

are asked to be separated from their families again. Any who do find rooms for their families squeeze out somebody else or render it impossible for a returned serviceman to secure adequate accommodation.

I say, in passing, that I wish the government would make that picture wholly complete and satisfactory by cooperating with the council of the city of Red Deer. I know that during the war the government made provision for ordinary educational services for the navy, the army and the air force in various ways. We appreciate all that. We know it is providing education for many of those who would not have been educated if there had not been a war; but we also remind the government that there are still those younger generations coming up, those who were too young to participate in the war. We should like to see an extension of all these educational facilities to these younger people as they grow up.

We all know that the provision of technical education is extremely costly. The same might be said of agricultural advanced education and of any type of vocational training. We realize that we must have the best type of teachers; we recognize that we must have the best possible equipment in these institutions; but, Mr. Speaker, the provinces have reached the stage where it is becoming impossible for them to proceed much further in the provision of these facilities.

I believe the hon. member for Peel (Mr. Graydon) referred to geographical and financial factors when considering this matter of education. I reflect with horror upon some of my experiences in the early thirties while engaged in the profession of teaching. Almost daily I saw children, bright youngsters, walking out of my classrooms simply because economic conditions at home were such as to make it impossible for them to carry on with their education. Fortunately—and it is tragic to have to couple the two together—many of them have been provided now with an opportunity for further education as a result of having volunteered for service in the armed forces of Canada. But if there had not have been a war what would have been the situation? The words of the hon. member for Peel bring this one experience to my mind. I remember a little lad of about ten. He just did not seem to get anywhere in school when taking the ordinary courses we had to offer him. I had written him off as just a bit hopeless. One Saturday afternoon that lad happened to come to me. I was standing beside a truck, the hood of which had been lifted. He started asking me ques-

tions about the engine, and he embarrassed me quite a bit. He knew more about it than I did. That lad should have had an opportunity of leaving the ordinary school, the best that we could provide, and taking the course for which he was properly adapted. That case could be multiplied scores of times.

Let us consider our universities. Generally speaking, our universities are struggling along on endowments, tuition fees from students and provincial grants. We know what the result has been. Every year we lose many of our finest professors from the universities. A number of them go over the border into the United States because they are offered more money. I do not wish to be misunderstood. I am not saying that these professors are looking only for the dollar, but they had a costly course of training and we think they are entitled to decent remuneration. They cannot get it from many of our institutions to-day, and because the institutions cannot meet the cost these professors are leaving us every year. The dominion government should make available to the universities of this country sufficient funds to enable them to retain the best possible instructors.

There is a great deal of controversy with respect to how the assistance should be granted to the provinces. All one has to do is to listen to the discourses which have taken place in another place in recent days to know the great differences of opinion which exist. My colleagues and I feel that the only way in which the grant could be made to a province for education purposes is on the weighted basis, taking all factors such as the wealth of the province, the taxable income, probably the number of children of school age within the province, the number of children in rural areas, and so forth, determine a formula and apply it in an impersonal manner. That is only one way. I wish to emphasize that we are not advocating interference by the dominion government with the administration of education within the provinces. We say, leave it with the provinces. The federal government might do something else, namely, establish a capital fund for the construction of schools. Every member of parliament, at least those outside the cities, has occasion to travel through the country and speak to audiences in these schools. On top of that I have had an opportunity of teaching in some of them, and the situation is a disgrace. Capital costs are so high in every part of Canada to-day that it is becoming increasingly difficult to improve these schools. Even in so-called normal times it is becoming increasingly difficult to provide the necessary schools. The