full responsibility for public education—a move which would bring powerful opposition—Ottawa can, and eventually must, assist in other ways. It could grant generous and adequate aid to the provinces whose burdens are now often beyond their resources. It could assist in capital construction and in facilitating the borrowing of money by school building authorities.

A start has been made in this. The doubling of grants to universities was a most salutary move. The establishment of the long-awaited Canada Council will help greatly, especially if, as expected, it will grant bursaries to needy students. Dominion government assistance in certain technical areas is already being extended and will doubtless be increased. There is no reason why Ottawa

FROM THE PUBLIC  
Now the great question is, "How are we going to meet this challenging national crisis?" In the final analysis the question will be, "How much is education worth to us?" It is an answer that must come not from the expert but from the public. The solution to our difficulties will not be painless. As Judge Potter said: "The school bill has to be paid and there is no easy way." But, happily, the problem is neither hopeless nor beyond our capacity as a nation. As one of Canada's leading businessmen, James Duncanson, said the other day: "Fortunately the problem is not an insoluble one. In the simplest of terms it is one of money, of vast quantities of money, of buildings to house our rapidly expanding requirements for more schools, more teachers' colleges, more and larger universities, more technical colleges and particularly, more qualified teachers. Of all these, the last is the most important."

Meeting our problems will require vigorous and speedy efforts on three levels.  
(1) Provincial. In Canada education is the responsibility of the provinces and it is provincial departments of education which should give imaginative and effective leadership. In some provinces the first step was in the appointment of a Commission to look carefully into all aspects of the problem. The improvements which have followed the work of the Hope Commission in Ontario and the Pottier Commission in Nova

But in Canada today, not all our young people have a chance for the self-improvement and development which comes from higher education. A recent survey showed that while all children of professional and managerial groups attended high school, only 20 per cent of the sons and daughters of unskilled workers did so. 50 per cent of the children of the first group attend university while only 5 per cent of the latter do. It would seem that higher edu-

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