

Apparently, once we decided that something had to be done with respect to fitness and amateur sports we found there was no constitutional or other administrative impediment which would prevent the federal Government from committing to this project up to \$5 million each and every year.

I would hope for two things, among others. Before mentioning them I shall say that I noted very carefully the observations made by the honourable senator from Alma (Hon. Mr. Molson) and the honourable senator from De Salaberry (Hon. Mr. Gouin). One of the things I hope for is that these fitness or amateur sports programs—or sports programs without the adjective “amateur”—will also remember the middle-aged and the elderly, and that there will not be an over-emphasis on amateur competitive sports. Secondly, honourable senators, I would hope—and this was pointed out by the honourable Leader of the Opposition (Hon. Mr. Macdonald, Brantford)—that this body might evolve better ways of utilizing the increasing capacity of all the school plants, especially the school gymnasias, that are being built in every province of Canada, and which remain unused too much of the time.

If I can subscribe to all the reasons that have been advanced for this bill, and if I can accept all the imperatives or needs that this co-operative federal, provincial and municipal venture is supposed to have, to give “a shot in the arm” to the program of physical fitness and amateur sports, then I beg to submit that the left hand should not forget what the right hand is doing, and vice versa. Let us do with the left hand what the right hand is now doing.

I come now to the pith of my remarks. All these imperatives that have been discussed in the House of Commons and in the Senate as to why it is obligatory at the present time for the national Government to enter the field of physical fitness and amateur sports apply with greater force and validity to a field which is sadly neglected in Canada, that of educational research on an organized national level.

Honourable senators, we need Canadian data and conclusions with respect to ever so many problems. I suggest to the members of the Press Gallery that they might do some homework on the amount of educational research that is being done in Canada, and by whom. Of the \$1½ billion that is now being spent for education in Canada, how much of it is going into real, sound, organized basic educational research? In this field we depend upon British studies and, especially, upon American studies. They may be good, but they may or may not apply in this country. There

is a wide study going on in the United Kingdom about teacher education: how best to train the teacher to teach the children. What are we doing about studying the best approach to training our teachers to teach Canadian children? If you were to ask me what is required to be studied here I could talk for half an hour about the very perturbing, imperative problems in education that need to be assessed and studied on an organized, nation-wide basis.

The federal Government is spending millions of dollars on technical education. Has anybody ever assessed how that money is being spent? Is it being spent for the greatest needs of the present and of the future? It is a most interesting problem.

What about educational television? For some reason or other our schools are always the last, or too often the last, to profit from technical advances. Television has been with us for a long time but we still do not know how best we can benefit from it and we have not experimented on a Canada-wide basis with respect to the merits of this new way of educating our children. Time is precious for these children and we must educate them as effectively and quickly as we can.

What about programmed learning, or learning by various types of audio-visual machines? We play around with programmed learning, but we really do not know about it. We hedge and we are afraid.

What about teacher education, to which I referred a moment ago? What about the very thorough study of examinations at all levels with respect to both the program kind and the standardized form evolved to suit our Canadian situation?

There is one problem that has always concerned me as a teacher. We assume almost by faith, based on tradition, that every boy and girl who goes to high school should study algebra and geometry. Are we sure that the same kind of mental and intellectual training these subjects provide cannot be provided by some other subject in the mathematical field, a subject which would be far more useful to the students?

We talk at length in this chamber and elsewhere about the fact that Canada is a bilingual nation. In fact to a large extent it is a multi-cultural nation, but it is basically a bilingual nation, and everybody is concerned about our children learning another language. It is true that they should learn another language, but how should that language be taught? No one really knows the answer. Some say it should be taught at the grade 3 level and others consider that to be too early. But what are the answers?