



NORTH SHORE COMMUNITY COLLEGE

February, 1968

FACT SHEET

PROPOSED NORTH SHORE COMMUNITY COLLEGE

- LOCATION In existing facilities at West Vancouver Secondary School, 1750 Mathers.
- SERVE North Vancouver, West Vancouver, Howe Sound, and Sechelt School Districts.
- VOTE March 7th on question: Are you in favor of establishing a community college on the North Shore? Needs a 50% majority to pass. Tenant and owner-electors can vote.
- COST To taxpayer: In West Vancouver and North Vancouver, two-thirds mill or \$7.00 per year on home valued at \$25,000. Sechelt and Howe Sound, slightly over one-third mill, or \$4.00 per year.
- HOURS 4:15 to 10:30 p.m., Monday through Thursday.
- START This September if plebiscite passes.
- FEES Term of two semesters, \$200. Eight months term.
- ENTRANCE For two year academic and technological program at college level, high school graduation needed.
- For older students with less than Grade XII standing, would be academic upgrading courses to bring up to entrance level.
- For non-academic, general interest courses for adults, no prerequisite for admission.
- CURRICULUM Academic: Replace Grade XIII and add another year. These are transfer programs and students graduating from either first or second year will be accepted at universities.
- Vocational: Technical and vocational programs leading to careers in the community. They will be two years in length and terminal in character -- accounting, business, data processing, specialized secretarial training, drafting, insurance, finance and investment, laboratory technician, electronics, are some examples. Particular courses offered would depend on demand.
- Counselling: Active and extensive program for adults who seek retraining, for students to pursue most beneficial course.
- Adult Education: For those who seek upgrading of technological skills, a part-time program of cultural interest, to learn new skills in order to re-enter business, or a worthwhile way to use leisure time.
- Community Service: College could become the focal point of the educational and cultural life of the region.
- NEED More than 1,900 students in Grade XII in four districts. Only top 25%, or A and B average students, can meet university admission standards.
- SHARING Cost will be shared by provincial government on basis of 50% of approved operating costs.

Realizing that many of our volunteer workers are extremely busy in business and community affairs, we decided to make this "College-Now!" campaign of short duration. We vote on the plebiscite on March 7.

We're short on time and money! And this means getting our story out in the quickest, most economical way. The general basic information on this type of college (sometimes called community or regional) is the same throughout B.C. So to get the "College-Now!" campaign off to a fast start -- to give you the essential story NOW -- we have used material from other B.C. sources. Other College Boards are right behind us in our drive to get the College underway by this September.

Yours sincerely,



C. Peter Jones, Chairman,
North Shore Regional College
Coordinating Committee.

Comprising: Sechelt, Howe Sound, West and North Vancouver School Districts.

**ANSWERS
TO YOUR
QUESTIONS**
about the proposed
REGIONAL COLLEGE

What is a Regional College?

A regional college is something entirely new and different. It is designed to serve the needs of all the residents of the region. It is an institution prepared to offer courses of varying lengths and intensity in any field of study in which the residents of the region desire instruction.

This type of college is the outcome of the need for a flexible and economical institution of higher education to serve high school graduates and non-graduates over 18 who seek further education and persons desiring to broaden their knowledge in technical, vocational or academic areas.

The college makes a university education economically possible for MORE students by providing the first two years in our region. It provides college level vocational courses and technical education "tailor-made" to the area it serves, and "up-grading" courses to meet specific needs.

Progress in today's world demands that education be continuous, progressive and flexible—limited education is a definite handicap in this era for people of any age.

In summary—the regional college is a two-year institution providing technical, transfer and general education courses. Its primary function is to satisfy local and regional needs. Planning and control rests with your local and regional boards.

How does a Regional College differ from existing educational institutions?

A regional college provides a flexible offering of college level vocational and technical courses and a strong emphasis on counselling and guidance services. These are the basic features of this unique educational institution.

To the high school student who is classified as a "drop-out," for reasons often beyond his or her control, the regional college says our door is open if you want further education—there is hope!

To the Grade 12 student desiring to find his or her career in our own region or the outside world, the college can give close-to-home guidance, counselling and education leading to employment and a career.

Our present institutions of higher education do not offer this diversity and flexibility.

What are the advantages of this type of college over other educational institutions?

Students can receive training beyond the secondary school level much closer to their own homes. They will be able to go home at weekends and parents can visit them more easily.

