

seeking the opportunity to break through what we have traditionally conceived their role to be. It seems to me that while we must never lose sight of that traditional role, we must always remember that universities have been asking for the opportunity to educate those who historically have not been able to come to them.

There are other points, Mr. Speaker, which could be made. For example, the field of Canadian studies is one in which all of us are very conscious of a need to further our academic pursuits. It is a new field of endeavour and one of great interest to students. It is one which we must not now do anything to discourage.

The question of research and development has been mentioned by others. All of us are aware, as a result of the recent reports which have been made available to us, that in Canada today there is a shortage of qualified Ph.D. graduates in some sciences and in engineering. That is extremely ironic because for a number of years we thought we had a surplus. Now we discover that we in fact have a shortage. This is even more ironic, Mr. Speaker, because we expect these same scientists and engineers to lead the field in research and development and to find the new technology needed for the 1980s and the 1990s.

We need several changes, Mr. Speaker. We need more consultation with the provinces. We need the development of a national education strategy. Above all, we must understand that this is not the time to reduce in any way the vital resources which the federal Government has been transferring to the provinces.

The Acting Speaker (Mr. Herbert): There is now a period of 10 minutes for questions and comments. Does anyone wish to put a question?

Mr. Taylor: Mr. Speaker, I would first like to commend the Hon. Member for Brandon-Souris on his very excellent address. I would like to make one or two comments and then ask one or two questions. Over the years a considerable number of students from Alberta, some from my home area and some who were once pages in the Alberta Legislature, went to Brandon College or University. All came back with tremendous testimony of the high calibre of staff at that college. With the reduction in federal aid to universities, will Brandon University be able to continue to attract that very high calibre of pedagogy? It is very important that we do.

I would like to commend the Hon. Member and Brandon University for the part which they have played in Indian and Métis education. For many years we have neglected the education of the boys and girls on the Indian and Métis reserves. Over the last few years the University of Calgary has been taking a very definite stand. It was my pleasure to visit the division of the faculty which is dealing with Indian education. I was amazed at the calibre of young people from our native population, largely from the Stony's, the Blackfeet and the Sarcee's, who are attending that school. We made representation to the Ministry of Indian Affairs to provide funding in order that the University of Calgary could establish a full-

fledged Indian faculty. I think that would have been a tremendous thing for native people all over this continent. That is still the ambition of many people in the University of Calgary.

I would like to conclude with one other question to the Hon. Member. Is the University of Brandon now having more difficulty getting Indian and native students into their faculties?

Mr. Clark (Brandon-Souris): Mr. Speaker, I would like to answer the questions asked by the Hon. Member for Bow River. One of the reasons why small institutions such as Brandon College, as it once was, or Brandon University, as it now is, and other such small institutions in Canada were able to provide the quality of education of which you speak, was that we had the opportunity to get to know our students personally. We were able to respond to them as individuals because we had reasonably sized classes. Unfortunately, when you have to move into the area of instruction by means of television, which has happened in some universities now, it becomes self-evident that the all valuable connection between instructor and student is lost. One of the things which always pleased me about teaching was the opportunity I had to know my students as individuals and put names to their faces. I could not do that in all cases but I could in most cases. That becomes impossible as classes grow beyond reason in terms of size. The same problem occurs with respect to grading of assignments, reading of written material and things of that nature. In larger universities a lot of the teaching of the first year undergraduate courses is performed by teaching assistants who themselves are graduate students. That is not in any way to lessen the significance of their conviction or their determination to do well, but I think there is a self-evident difficulty with that.

The Hon. Member made reference to Indian and Métis education. As I said in my address, this very often requires extra financial support. I believe I am accurate in saying that we could provide an educational opportunity for many more students than we are currently able to if the resources were available. This assistance is necessary in the form of extra teaching assistance, provision of housing accommodation and that sort of thing.

The Acting Speaker (Mr. Herbert): It being four o'clock, the House will now proceed to consideration of Private Members' Business as listed on today's Order Paper.

• (1600)

PRIVATE MEMBERS' BUSINESS—PUBLIC BILLS

[English]

The Acting Speaker (Mr. Herbert): Before starting Private Members' Business, the Chair would like to make a few comments on the procedure followed so far in this second