

During the present year, in addition, direct federal assistance has included:

Direct per capita grants to universities	\$ 38,000,000
Research grants and scholarships	25,000,000
CMHC loans for student residences	27,600,000
Technical and Vocation Assistance	142,000,000

Or a total of: \$232,600,000

COMMITTEE TO STUDY TAX STRUCTURE

While these substantial measures of federal assistance lessen the immediate financial pressures, they do not solve the problem. That is why we proposed, and the provinces agreed, to establish a tax-structure committee. Through that committee, the 11 governments together will take a longer-range and more searching look at expenditure needs and the type of tax structure which would most appropriately meet those needs. No doubt you will see to it that the needs of the universities are fully understood in this examination. I am happy, indeed, to recognize that, by establishing the Bladen Commission, you were ahead of governments in seeing the importance of looking to future needs and resources.

I do not have to point out that there is bound to be a connection between any proposals regarding the future nature or size of federal assistance for university purposes and the range of tax revenues made available to the provinces for the discharge of their responsibilities.

I am sure you appreciate that these tax studies are at too early a stage for me to say anything specific on those financial aspects which particularly concern you.

It might, however, be appropriate to make one comment on the construction part of university expenditures. The Federal Government has large responsibilities for a wide range of construction programmes. They are one of the most direct influences that we can exercise on the level of employment, which is such a major national concern. Consequently, however important any particular type of construction is in itself, we must always look at any federal involvement in relation to our concern for the general level of economic activity.

EQUALITY OF OPPORTUNITY

Your main financial concern is with the students you have and are sure you are going to have in increasing numbers. That is natural. A government's interest, however, is perhaps a little broader, and must include concern for equality of educational opportunity. I have no hesitation, indeed, in asserting the personal belief that education at all levels should be free to all those qualified to take advantage of it. But that is admittedly an ideal to which we cannot expect to move overnight. At the moment there may even be other and greater priorities in the field of education. It is true, also, that we may never have perfect equality of opportunity. There will always be some restraining impediments of one kind or another. But we must not indefinitely tolerate all the financial impediments which now exist. If we really appreciate the value of talent,

the importance of our human resources, then clearly no young man or woman of talent ought to be shut off from university by the gap between what a student can earn in the summer and what it costs to live and study for the year.

I hope that our programme of guaranteed loans will greatly reduce the number of people who cannot bridge that gap. But, of course, it does not completely meet the need. I very much appreciate the fact that the Bladen Commission is examining the need for student aid, and we will examine its findings with great interest.

One of the main causes of unequal educational opportunities remains the great difference between what it costs to go to university in your home town and what it costs, say, for a Pembroke or a Maniwaki boy to come to Ottawa. The establishment of new universities in new locations is, of course, a help; but it makes the remainder of the problem all the more unfair. Moreover, this very spread has its own dangers. The desire for geographical equality creates very strong pressure to sameness in the universities. I have no doubt you would regret it very much if the new institutions all tended to provide the same range of faculties, all in some measure carbon copies of the universities people go to now. That would stretch our resources too thin and might weaken something that is very precious in our universities. A university is, above all else, a home for the spirit of intellectual inquiry. While it does much else on the way, the inner spark that drives it on must always be the desire to extend the boundaries of thought. In any one faculty, at best only a relatively few professors are the custodians of that spark. They need each other and they cannot flourish if they are spread too wide.

UNIVERSITIES AND TRAINING INSTITUTES

I would therefore make two points which are far outside my responsibility as Prime Minister but of very real concern to me. I hope that you will not be afraid to differentiate between the idea of a university and what one might call a professional training institute of near-university status. The very great need for the functions of the second — and honourable and important functions they are — should not cause us to stretch our university staffs too thin, in a vain attempt to establish in many places more comprehensive universities than can effectively be developed.

I will finish giving my layman's views about your affairs by making only one more suggestion, which calls for more co-operative endeavour than has yet taken place in Canada. There is a fair degree of mobility among university students and professors. Prairie boys go to Queen's as undergraduates and Gaspésiens to Montreal. A great many Canadians do postgraduate work in the United States, Britain and France — and too many, unfortunately, are lost to us afterwards.

The student who finishes his education in his native province looks to an employment market which is nation-wide and may immediately take him from, say, the Maritimes to Toronto. This mobility does not, I should add, operate as one would wish between

(Continued on P. 6)