

Established Programs Financing

expected to compensate for the shortcomings of the educational system of another country, in this case Canada. Furthermore, it is highly questionable whether it is justifiable, both morally and financially, to deprive young people who will become the leaders of Canada's deaf community of a large part of their Canadian heritage by forcing them to be educated in a foreign country. To be effective Canadian leaders, they must be given the opportunity to grow in a Canadian environment, learning about Canadian society, politics, institutions and culture.

Hard of hearing students have special needs of their own which are usually not recognized unless specifically brought to the attention of the educational institutions. Usually these students are left to struggle through university or college with little or no support services. A hard of hearing student may need some simple and inexpensive sound amplification to supplement the personal hearing aid, the assistance of a notetaker or an overhead projector or some other appropriate device which could be provided if the facilities of universities and colleges were sensitized to the needs of hard of hearing students. Such sensitization will only come into being when formally structured, subsidized support services are made available as a matter of course.

• (1115)

More often than not a Canadian hard of hearing student would choose to continue to study in this country rather than in the United States—in this case in Washington—thus avoiding a move to another country and another culture. Gallaudet College is primarily intended for the deaf and the environment is rich in deaf culture.

This lack of opportunity about which I have spoken exists because post-secondary education of the deaf and hard of hearing has never been addressed on a national scale. Until the problem is addressed by way of a federally-funded study, then this problem will remain with us and will continue to squander a facet of one of our most important resources—Canadian hearing impaired youth.

In my view—and it is shared by my colleagues—the Government of Canada should fund a national study of post-secondary education of the deaf and hard of hearing. The national study group should include representatives from various organizations, institutions, as well as appropriate individuals. The purpose of the committee should be to focus on studying the development of multi-disciplinary facilities with emphasis on technical training, with full access to deaf and hard of hearing students. These facilities should encompass applied research and human resource development and should act as resource centres for the purpose of networking with other existing universities and colleges where there is an overlap of interest. I would hope that the recommendations of the proposed study committee would be supported by federal funding, which would then result in a solution of the difficulties confronting deaf and hard of hearing Canadians in their attempts to seek higher education.

The urgency of this matter cannot be over-emphasized. For too long the post-secondary educational needs of the deaf and hard of hearing have lacked attention. As 1985, the International Year of Youth, approaches, it is particularly timely that action be taken on this important issue. The Canadian Coordinating Council on Deafness presented a brief to the Minister of State responsible for the disabled on this very important issue of access to the hearing impaired and deaf in the country.

Provincial and federal governments have been cutting back on post-secondary education for young people, but not because of any lack of resources, as has been argued by the federal Government and provincial governments, in particular in my case the Government of Ontario.

An Hon. Member: A Conservative Government.

Mr. Young: As my colleague indicates, it is a Conservative Government, as is the case of all governments of the provinces, in effect, with the exception of Manitoba.

What will this mean to the Canadian student population? It will mean a denial of access to post-secondary education because of a lack of personal financial resources on the one hand. On the other hand, for those who can afford it, it will mean an increase in tuition fees. In fact, I was talking to some of the pages who serve us so diligently in the House, and in Ontario many of these students are being asked to spend something like \$1,200 a year just to gain access to the university system. That is all right if the student manages to obtain a job, which is extremely unlikely in today's economic environment. It may be helpful if their parents happen to be in the upper income levels of society and can afford to provide the necessary tuition fee. However, for many people, particularly those at the low or middle part of the income scale, it will be practically impossible for them to see their children enter the university and college system. As I mentioned previously in this debate, and as my colleague from New Westminster-Coquitlam (Ms. Jewett) pointed out *ad nauseam* in this House—

• (1120)

Ms. Jewett: Me, *ad nauseam*?

Mr. Young: Yes, *ad nauseam* in this House. She has done a very effective job attempting to persuade this Government that what is needed in this rapidly expanding technological society is that rather than cutting back on funding for necessary educational purposes at the post-secondary level, this Government should be expanding those facilities, making entrance into those facilities and institutions more accessible rather than restricting access, as will be the case with this Bill. I see my time has run out, Mr. Speaker.

The Acting Speaker (Mr. Guilbault): At this stage in our proceedings a ten-minute period is provided for questions or comments relative to the Hon. Member's remarks. Are there any such comments and questions?