

that to be a very real fear and that it is something about which we should all be concerned.

As our economic needs become more serious, we might see a repetition of what happened during the great depression of the 1930s. I went through it, as did many other honourable senators. In 1932 the government then in power cut grants to various government programs, and also salaries for various categories of public servants, by 20 per cent. Educational grants, most of which were used for the payment of teachers, were cut by 50 per cent. Why was that done? Because that was the easiest thing to do, and education suffered. We have to watch, in these difficult times, which may become worse, that any federal or provincial government does not take the easy way out when it comes to economizing and cause our educational facilities to suffer.

I wish to enunciate again one or two principles. I did this earlier in my Senate career, but it is something about which we should keep reminding ourselves. It was the great classical universities of Europe and of the Middle East—Coimbra in Portugal, the Sorbonne in Paris, the several city-state universities in what is now Italy, and Oxford—which more than anything else rescued Europe from the Dark Ages and from the intellectual and political stagnation of medieval times.

● (1510)

In the same context, I think we must always bear in mind that, in spite of technical advances, mankind, which includes us, is capable of reverting to the Dark Ages; in fact, in several countries in the world, perhaps in several dozen, this reversion is already taking place, or has already done so. There is no law that says that we cannot revert in that way. Every day we read the news in newspapers, or watch it on television, and can see manifestations of such a reversion.

It is not an accident that Canada has become one of the greatest and most advanced countries in the world, with a high standard of living and of civilization generally. To find equivalent standards one has to go to some of the smaller countries of Europe, such as Denmark, Holland, Switzerland and one or two others. I would remind honourable senators that the standards of civilization achieved in Holland, for example, over the past 400 years were not due to what we call here, sometimes, our "matchless natural resources." Nor has the greatness of Canada, or the standards we have achieved here over these last hundred years or so, been due to our resources, whether in the form of minerals, water power, forests, or great farm lands. These things were born of the character and training of the people who made up Canada from the outset. There are other countries in the world whose resources are equal to ours, but not their standards. This is not chauvinism or parochialism; it is a simple statement of fact.

I am not sure if I have ever brought up this next point in the Senate. If I have, it will bear repetition.

Some 30 or 40 years ago a survey was made in the United States with the object of finding out which state had the highest cultural and economic standards, which state would be the most desirable in which to live, and which the least

desirable in which to live. The survey was not conducted by academics, by professors at universities. A cross-section was consulted across all of the 48 states, which was all there were at that time. A number of criteria were used, but I will not go into detail on that.

The substance of their findings was that the state which had the highest standards of civilization was the State of Massachusetts. Furthermore, of the 48 states the one that spent the most per capita on post-secondary education, as well as on primary and secondary education, was also the State of Massachusetts. Interesting enough, the state which had the poorest standards of civilization was also the one that spent the least per capita on education. That, speaking from memory, was the State of Mississippi. I am speaking now of some forty or fifty years ago.

I think it is significant that the first colony, which became the first state in what is now the United States, to create an institute of higher learning was also Massachusetts. I believe that Harvard University was founded in the year 1636. Eventually, a second institution was created side by side with Harvard, though the Harvard people had some apprehensions about it, believing that this new seat of learning would hurt them. This institution was the one that we now know as the Massachusetts Institute of Technology. Just as the people at Harvard were worried about the advent of that second institution, so concern is being expressed in our liberal arts universities with regard to what is considered as being an increasing emphasis on technological education. It is not that there is an objection to such education, since we obviously must have it in this day and age; but there is a fear that in emphasizing technological education at every level we may be sacrificing historic and traditional educational values.

In that connection I want to say that in the western world, at any rate, universities have always shown a remarkable ability to change with the times and meet the new demands of society. I believe that we can trust universities to adjust to contemporary needs here without too much prodding from the federal or any other government. I think we have to have that much trust in our universities. The people who make up the faculties of those universities are Canadians, and are just as concerned about the future of this country as are all of us here. As a matter of fact, I was struck by certain figures given by a university president only recently. He said that there was an increase in the number of students in the faculties of engineering, business administration and computer science. That happened without any prodding from the federal government, or, as far as I know, from any provincial government.

I believe it was Senator Macquarrie who suggested the idea of a conference on post-secondary education, with representation from all concerned groups, including the national government, provincial governments, even municipal governments, certainly the universities and their organizations, and so on, with the object of attempting to work out some formula for applying federal and provincial help to post-secondary education over a fairly long period of time.

[Senator Rowe.]