

Shades of the Past - The Return of Stan Dalton



farmer to either compete or "go under". Many did--at the rate of one a day--and many still are.

In 1966 Alex Campbell, in conjunction with P.E. Trudeau, concocted the "development plan" - in the interests of Canadian agri-business. This plan provided for--and was to be nothing else but--a scheme for the solicitation and protection of Toronto, Montreal and U.S. capital investment. The planned result was for the up-rooting of the family farm which was to be replaced by large-scale corporate investment (e.g. C.M. McLean, Dundas Farms, etc.), with no consideration for the people themselves!

The disintegration of small Island communities thus resulted in up-rooting the community-based school. In its place developed first, the consolidated, and now, the regional high school. Education was taken out of the community and placed in "convenient" centres to facilitate the kind of education more amenable to foreign investment interests. Since this "development plan" was in the interests of foreign investors, it is not considered necessary to educate Island youth so they may make a contribution to the people of P.E.I. because the "development plan" is not for the people: it is for those who invest! It is the investors who reap the profit from Island "development", not the people (except those who aid and abet these investors!). If this "plan" was for the people, as Campbell claims it is, then why is 15% of the Island work force unemployed? Our soil is so rich we are capable of developing many varied crops to place on a world

market which would require a work force much greater than our population! If this "plan" was for the people, why do we have no money--"dependants" on welfare, unemployment insurance, mother's allowance, etc.? Why do we have one of the highest alcoholic ratios in the country? Why do we have so many exiles? Because the people as a whole do not benefit! Furthermore, if this "development" was for the people and, since development must be primarily agricultural, then why isn't agriculture taught in our high schools and university? Because Island youth are expected to be educated so as to meet the requirements of capitalism in other parts of the country--thus getting rid of "unemployables" on the Island and clearing the way for foreign investors who, themselves, want to determine how P.E.I. will develop!

The increasing centralization of prime land in the hands of corporate farmers and speculators; of social services; and of education, is to further facilitate the increasing control of Canadian agri-business through the auspices of its puppet-government--the Campbell-Liberal government. Through the policies this government has made in the interests of foreign investment, he has rendered a sizable portion of the Island population dependent on his government--and therefore on Canadian agri-business (the Campbell government is a major employer on the Island!).

To give some indication as to the lengths this government will go to protect these foreign investors from the Island people, just recall the 1970 tractor demon-

stration near Borden when Roy Atkinson of the N.F.U. was arrested by the R.C.M.P. The Island farmer was protesting Campbell's treatment of the farmer and Campbell responded swiftly with force. To follow up, the infamous Bill 55 ("Public Gatherings Act") was urged by the R.C.M.P. to Campbell, the implications of which was to suppress the democratic rights of the Island people to prevent them from rising in defense of their rights (see: "The Unauthorized History of the R.C.M.P.") A public outcry resulted in its being eliminated.

The struggle to take back over land and put it at the disposal of Islanders, for Islanders characterizes one of the key struggles for the Canadian people. To educate our youth so that education is relative to their history and future is integral to the present struggle.

For this reason it is necessary for the students of U.P.E.I. to see to it that university works for them--not for foreign capital investment! This means democratization of U.P.E.I.; Canadianization of curriculum content; Canadianization of faculty; equal representation on all decision-making bodies that effect the student: senate, board of governors, tenure committee, etc.; community participation through contact and support of: P.E.I. federation of labour, N.F.U., women's groups, etc.

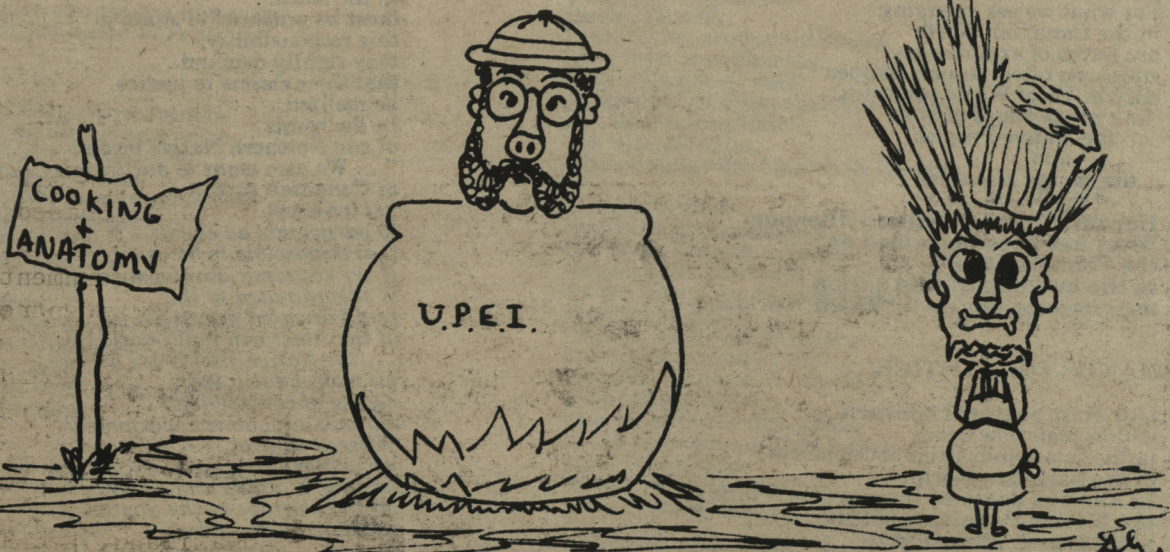
The future is yours, but you have to take it--capital will give you nothing!

Letters From Exile

This introductory column attempts to explain, generally, the economic development of P.E.I. and how that development gave rise to the increasing number of "exiles" from P.E.I. to the metropolitan centres of Canada and the U.S.

In the early sixties, preceding the election of Alex Campbell as Premier at the head of a Liberal government, P.E.I. still retained the family-farm image because the Island economy was still a family farm-based agricultural economy. The Island family-farm economy, however, was incapable of sustaining itself because of the growth of monopoly-capitalism in Canada, with which it was integrally connected but unable to compete with in the market or similar commodities, due to the fact that these other monopolies could control the market through price-fixing, the use of large scale sophisticated farm machinery, and international connections. Canadian agri-business forced the P.E.I.

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