The cost of tuition at a regional college will be considerably less than that involved in attending existing post-secondary institutions.

The change from high school to post-secondary institutions will be easier.

The regional college will be smaller in size than many other training institutions thus permitting closer personal contact between teachers and students.

Universities are having more and more demands made upon their facilities. Under these circumstances regional colleges can provide opportunities for some students who would not gain admission to a university.

The Regional College will be able to make use of highly trained specialists from major industries of the college region. These specialists will be able to provide advice for planning programs to meet local needs.

The Regional College will stress personalized instruction and counselling. The staff's prime responsibility will be that of teaching.

Students will be able to change programs, and change within programs with a minimum of lost effort, time and money, because the Regional College will offer a wide variety of types of post-secondary school programs.

Where is this type of college now in operation?

The regional college is not new to many areas of North America. Operating under a variety of names, but offering much the same program, are over 750 colleges in the United States, and colleges are now being established across Canada.

In 1965, Vancouver City College began operation, and in 1966, Selkirk College, Castlegar, B.C., opened its doors to offer students comprehensive courses in academic and technical education.

Who needs this college?

1. Persons who have the capacity for a university education but who prefer to complete the first two years in a college closer to home.
2. Persons who desire a university education but who failed for one reason or another to complete the necessary courses in high school.
3. Persons who need technical, technological or semi-professional training for entry into the world of work.
4. Persons who are not certain of their career goals but who wish to continue education beyond the high school level.
5. Persons who wish to take "up-grading" and "refresher" courses related to their own occupations.
6. Persons who wish from time to time to take short courses or seminars for their own enrichment and interest.
7. The regional college area itself will benefit from the up-grading of the education of its residents.
8. Industry, too, will benefit in that more highly trained and specifically skilled workers will be available.

What courses could be offered at this College?

The first and second years of Arts and Science which allow students with satisfactory records to attain credits on transfer to university, technical and general courses.

Grade 13, as it now exists, will come under the jurisdiction of the Regional College Council after the College is established.

The courses to be offered will be determined by the Regional College Council on the basis of student requirements. Courses will be added to, and varied from time to time as needs change. Many of these will be developed to meet the local needs of the forest industries, agriculture, health services, government, education, commerce, and the general business community.

For the pupil whose education has been interrupted before high school graduation, special courses are possible to enable the student to meet the college's entrance requirements.

Sufficiently high standards in post-secondary courses will ensure recognition by other post-secondary institutions, business, industry and public services. Students will be encouraged to meet the challenge and develop their abilities and skills to the fullest extent.

What are the admission requirements of a regional college?

Prospective students must be either high school graduates (on the Academic, Technical or Vocational Programs) or be over eighteen years of age. All students must also have the capacity and willingness to learn.

Some students who may have deficiencies from their high school programs will be given certain College Preparation courses in order to permit them to continue their studies on a College Level program.

The College will have a comprehensive Counselling Department to help students select the kinds of programs on which they can be successful.

Non-academic extension department courses will be available to adults. There are no prerequisites for these courses.

What will the fee cost probably be to students?

The exact fee structure cannot be determined until the Regional College Council is formed. However, it is reasonable to assume they might be approximately those charged at Selkirk Regional College and Vancouver City College, where the fees are \$200 a year; university fees are more than double this amount.

Students from non-participating districts will only be considered if space is available, and they would pay higher fees.

Students may be eligible for scholarships, bursaries, Provincial Government fee remission, and other financial assistance and grants as well as the Canada Student Loans Plan.

Is there a need for a Regional College?

Yes—The new Secondary School curriculum has greatly increased educational opportunities for non-academic students. Many more students who desire to continue their education in their chosen field are graduating.

The advances of modern technology in business and industry has made it necessary for many adults to upgrade their education and learn new technical skills. Encouraged by Government and industry the field of continuing education, full or part time, is growing rapidly, and will continue to grow in step with rising demands for new skills.

Students with University Entrance standing who do not seek a university degree can benefit from good programs at the college level.

There must be opportunity offered for further study to those who have not completed University Entrance and cannot return to a secondary school.

University candidates who cannot, because of financial or domestic circumstances or lack of maturity, attend a university can be served locally.

More and more people are seeking training in cultural activities. These people can be well served by this college.

Will the College offer adult education?

Yes—and it is anticipated that a College Extension Department will be organized to add to Adult Education programs being carried out by the school districts, particularly for those beyond commuting distance. It is anticipated that this Department will provide advanced re-training for adults, short courses and seminars for employees in various industries and businesses, self improvement courses, business and professional upgrading.

