

Education

thing applies to the county high schools. We have a better system and are giving the students who attend such schools a better chance for an education. The sparsely settled rural school sections in particular are greatly helped.

When this plan came into being provincial school grants jumped from one mill on the dollar to 50 per cent and as high as 85 per cent of the cost of education. A few schools in the poorer and more sparsely settled sections received up to 90 per cent of the total cost of education from the province of Ontario. The point I want to make is that within the last few years the cost of education has doubled. The cost of transportation has doubled. The cost of school teachers has doubled. All these extra costs have arisen through no fault of the municipalities or the provinces. They have no method of controlling inflation and the rising cost of living such as was exercised by the government in the last war. Therefore that is one definite reason why the government should do something about the cost of education at this time. The provinces have gone as far as they can go, and God knows anybody who lives in a rural municipality today knows that they have gone as far as they can go.

In my own municipality teachers are asking for an increase of \$600 for the coming year before they will sign a contract. It means that very few, if any, of the taxpayers in that municipality can afford to pay the school taxes that will be levied next year. Another reason is that this is the third time this matter has been before the house, and I think it is high time that we did something about it.

Mr. G. F. Higgins (St. John's East): Mr. Speaker, I am not going to delay the house long on this matter. I believe the mover of the motion is very anxious to have a vote this evening, and I think he should be given that opportunity. This is the third time this resolution has been introduced by him, and I trust the third time will be lucky. Nobody from the province of Newfoundland has spoken on this subject yet, and that is the reason why I intervene for a few brief moments. Regardless of the party to which we belong—and I feel I am fairly safe in saying I speak for the rest of the Newfoundland members—I think we should support this resolution. At least I hope I am right in saying that about them.

The chief reason I am concerned is that when Newfoundland entered confederation one of the main arguments used was the equality of opportunity with all other Canadians that was going to be afforded to

the people of Newfoundland. Included in that opportunity was equal opportunity for education. The educational system in Newfoundland is basically denominational and the churches support the schools. Without the support of the churches the schools would not be able to operate in the manner in which they do at the present time. The burden would be entirely too much for the provincial government to bear. This year Newfoundland has established its first full-time university. It is true it is only granting degrees in a very limited manner, but it is hoped that, possibly as the result of this resolution, we will be able to go further.

The chief way in which we would benefit would be in the salaries that could be paid to the teachers. At the present time they are not by any means receiving what they deserve. As a result they are not able to gain a living from the teaching profession and are leaving it in great numbers. There is great difficulty in securing teachers for the smaller schools in the outports.

I agree entirely with the resolution. I think the contribution to be made should be made in the same way that family allowance cheques are payable now. It should be made on a per capita pupil basis. I am thoroughly in accord with the motion.

Mr. D. S. Harkness (Calgary East): Mr. Speaker, last year a similar resolution was introduced, and at that time I spoke at considerable length, giving in detail the reasons why I supported it. I do not think any good purpose would be served if I were to repeat the arguments I advanced at that time, particularly in view of the lateness of the hour. I would like to say, however, that last year the resolution seemed to receive support from practically everyone who spoke, on all sides of the house. The same thing appears to be true today, so it would seem to me the time has now come to put an end to talk on the matter and let us have some action toward implementing it.

Mr. Jean François Pouliot (Temiscouata): Mr. Speaker, this academic debate reminds me of an example of Latin grammar, *cedant arma togae*, which means "Let arms yield to the gown"—I mean the gowns of the professors. Each year we have an interesting and academic debate on education. What is education? Everyone who speaks of it assumes that the people know what is meant by education. It could be considered from many aspects; perhaps as a kind of polish, a varnish of letters and sciences that gives one the privilege of believing himself superior to his neighbour because he knows more than the other does.

[Mr. Hodgson.]