

*Education*

can say is that I could not present a resolution which would set up a committee outside the house because it would involve the expenditure of money. As a private member I could not present such a resolution and I felt that in order to bring the matter before the house and to emphasize its importance it would be better to do so in this form.

From early history, Mr. Speaker, the federal government has been giving assistance to education. All parties can be given credit for recommending that the federal government give assistance to education. If hon. members wish to go into the history of such assistance I would refer them to the book written by J. C. Miller entitled "National Government and Education in Canada". It sets out how in the early days the federal government found it necessary to give assistance to agriculture through the provision of agricultural colleges and training. At that time the question did arise whether the federal government was intruding in the field of education but I think it was generally accepted that this was not the type of intrusion that was envisaged under the British North America Act. To give a basis, I should like to quote from the introductory part of chapter 1 of Mr. Miller's book where he states:

Rarely, if ever, in the course of human history have relations between political systems and educational policies and procedures been as direct and intimate as they are today.

He states further:

To sum up, government by the whole people best secures the two main objects of all governments—justice and happiness; justice, because no man or class or group will be strong enough to wrong others; happiness, because each man, judging best what is for his own good, will have every chance of pursuing it. The principles of liberty and equality are justified by the results they yield.

I do not quarrel with the premise set out in the British North America Act. I believe that local administration and control of education should lie with the provinces. There is no serious suggestion anywhere in Canada that the rights of the provinces in the field of education should be encroached upon. However, I feel, as I will discuss a little later, that we have perhaps been placing too narrow an interpretation on the scope that the federal government can take in education. I am strongly of the view that if this country is to succeed we must take a broader view of this matter.

Quite often we have heard people speak in this house and outside it of the necessity of symbols of national unity such as a flag and an anthem, but we can have no outward signs or symbols of unity if we have no real sense of unity of purpose as Canadians and

if there is no opportunity of exchange between cultures. We cannot build a nation if we proceed in ten separate channels ignoring each other.

Because of the various cultural groups now in our country it is essential that as Canadians we make a new appraisal of the situation to provide the opportunity of retaining the best of all cultures and developing a new culture in Canada which will provide an over-all link between all groups. That does not mean doing away with other cultures but providing an over-all link between the various groups within our country. Although our constitution recognizes that we have a bicultural country, we must also realize that since the last world war there are other large cultural groups in Canada and this we cannot afford to ignore. This should point up the real necessity of providing a common link, and this can be done through education.

We also speak of our great national resources and the great material wealth that could be developed in our country, but here again we need proper and more adequate training available for our people so that we can develop these resources. If we are to become a great nation we must think as a great nation. We must ask, what can be done within the terms of the British North America Act to promote this end. We cannot continue to live in the kind of world and society that we had in 1867 at the time of confederation. We cannot have our growth stunted by the shades of those days. If we are to survive we must grow in the world as it is today. We must meet the problems and challenges of today with all the modern thinking and machinery available. This is just common sense. The fact is that we have too many people who are living in the past with old prejudices and old concepts, and it is time we took a new and broader look.

We may ask, what are some of the general needs we can take a look at? There is the matter of research. There can be no complaint about assistance to universities for this purpose. This would not affect the rights of the provinces. Then there are vocational and technical training, where assistance is now being given, and scholarships. There is the provision of methods of co-ordination without interfering with the administrative responsibilities or cultural guarantees within the provinces.

The fact that it was necessary for public spirited citizens to sponsor the Canadian conference on education on two occasions in my opinion points up one of the symptoms and reasons why the time has come when the federal government must take a national look