

## Education

interfere with the right of the separate school authorities to lay down their own curriculum and administer their own school system. The supporters of the public schools, the Protestant schools, fear that if the federal government comes into the picture then some of the taxes collected from Protestants by the federal government will go to the support of separate schools in certain provinces. Is it not high time that we undertook to look at the question of education not from a provincial or even a religious point of view but from a national point of view? Are our children to go on being deprived of the best that we can give them in education simply because two religious denominations in this country fail to agree on certain principles regarding schools?

Are we not sufficiently adult, regardless of whether we live in Quebec or Ontario, whether we are Protestant or Catholic, to know that it is the child's interest that is of importance? Can we not see that every child, regardless of whether he is a Jew, gentile, Protestant or Catholic, from Ontario or Quebec, gets the very best by way of educational opportunity that this country can afford? We can only do that if the federal government is prepared to come to the assistance of education. On the question of educational opportunity the Rowell-Sirois report had this to say:

The most economically distressed areas are the ones least capable of supporting these educational services, and yet are also the ones in which the needs are likely to be greatest.

Then I should like every member to pay particular attention to what follows:

Not only national duty and decency, if Canada is to become a nation at all, but equity and national self-interest demand that the residents of those areas be given average services and equal opportunities.

The report goes on to say:

In the modern age contact and intermingling of the population between favoured and unfavoured regions is bound to occur. The more fortunate areas cannot escape the pressure on their standards and the effect on their peoples; in this case prevention, in both fiscal and human terms, is much cheaper than the cure.

Apart from the general field of education, there is one special branch to which I should like to refer, and for which I should like to appeal for government aid. I refer to the question of scholarships, particularly for the undergraduates of our universities. We have read a great deal in the papers recently about underpaid university staffs, increased fees, and the increasing difficulties confronting young people who want to attend a university. I merely want to call the attention of the house to a report which appeared in the *Globe and Mail* of April 26, 1950, with reference to the situation in Australia.

According to that report Australia's permanent plan for the provision of university scholarships calls for 3,000 university scholarships a year, with each of these scholarships to continue for three years. Therefore when the plan is in full swing there will be 9,000 university scholarships being paid each year in that country. There are no strings attached. The report has this to say:

Winners can take any first degree course and most diploma courses at universities, technical college diploma courses and other professional courses. Part-time as well as full-time courses are included. . . . All scholarships will provide for tuition and other compulsory fees without a means test. Living allowances will be subject to a means test.

If the pupil's parents are in receipt of an income over and above a fixed amount then the living allowance is graduated on that basis. Mature students who are married receive allowances for wives and children. If Australia can make such a generous contribution in the field of university scholarships then, notwithstanding the fact that we are embarking upon a rearmament program that will take a great slice of our national revenue, I feel that we cannot afford to neglect education. If we had spent more money on our schools and our children before the war we would not have had to take so many thousands of them back to school in order to equip them to be able to carry on in the services. Nor would the government have been called upon to spend over \$160 million giving education to veterans to which they were entitled as boys and girls and young people at elementary and secondary schools.

**Mr. G. M. Murray (Cariboo):** Mr. Speaker, I should like to say that I am opposed to the resolution. At the same time, however, I feel that the government of Canada might very well provide certain assistance in the field of education, more particularly along technical lines. I have a paper here issued by the Department of Veterans Affairs which shows the work they are doing in instructing young men in how to build their own homes. That kind of education is most desirable at this time. It does not involve us in questions of provincial or federal rights. I was very much impressed the other day by the address of the Minister of Trade and Commerce. In referring to the alarms of war that we are hearing he stated that we were short of certain strategic metals. He said we needed cobalt, molybdenum, antimony, tungsten, chromium, magnesium, cinnabar, titanium, and manganese. Our war effort will fail if we do not secure supplies of these vital strategic war metals from some place in the world. I think we might very well encourage the mining schools at Queen's university, the university of British Columbia and elsewhere across this country, so that research might be