

a year or so and who find themselves on unemployment insurance and wish to go to a community college, a technical school, or even university. They find when they apply that they are not, in most cases at least, allowed to use their unemployment insurance benefits to provide their source of revenue while they go to school. I believe this has to be looked at. Whatever the source of funding, if a person can get into an educational institution, there should be no strict requirements as to how that person is funded.

I was somewhat amazed, Mr. Speaker, by the remarks of the Hon. Member for Gloucester (Mr. Breau), who said that the reason for this change to the Act was that the provinces were not forcing the educational institutions to keep pace with the six and five program, and that this Bill is retroactive. I want the people who are listening today and those who read these debates in *Hansard* to understand that the Bill with the six and five program is retroactive. But how can some of those post-secondary institutions keep to the six and five program, and how can the provinces force them to keep to the six and five program, when enrolments are increasing so much? You cannot use the same number of dollars to fund x plus 50 per cent more students. It is just unrealistic.

The total enrolment at the University of Regina in Saskatchewan is up by 13 per cent over last year. How can that university stay within six and five and still fund its educational requirements in order to give our young people their higher education? The number of grade 12 students entering the University of Saskatchewan in Saskatoon last fall was up by 29 per cent over the previous fall. What is really amazing is that the number of students over age 25 entering university increased last fall by 30 per cent over the previous fall.

I feel this speaks to the problems in the job market right now. These people are all thinking along the same lines; if you improve your education, you improve your chances of getting a job. In the age group 15 to 30, unemployment is very high. These people are turning to post-secondary education and in many cases are being turned away. In the Province of Saskatchewan, Mr. Speaker, there were some 8,000 applications for student assistance at the beginning of the year and they were expected to increase to 9,000 by the deadline. This is a significant increase over previous years.

The federal Government is asking the Canadian people to accept a capping of six and five on post-secondary education. At the same time it is very unfair about how it administers that six and five program. The PFRA people within the riding I represent, and I suppose right across this country, have increased their lease fees this year over last year by 250 per cent. So it is not a case of what is good for the goose is good for the gander, apparently.

The unfairness of the federal Government's six and five program shocks me. It shocks me that our young people are turned away from post-secondary education institutions when they are qualified and want to improve their lot in life. They cannot find jobs. In some cases where they do find jobs there is no security. There is no security for people who have held jobs

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for 20 years and 25 years, let alone our young people who have only held jobs for a year or two.

I believe our country is in a real dilemma, Mr. Speaker. We in the New Democratic Party opposed block funding, which came in, I believe, in 1977. We do not know exactly if we want to go back to the dollar-for-dollar matching, but it is a much preferable situation in that there is some accountability of the way the provinces spend the money given to them by the federal Government. We propose that there be a study—

The Acting Speaker (Mr. Herbert): Order. I am sorry to advise the Hon. Member that his time has expired.

Mr. Anguish: Mr. Speaker, may I have a few moments to wrap up my remarks? I will be very brief.

The Acting Speaker (Mr. Herbert): Is there unanimous consent for the Hon. Member to continue his remarks?

Some Hon. Members: No.

The Acting Speaker (Mr. Herbert): I am sorry, there is not unanimous consent.

Mr. Jim Manly (Cowichan-Malahat-The Islands): Mr. Speaker, I welcome the opportunity to speak on this Bill, although I do regret the contents of the Bill itself. Last night when I was preparing for my speech today, I read over the Minister's explanation of the Bill. I must admit, from a technical point of view, he probably gave a very good explanation. It is something like an electrical engineer explaining that when a switch is pulled, an electrical impulse will travel from point "A" to point "B". That is all very true and factual, but he does not really describe what actually happens in some situations. When the switch is pulled, the electrical impulse travels through the body of a human being and electrocutes him.

● (1250)

The effect of this Bill is radically different from the mild, technical explanation that the Minister gave yesterday. In effect, it reduces the opportunity of higher education for significant numbers of Canadian young people. As my colleague from Kootenay East-Revelstoke (Mr. Parker) said, it is class legislation. Some of my colleagues have gone into a fair amount of detail about the crisis in higher education across Canada, and I hope to deal with that later in my speech.

In discussing the underlying principle of the Bill, Mr. Speaker, it might be helpful to look at it in a historical context. In the middle of the last Great Depression, when there was mass unemployment, drought on the Prairies and widespread poverty and misery, a lot of people began to share a dream. It was not a fantastic dream, rather a dream based on the reality of Canada which recognized that on the one hand we had people with intelligence, skills and goodwill, and on the other hand we had a country of great resources. Somehow, if the people with the intelligence, the skills and the goodwill could be brought together with the resources, a new kind of society could be built. If people controlled their own resources and