A second major adult-oriented function of the College might be "Education for Leisure." Shorter work weeks and earlier retirement give many people the opportunity to learn skills for enjoyment and a fuller life.

In what other ways will the College serve our region?

The highly trained and skilled staff will provide:

- a. A specialized educational and vocational guidance and counselling service.
- b. Leadership for cultural enrichment in the College Region—and for business, industrial and community consultation.
- c. A resource and consultation service to other educational institutions in the region.

While the direct benefits of establishing a College are apparent — not so visible are the many ways in which the whole area is enhanced.

Labour recognizes the contribution of higher education to the prosperity, physical and mental well-being of the working man.

The increasingly complex industries of the present and the future, will be established only where there is a pool of educated people, trained to serve these industries.

The college will provide such a pool — a reservoir of trained and specialized people to enrich the economic and cultural life of our whole area.

What is the Regional College Council—and what does it do?

The Regional Council shall be composed of:

- (a) the principal of the college;
- (b) two members appointed by the Lieutenant-Governor in Council;
- (c) one member appointed by the Minister of Education who shall be a District Superintendent of Schools;
- (d) such other number of members as determined by the Minister to be appointed by each participating Board, at least one of whom shall be a trustee;
- (e) such other members, representatives of non-sectarian and non-political community interests, as shall be determined by the Lieutenant-Governor in Council but not to exceed two-thirds of the number appointed under clauses (a), (b), (c), and (d).

HOW MUCH

WILL IT

COST US?

The cost of the college to the Districts for the first year of operation, including setting up expenses, will not be great, since it will operate for only one term and be located in existing facilities. There will therefore be no capital charges to be made. On this basis, the mill rate in North and West Vancouver works out to be two-thirds of a mill and in Howe Sound and Sechelt, slightly over one-third.

In other words, the North or West Vancouver homeowner with a home valued at \$25,000 will contribute about \$7.00 to the first year's operation, of which \$2.00 will be for setting up.

The monthly cost for operating is thus less than \$1.00, or a little more than the cost of a hamburger and a cup of coffee per month. In Howe Sound and Sechelt, it is less than the cost of a hamburger.

A Plebiscite is the authority of all electors in a School District to enter into an agreement with other districts to operate a Regional College. No School District may participate in the College unless a majority of its electors affirm the plebiscite.

Remember this is a **PLEBISCITE**, not a Referendum or money by-law. Approval of the Plebiscite question gives your local school board (and those of the three other districts) authority to create a Regional College Council with authority to **plan** a regional college.

ELECTORS WILL BE ASKED:

"Are you in favour of your school district participating in the establishment and operation of a regional college .

A 50% "yes" vote of the eligible voters in each district is required to pass the plebiscite.

(Speaking time - about 13 min.)

THE COMMUNITY COLLEGE

Ladies and Gentlemen:

It gives me great pleasure to have the opportunity of speaking to you tonight. I know of no topic in the field of education that is more interesting and exciting, more timely, and that means more to the community and to you than the subject of the community college proposed for the North Shore School Districts. I therefore propose in the next few minutes to tell you something of the nature and purposes of the college, and to describe briefly its operation, curriculum, government, and so forth, so that you may judge whether or not such an institution would be a valuable adjunct to our educational system.

What is a community college? It is a new type of post-secondary institution, providing two years of education after Grade XII, whose curriculum is designed to serve the needs of all the residents of the region in which it is established. It was first introduced to British Columbia in Dr. John B. MacDonald's report, "Higher Education in British Columbia" in 1962, and legalized through amendments to the 'Public Schools Act' in 1963. Two such colleges are at present operating in the province; Vancouver City College in Vancouver, and Selkirk College in Castlegar. Three more have been authorized and are in various stages of planning in the Okanagan, the Prince George area, and on Vancouver Island. If you approve our college on the plebiscite, it will be the sixth so approved in the province.

The community college is also new in concept in this province. It is not a university; it is not a glorified high school; it is not a vocational school. It is an institution prepared to offer courses of varying length and intensity in any field of study in which the residents of the region desire instruction. Its primary function is to offer young people programs which will enable them either to find careers in which their abilities will be challenged and which will lead to responsible positions in the regional economy and society, or to progress to other institutions where their formal education can be continued. Its secondary functions are to provide for the broadening and upgrading of educational levels among the adults of the community, and to act as a focus for the educational and cultural affairs of the community.

