

of Jack Matthews. An Ontarian, who graduated from the University of Western Ontario, Mr. Matthews has proven his abilities at Lakeland College and, later, at Gordonstoun in Scotland. He succeeds in interesting his students in the problems of today – and in particular the issue of peace – while ensuring that the quality of their academic work remains at the highest level. Consideration of the world and its problems, using the students' own lives, their vision of the world and their questions as a basis, is not merely a fad as far as he is concerned. By bringing the students face to face with themselves and others, examining their various sources of information and comparing their differing points of view as these are derived from particular theories of the world order, he establishes a premise for analysis that compels them to take a fresh look at themselves.

#### Students' origins

Most students are selected by committees set up in over 50 countries, and some receive scholarships from their country of origin; whether or not this is the case, they are all subsidized in one way or another. Courses are usually taught in English or French, and the program lasts two years. Teachers and students are visibly closer to each other than in any other college at which I have taught.

#### Courses on peace

Students sit the International Baccalaureate examination, now recognized as one of the best, if not the best, at the pre-university level. While the International Baccalaureate meets the needs of the average student, it does not hinder the exceptionally gifted student, and the wide-ranging program seems to provide ample opportunity for those who excel in highly competitive situations. Moreover, the baccalaureate does not lead students



*Members of the sea rescue team speak with the director of the college Jack Matthews (right).*

to disregard the past, as shown in the ever increasing number who take up anthropology.

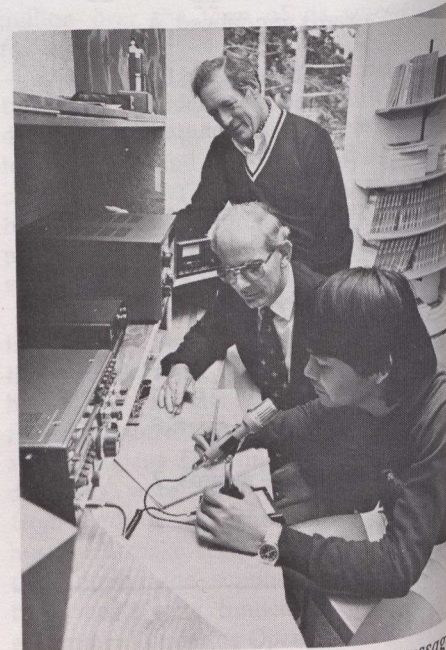
In a setting such as the Lester B. Pearson College, a broad spectrum of interests, ideas and opinions will always find expression. This is the key to the school's attraction and its ability to encourage young people of all races and religions to come together. In six years, the College has borne out the hopes of Lester Pearson: the courses on peace have become obligatory, and students have participated in the development of social services in the nearby Indian reserve and elsewhere in British Columbia. The college is proud, as well, of the literacy and other teaching work done in Northeast India by some of its former students.

#### Future directions

It is time that the ideas of Lester Pearson were taken a step further, for, with the change and political strife rampant in the world today, greater mutual comprehen-

sion among nations, cultures and ethnic groups is indispensable. Meanwhile, the college continues its work at the pace of the human heart, leaving all those who pass through its doors an unforgettable memory of days spent together sharing and exchanging opinions and ideas, some of fleeting interest, others with more lasting impact.

We have only just begun. The students who have finished their studies are scarcely starting to shape their own lives. What gives us cause for optimism is that the college's alumni are now dispersed throughout the world and their attitudes and actions bear the indelible stamp of those two vital years in Canada. They have learned to think, to observe. Now their talents must be used to convince their fellow countrymen of the validity of the idea of world colleges. As for the



*A Thai student sends a radio message from the ham radio station recently installed at the campus.*

College of the Pacific, its future depends, first of all, on the board of governors, the members of which are untiring in their efforts – a result of their firm belief in the necessity of the college's work. Secondly, the creation of more world colleges in other countries would confirm the soundness of the basic principle; and, finally, the contribution of former students to the preparation of new courses and new adaptations of courses currently being taught would allow the college to move with the constantly changing times.

The United World Colleges (UWC) form a non-profit-making international educational organization, which comprises a number of independent colleges and schools sharing a common educational philosophy. There are currently three colleges – Atlantic College in Wales (founded 1962), South East Asia College in Singapore (1971), Pearson College in British Columbia (1974) – and one associated school, Waterford-kaMhlaba School in Swaziland (1979). Atlantic College and Pearson College are for pre-university students aged approximately 16 to 18, while South East Asia College and Waterford-KaMhlaba School offer the full range of secondary education to students from 11 to 18 years old.

Responsibility for co-ordination and development lies with an International Board, which is advised by an International Council and served by a secretariat in the UWC International Office in London.