

Education

that some 130,000 veterans obtained education at various levels. Now their brains and their skills are available to this country for whatever purpose we can make use of them. The total cost of that education has been about \$165 million. What I think is more important, and is sometimes lost sight of, is the fact that the government, by virtue of the service these men gave, made it possible for them to obtain an education which would not have been possible otherwise. The result is that they have entered the professions and are making better lives for themselves. They are a greater asset to this country. But they have done one thing more. They have whetted the appetite of little Johnnie and little Mary for an education. These children have seen their elder brothers or sisters obtain something they thought was not within their reach. Now, they too want an education because of the advantages it gives under our system. Consequently, in our own interests, we ought to make that possible. Money spent on education is the most constructive, the most positive contribution we can make to the welfare of this country.

We have heard a great deal said about fiscal policy and that the readjustment of provincial subsidies may, in some way, solve the education problem. It is my belief, Mr. Speaker, that unless we in some way earmark the money for education that money will likely be spent on roads, institutions and public buildings of various sorts. We have discussed this matter on three or four occasions, and there is a desire in this house for a general expression of opinion. I shall not, therefore, take up any more time. I do believe this, Mr. Speaker, that this is a rare opportunity for us to make a start. This country has never been so rich in human and natural resources. We can afford to make a start at this particular time. We will hardly miss the money in this tremendous budget that is in front of us. I believe the people of Canada will appreciate it when we point out to them that part of their added taxes is to be used to educate the people of this country.

Mr. Stanley Knowles (Winnipeg North Centre): Mr. Speaker, I believe it was my privilege to be named as the seconder of the motion now before the house, which was moved by my colleague the hon. member for Saskatoon (Mr. Knight). I wish to say just a few words in wholehearted support of the motion; but in view of the fact that most of the arguments in favour of the motion have been presented during the course of the debate thus far, I shall endeavour to refrain from repeating any of those arguments.

I think it is clear to all of us that there is nothing on which we could spend money more usefully and to better advantage than on the education of our youth. It is equally clear that if we are really interested in national unity in this country, one of the best ways to advance it is by equalizing educational opportunities.

As I have already said, Mr. Speaker, I do not wish to go over the arguments that have already been put forward by hon. members in all parts of the house; but I should like to say that I am certain that all of us who come from the province of Manitoba, if we are to represent the views of our people back in that province, must support this resolution regardless of the corner of the house in which we may sit.

During the week just before we came down here for this session, the Manitoba association of school trustees held its annual convention in Winnipeg. It sometimes happens in our province that when rural and urban people get together there are certain subjects about which they disagree. That is something that can happen even in a convention of school trustees. But on this question neither this year nor in previous years has there been any disagreement. There is unanimity on the point that the time has come for federal aid to education. That agreement amongst school trustees in Manitoba is not just the agreement of certain people that somebody else should pay; rather it is the considered opinion of the school trustees in urban, suburban and rural areas who have tussled with this problem across the years and who have come to the conclusion that, as was so well put in that short speech by the hon. member for Fraser Valley (Mr. Cruickshank), land taxes cannot any longer bear the full cost of education. It is also the case that that view is being put forward by a group of people who are keenly interested in having the most progressive kind of education that it is possible to have at this stage in our history; I refer to the school trustees in my province. I therefore feel that all of us from Manitoba—I know the situation is similar in other provinces, but I believe it is better for us to speak for our own—will most faithfully represent the views of those back home if we give wholehearted support to this motion.

Thus far I have spoken about the school trustees of the province as a whole. I should now like to say a word about the situation in Winnipeg. You will realize, Mr. Speaker, that although I am making particular references to school trustees, I am conscious of the interests of teachers, of parents and of citizens generally in this question. But that phase of the matter has been discussed by