

*Education*

still do not understand the explanation of that \$8 difference. Perhaps later in the proceedings the minister will enlighten us on this shrinkage.

I see that it is four o'clock, Mr. Speaker.

**The Acting Speaker (Mr. Laniel):** It being four o'clock, the House will now proceed to private members' business as listed on today's order paper, namely, notices of motions, public bills, and private bills.

**Mr. Reid:** Mr. Speaker, there has been discussion as to the business to be dealt with in private members' hour, and I believe there is agreement to take notice of motion No. 26 standing in the name of the hon. member for Gander-Twillingate (Mr. Lundrigan).

**The Acting Speaker (Mr. Laniel):** Is it agreed that the House proceed with notice of motion No. 26 standing in the name of the hon. member for Gander-Twillingate and that the previous motions stand?

Some hon. Members: Agreed.

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## PRIVATE MEMBERS' MOTIONS

[English]

### EDUCATION

#### SUGGESTED NATIONAL CONFERENCE ON EDUCATION AND HUMAN RESOURCES

**Mr. John Lundrigan (Gander-Twillingate)** moved:

That, in the opinion of this House, the government should consider the advisability of taking some initiative in securing the collaboration of the provinces in convening a national conference on education and human resources.

He said: Mr. Speaker, since I have been in this House of Commons I have had on the order paper a private member's motion dealing with the topic of human resource development through education. In previous years my motion was somewhat restrictive in that it involved, it could be argued, this House in the area of curriculum development and suggested that the federal government should have some presence in the field of education and in the matter of defining standards, expectations and objectives in education throughout the nation. This year my motion is more carefully worded. It asks that the government do nothing more than consider the advisability of taking some initiative; that is, consider the advisability of securing the collaboration of the provinces so that there might be a federal presence involved in the discussion of education and human resource development.

● (1600)

Before I go any further I might say that I know my motion will be talked out at five o'clock. This has been promised by the Parliamentary Secretary to the President of the Privy Council (Mr. Reid). He informed me of this in a brazen approach. I am not going to spend 40 minutes telling the House that that kind of attitude on the part of the parliamentary secretary is unacceptable, as no member

[Mr. Macquarrie.]

should present a motion for the simple reason of having it talked out after one hour. We do not discuss these motions for the benefit of the media or in order to have them talked out. Moreover, there was a request that I not proceed with the matter because the appropriate members who can talk it out are not present. I suggest that this sort of thing ought to be investigated.

The motion is straightforward and does nothing to tie the hands of the government. I think we all recognize that it is the fundamental right of every Canadian to receive all the education of which he can avail himself so that he may express himself as best he can in social, economic, political and environmental spheres. Every Canadian should be given the benefit of all the human resource development that he is capable of absorbing. The right to a good education is as fundamental as the right to a livelihood, the right to decent housing and the right to an acceptable quality of life. It is not a right which is enjoyed to an equal extent by Canadians throughout this land.

If we had the time to examine the situation in Canada we would find there are more extremes in the field of education than in the field of regional disparities. We would find that there are provinces and parts of provinces in which the educational system is the most progressive in the western world in terms of adequacy of facilities, the use of the school system and the quality of teachers. On the other hand, there are provinces and parts of provinces in which one would find exactly the reverse. You would find little, one-room schools in which teachers teach all grades. You would find schools without toilet facilities, schools without blackboards and without the audio-visual, technical aids that have come to be expected in the larger school systems today.

These are the kinds of disparities one would find in the field of human resource development across this country. That is why I suggest this area should be under the responsibility of the central government, and why, this kind of problem should be considered at the national level. I will give some reasons for saying why it should be so considered. Every economist who has taken the time to investigate the over-all education system has come to the conclusion that there is a heavy and positive correlation between economic development in a region and the level of education in that region. Practically every economist in the world says that in areas where there is prosperity there has been heavy investment in human resource development. There is a heavy and positive correlation between education and prosperity. Economists say that independence of educators, educators presumably having a vested interest in so saying.

At any rate, economists and educators have concluded that if you want economic development in an area, you must train the people in the area and develop them to the greatest potential they can attain. That factor alone ought to be reason enough for the federal government to consider becoming involved in this field.

In this country there is a program of regional development. One of the biggest disadvantages from which we suffer in Canada—this is tied in with the question of regional disparities—has to do with the fact that the quality of education in some provinces is not as high as it is in the more advanced provinces. I spent a couple of years as a