The college discharges these functions by offering six programs. First, an academic or transfer program for students who either wish a broad general education for two years or wish to transfer to the universities for further study. For these students, then, the college would replace Grade XIII and add an additional year. It would provide entrance to a constantly-expanding number of university faculties at the third-year level, such as law, nursing, dentistry, medicine, engineering, education, and so forth, as well as to the academic fields of the sciences and the humanities. There would also be a pre-academic program for students who are not able to assume the academic program immediately. Secondly, technical and vocational programs leading to careers in the community. In general, these will be two years in length and terminal in character. They will enable students who have completed Grade XII on some program other than academic, such as, for example, commercial, or industrial, to complete two years of additional training and so become competent to assume a responsible position in business or industry. Examples of such courses are accounting, business, data processing, specialized secretarial training, drafting, insurance, finance and investment, laboratory technician, electronics, and so forth. The particular courses offered would depend upon demand. Thirdly, a general program to prepare the student for effective citizenship in a free society and for creative participation in a wide range of life's activities. Fourth, an active and extensive counselling program which would assist the student in seeking out and pursuing the most beneficial course for him as an individual. Fifth, a program of adult education for adults who seek retraining or upgrading of technological skills, a part-time program of cultural interest, an opportunity to learn new skills in order to re-enter business or professional fields, or a worth-while way in which to use leisure time. Sixth, a program of community service in which the college could become the focal point of the educational and cultural life of the region. Over a period of time, it could provide for the general public, amateur theatre, public lectures, seminars and workshops, recitals, a forum for the discussion of community and civic affairs, and the resources of a well-equipped library.

Incidentally, such an institution is not new upon this continent. Such colleges have been operating successfully in California for more than fifty years and in the State of Washington for more than

twenty-five. You may have heard of them as junior colleges, regional colleges, community colleges, or comprehensive colleges -- it does not matter. For our purposes tonight, they are essentially the same kind of institution.

It is more than three years now since the School Boards on the North Shore met to discuss whether or not a college was necessary in this area. Their primary concern was for the unmet needs of the students. More and more people, both in school and out, were realizing that more than a Grade XII education was necessary to achieve success in the technological world that is growing up around us. On the other hand, the universities, which had formerly accepted all students with Grade XII academic standing, were forced by pressure of numbers to restrict freshman registration by raising admission standards. Many fine students were thus denied the opportunity of continuing the studies which they so urgently needed. Time has shown the concern of the Boards to be valid. Each year, the number of Grade XII graduates increases; each year the universities raise the admission barriers a little higher. They are already on public record that next September the barriers will rise again.

During the same period, a new secondary school curriculum was established under which a student might gain Grade XII in a number of alternate fields of study, if he were not disposed to follow the academic path. But at the end of Grade XII, these students were faced with the same problem -- there was nowhere to go except to work. Potentially, they are the source of the technical and business personnel that Canadian industry needs so badly, but they have no opportunity of qualifying themselves. It was the belief of the Boards that the establishment of a community college would provide the opportunity so badly needed by all these students.

During their three years of preparation, the Boards have had two independent professional studies completed to test the validity of their belief that a college is necessary. The first was done by Dr. Walter Hardwick of the University of British Columbia and Professor Ronald Baker of Simon Fraser University in 1965. It determined beyond question the need for the college, and showed that the North Shore had both the population and the financial base to support such an institution. A subsequent report has just been completed by Davis, Ralston, MacConnell,

of Palo Alto, who are world-wide consultants in educational facilities. They have confirmed the findings of the Hardwick report, provided us with much useful data about population projections, future student enrollments, curriculum, probable building needs, and see an ultimate projected enrollment in the college of 6,000 full-time students.

Representations have been made by the Boards to the Academic Board for Higher Education in British Columbia and have been approved by them. Similar representations have also been made to the Minister of Education and have been before him for some time. The approval of his Department is implicit in the permission now granted by the Council of Public Instruction to hold a plebiscite in the School Districts concerned. It is now up to you to see that we get this college by supporting it strongly on the March 7th plebiscite.

