

The Address—Mr. Webster

From among scores of editorials in Canadian newspapers on this subject I have selected one from the *Ottawa Citizen* of May 28, 1963:

In seeking help from Ottawa, university authorities are being both responsible and forthright... The federal government would not be breaking new ground if it were to accede to the latest request of the university group. Government support of the Canada Council's university capital grants fund makes it possible to offer some assistance on campus projects. So do the loans provided by the Central Mortgage and Housing Corporation toward the cost of construction of residences. But the scope of this financial help is far too limited.

The Canadian universities foundation told the federal government that increased expenditures on higher education were in the national interest. There is nothing far fetched about this statement. For it will be to the benefit of the country as a whole if means can be found to develop the full potential of Canadians in the field of education.

From among many comments of outstanding Canadian writers I have chosen one from an article in a recent issue of *Maclean's* magazine by Jack Scott, Vancouver *Sun* columnist:

Surely in the name of Canadianism it should be a constitutional commitment to make the well-being of every Canadian a federal responsibility. Education and health are the classic examples. If the defence of a country militarily is accepted as a national concern it would seem reasonable that education and health fall into the same category, especially when we know that millions of Canadians are penalized by purely local conditions. The simple truth is that what seemed perfectly reasonable 96 years ago under sections 91 and 92 of the British North America Act, which still defines education as a community responsibility, however rich or poor the community may be, just doesn't make sense any more.

Until this is changed, we will have low budgets, unqualified teachers, overcrowded classrooms, dated curricula, the whole range of double standards that seem deliberately contrived to aggravate every regional difference and to thwart any realization of the long sought Canadian identity.

All governments have a responsibility to strengthen our Canadian educational system to meet the demands of the atomic age. Provincial and municipal authorities are becoming increasingly aware of the vital roles they play in this important public service. The evidence indicates very clearly however, that they cannot do the job alone. They must have assistance from other sources. Ottawa is already playing a significant part through many federal agencies. In the view of many Canadians we have reached the point where the national interest demands even greater participation in the total educational effort. To this end I suggest that consideration be given by this parliament to the following 12 points:

1. Establish some agency in Ottawa to coordinate existing federal services in education and to serve as a medium of communication among the provinces and with international educational bodies such as UNESCO.

2. Continue equalization grants to those provinces with depressed areas to permit support of education at a level equal to that in the better endowed regions.

3. Increase the \$2 per capita grant to the provinces for operating cost of universities by an amount commensurate with rising prices and salaries. This would be the most effective way of preventing an alarming increase in student fees across the country. The objective should be the lowering of fees and their eventual removal altogether.

4. Implement the recommendation of the Canadian universities foundation for \$300 million for matching capital grants to universities and colleges to be used during the next three years. A similar sum would be expected from the provinces, together with \$100 million from Central Mortgage and Housing Corporation and \$100 million as donations from corporations and individuals. Only in this way can our institutions of higher learning be brought up to the standard expected of a modern democratic nation.

5. Provide for a broad program of scholarships and bursaries, as well as loans to ensure that every student may obtain as much education as his ability will allow. At present it is estimated that only one third of our students receive even limited assistance through scholarships and loans.

6. Support graduate schools as the source of tomorrow's university teachers, scientists and specialists in business and industry. We must train our own leaders in all branches of our national life, as we can no longer depend upon Europe and the United States at a time of world-wide shortage. We must educate the educators in our own country.

7. Grant the request of the Canadian council for research in education for \$100,000 per annum for a period of five years in order to recognize educational research as of equal importance with research into the problems of agriculture, production, health and defence. We must apply the methods of science to education if we are to avoid unnecessary and costly waste of human talents in the future.

8. Instruct the Indian department to persuade more boys and girls to complete secondary school and to provide them with financial means to attend an institution of higher learning. The fact that in 1962 as few as 98 Indian students were enrolled in Canadian universities can be described only as a tragedy. This country needs the services of more educated young Indians in industry, in business, and in the public service.

9. Encourage the practice of student exchange. Last year 8,115 Canadian students studied outside their own country and approximately 8,500 foreign students enrolled