

professionally-trained personnel. This problem has been raised over and over again in the last few years.

2. There is a continuing scarcity of well-qualified teachers.

3. There is an ever more pressing need for physical plant, equipment and staff, especially at secondary, college, and university levels.

We must ask ourselves whether our shortages of highly trained personnel are not direct results of the waste and neglect of human abilities resulting from many thousands of Canadian boys and girls dropping out of school and not completing their education. After 26 years of teaching I must tell you that hundreds of them passed through my hands and it made my heart sore to think of the contribution they could have made to Canada had they stayed in school; but their sights were not there.

Honourable senators, a great part of this problem is a financial one. What are the figures? Of ten thousand boys and girls in Canada who enter elementary school, 6,800 get to Grade 8. We lose 3,200. Between Grade 8 and Grade 9 we lose another 1,500 because only 5,300 enter Grade 9. Out of that number 2,500 reach junior matriculation, but only 400 to 500 of them enter university and 300 to 400 gain their first degree.

According to the Dominion Bureau of Statistics, about 60 per cent of Canadian boys and girls between 15 and 19 are not attending school. The question is: How many of these drop-outs are gifted children for whose adequate educational development as our potential leaders we have not done enough?

The Russians have one student at university for every 150 of their population; we have one in 250. Per 1,000 pupils enrolled, the Americans graduate at university level roughly 6 to 8 per cent, and the Canadians graduate 3 to 4 per cent. The Russians are apparently graduating more than the Americans. If these figures are indeed valid, what conclusions must we draw?

There is evidence, honourable senators, to indicate that over 50 per cent of our higher-education drop-outs are due to financial difficulties. Let us look at our overall financial aid and scholarship programs for Canadian students. In Canada we have 71,000 students at university, with roughly 10,000 getting financial aid in the form of scholarships or bursaries. In other words, of these 71,000 students, 15 per cent receive financial aid. In the United States 75 per cent of the university students receive financial aid, and in the United Kingdom the figure is 72.9 per

cent. This means that compared with Canadian university students, almost five times as many university students in the United States and the United Kingdom are getting financial aid.

The Canada Council met recently in Ottawa and announced that its first major effort to advance Canadian culture would be through the distribution of approximately 300 scholarships and fellowships to students, teachers, artists, and members of other professions who might be able to make a worthwhile contribution in the arts, humanities and social sciences.

This is welcome news, but we must do more, for what we need are more good students in our institutions of higher learning. I believe we need to establish and to fund thousands of new scholarships and bursaries through governmental efforts and through private enterprise efforts. Why indeed should we not have comprehensive educational foundations in every province in Canada? These could, would and should supplement our national efforts.

Honourable senators, I want to bring to your attention the campaign of the National Federation of Canadian University Students for an annual scholarship-bursary program to cost \$5 million in order to bring 10,000 scholarships of \$500 each. Related to need and to our overall financial ability, this appears to be a necessary, worthy and attainable goal. However, it would raise to only 30 per cent the number of students receiving aid as compared to the 75 per cent in the United Kingdom and the United States respectively.

An alternative federal scheme of 5,000 "Canada Scholarships" has been mooted and discussed, which scholarships would pay something to the student and something to the university, for the need of the university too is important. The plan would probably call for a federal expenditure of \$10 million per annum. Can we afford this? Perhaps a more pertinent question might be, "Can we afford not to afford it?"

Honourable senators, before I leave this topic I think it is important to keep in mind the trends in the relationship between our total educational expenditures and our gross national product. This percentage relationship is a very useful yardstick in assessing our total efforts on behalf of education. I am told by the Dominion Bureau of Statistics that related to gross national product—that is, our ability to pay—the total educational expenditures were about 4 per cent to our credit during the depression years—1933, for example—and that this percentage dropped and is now slowly struggling up. In 1950 it was 2.49 per cent, and I am informed that it