Let me digress for a moment, and talk about the legal steps necessary to establish a college. They are three in number. First, each School Board, once it is satisfied that there is a genuine need, must submit to the Minister of Education a by-law stating that it is willing to establish and maintain a college either by itself or in conjunction with other School Boards, and asking permission for a plebiscite upon this matter. Each of the four Boards concerned with this college has done this and the requests for plebiscite have now been granted. The second step is the plebiscite. This is a simple yes or no vote upon a question which is worded approximately as follows:

"Are you in favour of your School District participating in the establishment and operation of a regional college?" There is no money commitment in the plebiscite. A 50% yes vote of the eligible voters in each District is required to pass a plebiscite in that District.

In each District where the plebiscite is passed by the electors, the School Board may then participate in the formation of a Regional College Council, which is the governing Board of the college, and through the Council will assist in planning the college itself. Its students will have a prior right to attend the college. In any District where the plebiscite is defeated, the School Board may take no further part in the college, and its students have no claims to attend unless there is excess space. Since the Act at present does not provide for a plebiscite to be

offered more than once in a School District, it is vitally important that the plebiscite on March 7 be passed. It should be noted that this does not commit the community to spending any capital funds for buildings or equipment. This is separately voted later, as a capital referendum. The third legal step is the appointment of the Regional College Council by provincial and local bodies jointly. This is the body which governs the operation of the college and determines such things as admission requirements, standards, curriculum, and so forth. The Council is composed of the Principal of the college, two members appointed by the Lieutenant-Governor-in-Council, one member appointed by the Minister of Education who shall be a District Superintendent of Schools, such other number of members as shall be determined by the Minister, to be appointed by each participating Board, at least one of whom shall be a trustee, and such other members representative of non-sectarian and non-political community interests as shall be determined by the Lieutenant-Governor-in-Council, but in any case not to exceed two-thirds of the number of people already appointed in the previously-mentioned categories. It is important to note that all Boards are represented on the Council at all times. It is through them that the community can influence the operation of the college.

Let me now describe to you in a little more detail the college that we are proposing. It is a fact that for some time now capital financing has been hard to get and educational building has been restricted to the provision of essential classrooms. It is also a fact that even if the necessary money referendum were to be passed, it would still take some two years to obtain and develop a campus and plan and erect suitable buildings. Meanwhile, in the four School Districts concerned, we have over 1,900 students in Grade XII today, a great many of whom will want to commence post-secondary training next September. Accordingly, last November, the College Coordinating Committee adopted a new plan of procedure, but one which has frequently been operated successfully elsewhere. They decided to open the college next September, if possible, using the facilities of an existing secondary school, in this case, the West Vancouver Senior Secondary School. The college would operate on an extended-day basis, that is, the college day would be from about 4:15 in the afternoon to 10:30 at night, four nights a week, Monday through Thursday. This would provide 16 one and a half hour periods, of

which 10 would be required for a full year's program. The college term would be approximately 16 weeks in length; two terms would constitute a college year. Fees would be about \$100.00 per term, or semester, or \$200.00 a year, compared with a fee of more than twice that amount charged by the universities. For the two-year academic and technological program at the college level, high school graduation would be the minimum admission standard. For older students with less than Grade XII standing, provision would be made in academic upgrading courses to bring them up to the level at which they might enter upon their college studies. For non-academic, general interest courses for adults, there would be no prerequisite for admission.

While the college is sharing the senior secondary premises, every effort will be made to prevent either institution being detrimental to the other. The college will have its own administrative offices, its own library, its own student centre and bookstore. Certain areas of the high school will be out of bounds to college students during the late afternoon, in order that the secondary school's athletic and extracurricular activities will not be damaged. A liaison committee will be set up and maintained to iron out the numberless little problems that occur when two families occupy the same household.

Ultimately, the college will have its own campus and its own buildings, but it is probable that it will remain in these shared premises for as long as four years. Since it will offer only the freshman year in its first year of operation, it will take two years to develop a complete program. It will then be time to think of a permanent campus which, as I have indicated before, would require two more years to bring to realization.

A word should be said about the standard of work in the college. It will be just as high as that at the universities. It must be so, for only by keeping to such a standard can the college obtain and retain accreditation from the Academic Board of British Columbia, and this it must have if its students are to continue to graduate into the third year at the universities. Therefore, while there will be quite an open admission policy, there will also be a policy of selective retention, based on the individual success of the student. For those who find the standard too high, every effort will be made through counselling to direct them into other programs to which their abilities are better adapted

and in which they will succeed. For this type of program adjustment, the short terms and the low fees are extremely valuable, since a student may adopt a different and more suitable course of study with a minimum loss of both time and money.

