

New students in first year degree programs will be restricted to the top 3,250 applicants, regardless of how many more apply and meet the entrance requirements. In other words, the University of British Columbia has been forced to throw out its well established entrance requirements because of Bill C-12. The effect will be a reduction in post-secondary education entitlements for British Columbia in the current year of \$13.4 million and in 1984-85 of \$29.6 million. That is a \$43 million reduction in the two fiscal years. Such an attack on post-secondary education is bad at any time but it is particularly intolerable at the present time.

I am not sure that we want to prolong the debate unnecessarily but I think it is essential that the views from all parts of the country and all university communities be put on record. That is my purpose in making these few remarks today, Mr. Speaker.

Mr. Neil Young (Beaches): Mr. Speaker, Bill C-12 is an Act to amend the Federal-Provincial Fiscal Arrangements and Established Programs Financing Act, 1977. Just from that title alone, one would need to be a Philadelphia lawyer to comprehend what the Government is trying to achieve by the Bill, except that a student or a person considering post-secondary education would understand it very well.

As the Hon. Member for Yorkton-Melville (Mr. Nystrom) pointed out, if the provincial and federal Governments continue to chop away at post-secondary education funding as they have been doing for the last six years, the only people who will have access to senior levels of education will be those at the upper end of the income scale. Those at the low end will be denied access.

I should like to spend a few minutes dealing with something that has not been touched upon in the debate so far. There are literally thousands of young people across the country who have been denied access to any level of education because of a disability or handicap. The situation is even worse when we deal with post-secondary education. For example, there is no facility in Canada designed to accommodate deaf or hard of hearing students who want a post-secondary education. If a student wants an education, is capable of and can afford such a thing but happens to be deaf or has a hearing impairment, the only way he can get it is by going to the United States which has a facility designed to provide an adequate education for the deaf or the hearing impaired child.

I was a member of the committee which met to consider the problems of the disabled and the handicapped. The committee heard from nearly every organization that represents the hearing impaired or deaf in Canada. I have here an article about a young man which expresses the problem much better than I could and I should like to ask the House to listen to it. It was reproduced in the *Obstacles* report of the special committee and tells about a young man called Craig Ostopovich. It reads in part as follows:

There are no advantages to being deaf. You are denied so much, especially in education. Did you know that deaf children are not taken on field trips to the forest, or to the ballet, where there are so many amazing and beautiful things to see. Ballet, especially, is so full of motion and visual excitement. We have taken

Established Programs Financing

Craig every year since he was seven to see the Nutcracker Suite, and he loves it. All the movement, and glitter and sparkle. If we have done anything, it's to teach him to appreciate beautiful things, to get as much value as possible out of what he can see.

• (1620)

But it makes me incredibly sad to think about how much he misses because our society is not open to deaf people. I get angry because we do so much with him at home, but he gets so little from his schooling. He sits and vegetates in school. It's such a waste of time, and it doesn't have to be that way. The Americans really know how to teach deaf children, but up here they don't.

I can tell you right now what I would not be working with deaf organizations if it were not for Craig. I want him to grow up into a world that has many more opportunities than the one his parents knew. I have been offered a job at Gallaudet College in Washington, D.C., which is the finest school for deaf persons in North America.

That is the kind of school which we would like to see here in Canada. At a time when there is such a crying need for it, education should not be just something which provinces should provide based on the financial resources which they may have, so there is a standard of education for a child in Nova Scotia which is quite different from that in British Columbia, Ontario, Saskatchewan, Manitoba or elsewhere. Every Canadian in this country, regardless of where he lives, whether he or she is disabled or handicapped, should have equal access to the education system. This particular Bill will make their present difficulties even worse. This Bill, Mr. Speaker, under the six and five program, is cutting back expenditures in the area of some \$100 million. This is at a time when our country is entering into a period when education will play probably a more important role in our life as Canadians than at any other time.

This cutback is not only shortsighted, it is stupid. I do not know any other way to describe it. Canadians again are being caught up in a squabble and fight between what the provinces think they should be getting and what the federal Government thinks should be given to them. The average child in this country is caught in the middle and has absolutely no say about what is happening, that he will be denied access to education to a far greater degree than he has been in the past. It is stupid.

I would like to quote from a note which was given to me by the Canadian Council on Deafness. This is what it recommends in so far as deaf people are concerned, and I quote:

The problem is not being properly addressed in Canada as each province deals with its own few really bright deaf kids in whatever way they can. Because of numbers being light in each province we feel it should be dealt with nationally. We need: (a) to develop full preparatory standardized program for deaf and hard of hearing students to bridge the gap between highschool and university, (b) improve support services in all existing universities and community colleges (note-takers, interpreters, etc.) where they have shown interest in providing programs for deaf and hard of hearing. We need to develop a national technical institute for the deaf to enable them to take advantage of rapidly developing computerization and other technical advances.

I say to you, Mr. Speaker, to Hon. Members of the Government as well as Hon. Members of the Official Opposition, that people in this country have enough difficulty if they happen to be disabled or handicapped. The last thing they need is another obstacle placed in front of them which prevents them from participating in the mainstream of Canadian life. I