

I could go on for a considerable time and deal with the situation which did exist in some of the remote communities and the situations that exist to-day, but I shall not take the time at the moment to do so. The following extract is to me extremely significant. I do not even recall the source from which I obtained it, but I think it is worth listening to because it contains the very essence of truth:

Because a province or an area within a province is too depressed to furnish an adequate programme of education is no fault of the children. Poorly equipped schools, underpaid and dissatisfied teachers cannot produce an environment for our children which is conducive to mental health and a progressive society. This is a good reason for claiming that education is a national problem. The productivity, the mental tone and the outlook of all our people make Canada what it is. If an area is depressed, if its children suffer and become disillusioned, the effect on the social and economic institutions wrought out of the experience of hundreds of years may be disastrous. Reckless and irresponsible experimentation in education may result in immeasurable damage to the fabric of society. Recent European experience has shown that we cannot afford to permit our young people to become discouraged.

When I refer to this fact I do not want it to be thought that I am trying to create the impression that Ottawa, as we say, has totally ignored education in the national sphere, because I realize that is not correct. If my reading has resulted in my being correctly informed, it was early in the present century that there was an exodus of people in Canada from the farm back to the city. This, so I have learned, caused a great deal of concern. The government or governments of the day recognized the need for encouraging a more diversified agriculture and the carrying of scientific knowledge out to the farms. I believe it was in 1913 that \$10 million was provided by Ottawa to be paid over ten years, \$20,000 to each province per annum, the balance distributed on a population basis. Most of this, however, went for capital works. No province could resist the offer; the people would not permit them to. They had to construct educational institutions, and by that time, the end of the ten-year period, the grant ceased and the provinces were left with the complete responsibility of maintaining the institutions which they had established.

I believe it was in the same year, 1913, that a royal commission reported in favour of dominion grants for technical education on the ground that, since technical education might give a stimulus to national development, the federal government had both an interest and a responsibility in it. I believe it was in 1919 that a dominion act provided another \$10 million for a ten-year period for technical

[Mr. Shaw.]

education, \$10,000 to be paid per annum to each province and the balance on a population basis. The province in that case was to spend an equal amount. What happened in my own province? If the information I have is correct, we spent a million and a half on the technical school in Calgary. But the grants suddenly ceased and we had the whole project on our hands, to be kept up and operated out of revenues from the province.

In 1931 there was a new measure for the promotion of vocational education. I believe that \$750,000 per annum was to be paid to the provinces under that act for a period of 15 years, and in 1937 \$1,000,000 was appropriated for technical education. But this actually was a relief measure since it was designated for the purpose of education of young unemployed people.

While a province naturally appreciated the assistance granted under this act and other acts, it left them in the unfortunate position of using most of the grant for capital works and then having to shoulder the full responsibility of maintaining and operating the institutions.

I also know that under the Vocational Training Co-ordination Act of 1942, which was a war emergency training program, any type of training needed in connection with the prosecution of the war was to be made available. Provision was made there for rehabilitation of the armed forces, and we know that there was to be a continuation of those projects commenced under the youth training.

These are all very fine. I congratulate the government on them. But it was unfortunate, I would suggest, that it took a war to bring about a recognition of the dire urgency of giving the children, our greatest asset, the opportunity of higher education.

Speaking of the rehabilitation of the armed forces, which is taking place under the Vocational Training Coordination Act of 1942, I wish to congratulate the government. In my city of Red Deer we have one of these institutions. I have talked to the young men and they are completely satisfied with the nature of the instruction being offered. There is a fine staff of teachers. Though this may be apart from the subject, I take the opportunity of expressing the wish that the government, the responsible minister, would decide to cooperate with the city of Red Deer in taking care of the serious housing situation that has developed there as a consequence of this school. There is a great deal of buck-passing from one department to another.

These young men come back from overseas after four or five years and they go to Red Deer to take the vocational course. They