I should also like to discuss briefly the financing of the college. Under the existing provisions of the 'Public Schools Act', the Provincial Government will contribute 50% of the approved operating costs. The other 50% is raised by the College Council, first through student fees and secondly through local taxation. When the college develops a campus, the Provincial Government will also contribute 50% of the capital costs for buildings and equipment, with the exception of the cost of the land and its development. In 1968, the estimated budget provides for the services of an administrative staff for some eight months and for the college as an operating entity for four months. It also provides a considerable sum of money to meet the costs of setting up the college in general, and of providing the initial library in particular. These setting up expenses would occur the first year only. Under the cost sharing arrangement tentatively approved by the four School Boards, it is estimated that after deducting the provincial grant and student fees, the operation of the college in its first year would cost about 2/3 of a mill in North and West Vancouver and slightly over 1/3 in Sechelt and Howe Sound. For example, a West Vancouver taxpayer with a home assessed at \$25,000 would contribute \$2.00 toward setting up the college and \$.50, or less than \$.50 a month to finance its operation. The taxpayer in Sechelt on a similar assessment would pay slightly over half as much.

There is considerable discussion as to why a community should be taxed locally for this kind of college when this is not done in financing the universities. There is perhaps a certain rationale to this. The universities are in no sense local or regional. Their outlook is at least province-wide and usually national or international in scope. They are autonomous bodies and their policies and curriculum are not subject to local control. The college, on the other hand, is a community affair. Its Board of Governors are local citizens, and its curriculum is responsive to community needs. Its technical and vocational courses are usually backed up by citizen's advisory committees. It is perhaps not

altogether unreasonable that a community should contribute something directly to the support of its own college.

There is a widely-held view that the present system of taxation is inequitable, that the local taxpayer carries too great a burden, and that the Provincial Government should provide a greater percentage of support. With this, the members of the Coordinating Committee, as trustees and citizens, are in sympathy, but it should be pointed out that the equity of the system of taxation is one matter, and the need of our young people for college education is quite another. The two should not be confused. Citizens who vote against the plebiscite should do so because they feel the college is unnecessary, is unsound, or is educationally undesirable, but not as a protest against the present system of taxation. This will not rectify the system, but will do irremediable harm, both to our young people and to all who might benefit from the presence of a college in our community. The effective way to tax relief is through the representations of responsible bodies such as the Union of B. C. Municipalities, the B. C. School Trustees Association, the B. C. Teachers Federation, and others, and in point of fact such representations have already been made by some of these bodies.

In concluding, let me again emphasize the widespread need that exists for this institution in these four communities. It will serve everyone from 18 to 80. There is no one in this room, whether manual worker, office worker, professional, housewife, teacher, or what you will, who will not be able to profit from this college, if he or she wants to. But most of all, it will provide for our young people the opportunity they need. It will provide a challenging education for the exceptional student. It will offer to the student with Grade XII academic standing an opportunity to attend college near home, at lower fees, and with vocational and technological alternatives not offered by the four-year colleges. It will offer opportunity to those students now graduating on other programs than the academic. It will offer a second chance to those students who for any reason terminated their education before completing Grade XII. These, by the way, constitute some 50% of our student body. It is interesting to note that in Vancouver, out of every 100 students enrolled in elementary school, 49 graduate from Grade XII, of which 18 enter university and 11 survive into the second year. We would like to do something for the other 89 who need this educational opportunity too.

In short, then, we are concerned especially with the large middle group whom we may call "the neglected majority". The student who can succeed in an academic-technical program but doesn't know what he wants to do, the student who graduates from a vocational course in high school who wants more training, the student who dropped out of high school and would like to get back into the educational stream, the adult who feels he needs more education but also feels he is too old to go back to an existing school, the countless older people who realize that life is a one-way trip and there are whole areas of knowledge that they would like to explore.

And so I ask you, on March 7th, to vote yes on this plebiscite. A college is not an ephemeral institution; it can last 100 years. Our consultants tell us that their projections indicate that this college will grow to serve 6,000 students, perhaps more. That is larger than Simon Fraser University is now, and three times the present size of the British Columbia Institute of Technology. Through the life of this institution, then, untold thousands of future students will benefit, generation after generation. But to start this process, under our democratic system, your approval is necessary. This is yours to have or refuse, for yourself and for them. Don't turn your back upon your young people, your community, and yourselves. Support this plebiscite; vote "yes" on March 7th. Thank you.