

Education

others, so I felt that I should make reference to the particular interest and concern in education that is expressed on the part of those who administer the educational set-up in our province. In Winnipeg we are proud of the progressive course that has been followed by our school board with respect to education. Some years ago a famous report on the affairs of our city was made by Carl Goldenberg. In it he pointed out that one of the reasons we have taken certain progressive steps in Winnipeg is as a result of the healthy competition between political groups in the city council and in the school board. I will not argue tonight about the giving of credit to one side or the other. I will stick with what Carl Goldenberg has said, namely, that the competition between opposing political groups has resulted in progressive measures generally in our city. That is particularly true in the matter of education. But the members of our school board in Winnipeg, as well as the members of our city council, have come to the realization that the further steps that we want to take in the interests of the education of our children, in the interests of developing the best possible race of Canadian citizens, and in the interests of making the best possible contribution to the welfare of our country as a whole, cannot be taken if we are still obliged to finance education wholly from taxes on real estate.

May I make it clear, Mr. Speaker, that all of us who advocate federal aid for education realize that what we are asking for is money out of the federal treasury to assist education within the provinces; but that is not to suggest that we are asking for something from some outside source. The plain fact of the matter is that the money in that federal treasury comes from all across the country. I am talking tonight about my own province and my own city. We are heavy contributors to the wealth of this nation, both from the farms of Manitoba and from the industries of my city. Out of that wealth taxes come, but they come more heavily into the federal treasury than they do either to the provincial treasury or to the coffers of the city of Winnipeg. In other words, we are asking for a sound and sensible redistribution of the wealth that we help to create, to only a minor extent but for an exceedingly important subject, namely the education of our youth and the building of the finest possible Canadian citizenry. I am therefore pleased that this motion is before the house at this time. We are pleased that it is getting support from all hon. members, and I hope that the government, through some cabinet minister, will express its view on the matter soon. I hope that it may come to a vote, and that an affirmative vote

[Mr. Knowles.]

for this resolution may result in favourable consideration being given to it by the government.

Mr. A. J. Brooks (Royal): Mr. Speaker, I know that there are other hon. members who wish to speak and that the hour is getting late; I am therefore not going to make any extended remarks. However, my province and the other maritime provinces have been mentioned here tonight; and I find that in this house, when the subject of education is being discussed, we are usually held up as the horrible example in the Dominion of Canada. I might say that I do not think this has always been the case nor in fact do I think it is the case at the present time. If a history of education in Canada were consulted, I think you would find that the maritime provinces had contributed greatly not only to education within their own boundaries but also in the rest of the dominion. I remember some years ago being told—and this is a historical fact—that at the time of the union of South Africa when a committee was appointed for the purpose of setting up an educational system for that union, they visited other parts of the British commonwealth and, after visiting New Brunswick, chose our system as the system for South Africa, and that they took the head of our normal school to South Africa as their educational adviser, and also took a good many of our teachers. We have always been rather proud of that fact.

Like some of the other members who have spoken here tonight, I also had some slight experience. I taught school for a few years and I also inspected schools for one year. What has been said about trustees in rural districts proved to be very much the case. The little red schoolhouse about which we have heard so much in the past was not perhaps the ideal form of education that our nostalgic thoughts may have painted it. I remember, as the hon. member who has just taken his seat has said, that because taxes were collected entirely from real estate, the trustees in many instances seemed to be more inclined to try to keep down taxes in their districts, and thus to impede education, than to encourage it.

I feel that some responsibility for education must be borne by the federal government, and I could give many reasons. One of the chief reasons is that the small provinces cannot today afford to give to their people the educational facilities to which they are entitled, or that they should have. I know for instance that the people of New Brunswick are more heavily taxed than those in any other province of Canada. Our provincial debt is much