

I wish to place on record a few tables of statistics which will bear out my contention that the opportunities for education across Canada are anything but equal at the present time. To save the time of the house I am going to ask for consent to place the tables in *Hansard* without going through them in detail.

The first table to which I should like to refer deals with the expenditures per child between the ages of five and nineteen by provinces, which is referred to in this report as the expenditures per unit. It will be seen from the table that the amount ranges from \$14.29 in Prince Edward Island to \$49.61 in British Columbia. Approximately three times as much is spent in British Columbia as is spent in Prince Edward Island. These are the two extremes.

Now let us take three geographical areas for purposes of comparison. If we take the maritime provinces as a unit we find, according to the 1941 figures, which are the latest ones I could obtain, that \$21 per child is spent. If we take the prairie provinces as a unit we find they are spending \$33 per child. Ontario and British Columbia as a unit are spending \$46.50 per child. The Canadian average is \$33 per child. How does this compare with the recommendation of the Canada and Newfoundland Educational Association? Their recommendations work out to \$67 per child. In other words we shall have to spend \$67 per child throughout the dominion if we are to attain even a reasonable standard of education. At the time to which I have referred we were spending approximately \$33, which means that we shall almost have to double our expenditure for education if we are to reach the standard recommended.

Mr. DEPUTY SPEAKER: Has the hon. member the unanimous consent of the house to place the tables on *Hansard*?

Mr. COTE (Verdun): Would the hon. gentleman tell us the source from which he obtained these tables?

Mr. ZAPLITNY: This table is taken from the report by Professor K. F. Argue, presented to the national convention of the Canadian Teachers' Federation in 1945. The table is as follows:

Expenditure per child (ages 5-19)	
By provinces: 1941	
Prince Edward Island	\$14 29
Nova Scotia	22 70
New Brunswick	19 74
Quebec	22 86
Ontario	46 87
Manitoba	35 37
Saskatchewan	32 85
Alberta	39 41
British Columbia	49 61

Comparison of three areas:

Maritimes	21 00
Prairie provinces	33 00
Ontario and British Columbia	46 50
Canadian average	33 00

Amount recommended by Canada

Newfoundland Education Association	67 00
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The next table to which I want to refer is one that shows that there is not only a difference between the amounts spent, and consequently a variation in standards of education from province to province, but also a difference between urban and rural centres. Those of us who come from rural areas will agree that almost without exception the opportunities for education in rural Canada leave very much to be desired. Indeed that is an understatement. Here are some figures which will show that the opportunities and facilities for education in the higher brackets, namely, high school and universities, are much greater in urban centres than in rural areas. The table gives a comparison of boys by age groups across Canada. These figures were also taken from the Argue report:

Attendance: urban and rural. 1941.

Boys by age groups:

	Rural per cent	Urban per cent
13	93	97
14	75	94
15	52	81
16	33	59
17	19	39
18	12	25
19	7	16

The figure of 16 per cent is not a high one, and leaves much to be desired; but it is more than twice as high in the urban centres as in the rural areas. It means that out of every one hundred boys who started school, only seven were still in school by the time they had reached nineteen. This is a serious state of affairs. We who come from the rural areas know something about the reasons why so many boys and girls leave school at the age of fourteen or fifteen. I have had some practical experience in teaching. There are two chief reasons for this situation. One of them is that in the rural areas, especially throughout western Canada, there are no high school facilities for teaching these children unless their parents are in a financial position to send them to a town of considerable size where they can attend high school, which incurs expenditures greater than the parents are able to afford. The second reason is that where there are facilities for high school education in small towns they usually consist of a two-room school, with all the grades from grade 9 to 11 in one room and from grade 1 to 8 in the other. The high school teacher is