

*Education*

at education. These people across the country see the points that need to be co-ordinated. They see the difficulties of continuing separately in a provincial atmosphere at a time when we are trying to build a nation to take its place amongst the other nations of the world.

It may be well at this time to insert in the record the purposes of the conference as set out in a letter dated November 8, 1957 which was addressed to the members of the Senate and House of Commons. I quote:

This conference might be said to represent a decision by educators and others interested in education to take their problems to the people of Canada. They hope to awaken a greater national consciousness of the urgent need for greater educational opportunity in Canada, and for the need to prevent wastage of so much of the nation's human resources. When we couple our educational needs in Canada with the sobering realization of Russian scientific advancement, brought home to every Canadian by the two satellites presently circling the earth, this conference has even greater significance than it had at the time it was conceived.

There has been, perhaps, a difference of opinion as to the success of the Canadian conference on education. However, I think it did bring before the Canadian people the differences in viewpoint in respect of education. I think it did bring home to the Canadian people the importance of education to our nation and the fact that it is a matter of national concern. It is also fair to point out that during the last conference in Quebec it became more apparent that there was a greater realization of the bicultural nature of our educational system as it was first conceived. This basic recognition will provide the opportunity for a greater understanding between the various systems as they are being developed.

The co-ordination of education in Canada has been, to a great extent, left to the Canadian educational association which is made up of the school trustees and leading officials in the field of education throughout all the provinces. This effort is being made on a co-operative basis within the limited resources the association has for carrying out this co-ordination.

Now, Mr. Speaker, the legality of being able to broaden out in this field of education in the future depends upon our interpretation of the British North America Act. Section 93 of the act reads:

In and for each province the legislature may exclusively make laws in relation to education, subject and according to the following provisions:

Then, the act sets out four provisions, and they are as follows:

(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law in the province at the union:

(2) All the powers, privileges, and duties at the union by law conferred and imposed in Upper Canada on the separate schools and school trustees of the Queen's Roman Catholic subjects shall be and the same are hereby extended to the dissentient schools of the Queen's Protestant and Roman Catholics in Quebec:

Then, paragraphs 3 and 4 set out provisions covering the right of appeal to the governor general in council if any of these sections are violated. I suggest that if we look at education in its historical setting, and examine the dictionary meaning of the word education, we would find that education has two meanings. First, it may mean the totality of experience and, second, the process of instruction. The first meaning is that used in the field of philosophy, whereas the second meaning is the one probably attributed to the word by ordinary people and the statute. If we are successful in arguing for the more restrictive meaning of the word, then it would appear that a fundamental element in education is the existence of a pupil and a teacher or, to put it another way, knowledge or experience being imparted from one person to another. In this case, the word would not include pure or applied research, which is the acquiring of knowledge not by one individual from another individual but rather from the facts or empirical reading.

If we look at the cases that have been decided by our courts, we find that in none of them have the courts actually defined the role of the federal government in education. I think it would be fair to say that at the time of confederation the word "education" had a restricted meaning and related to the manner of instruction. Now, with the broad meaning of education, the federal government would be quite justified in acting as a co-ordinator and giving assistance to education. I think it is important, at this stage in our history, that we broaden our viewpoint, grow up and mature, so to speak. Today there is a great need in the field of education for research in order to ascertain the skills and obtain the knowledge that would be necessary for the development of our country. This is a real problem because this is a country that is full of resources. If we are not capable of developing these resources ourselves, then those people in the world who are hungry for these resources are not going to sit idly by while we fail to take advantage of the things that we have.

I believe also that in this country we should make opportunities available for every young person who is qualified, and who wants an education, to obtain an education or the training necessary to take his place in society. The lack of money should not be a bar to an education. If we are to rise above our petty prejudices, above our narrow, petty politics and