

*Proposed Adult Education Council*

in carrying on their work consult and co-operate with other agencies and organizations, whereas others do not;

And whereas under these conditions it is thought that in the whole field of adult education in Manitoba there may be overlapping and even conflict between the work carried on by the various adult education agencies and organizations, and there may be also some portions of the field inadequately covered or not covered at all;

And whereas before further expenditures are made in the whole field of adult education, it is in the government's opinion desirable, to examine and appraise the value of the work carried on by all of these agencies and organizations, and to ascertain the manner in which

(a) overlapping and conflict can be avoided; and in which

(b) the work now carried on in the whole field of adult education may be improved by adequate correlation of existing services, and by the provision of a proper coverage of those parts of the field, if any, in which adult education is not now being provided adequately or at all—

That is why I have used the words "research council" in this resolution. I think perhaps that will be its main function, namely to gather information and to discover where this overlapping is taking place and where these gaps happen to be. I have also suggested, in the final part of the resolution, that we need a permanent centre to discover all the techniques of adult education. The criticism is often made that in our educational system we treat children like young adults and that we treat adults like children. I think the tremendous advances in psychology and psychiatry put at our finger tips a tremendous amount of information which can be put to use in this area of adult education. So often I think we become discouraged by the fact that some unemployed persons do not seem to want retraining, do not want educational opportunities, and that we seemingly have to talk people into doing some of these things. I think some of the techniques which have been used in other areas could well be put to use in the area of adult education. We must find out more about the human mind. We must keep up with the advances in physical sciences. I believe that this is a matter of survival.

I think we need a permanent centre with qualified staff to carry out research projects, and to suggest activities which could be performed by various agencies. We know that the national film board does a monumental work. However, one wonders whether all the things which are produced by what I consider to be a magnificent department in our government are really efficiently utilized and also whether the work of the Canadian Broadcasting Corporation is fully appreciated by the people of the whole nation.

I am sure that other members of this house have reasons why adult education is important. May I suggest only three. This is not something new. It is rather interesting

[Mr. Pitman.]

to note that mechanics institutes were set up in the maritimes in 1830, only five years after they had been set up originally in the United Kingdom. Even as early as 1891 one can find what could be called a conference on adult education taking place at the behest of the then minister of education in Ontario. However, I feel that the matter is so much more important today. Unfortunately we have fallen behind in our concept of education. We tend to look upon education as something which is provided for the young and to think that once they have reached the age of 16, 18 or 21 it is a finished thing, that a finished product has been turned out and that education is of much less value or of much less relevancy to people who are older.

The first reason I put forward is that we live in a fast moving age. We know that the knowledge gained in any field, whether it is electronics or metallurgy, is almost irrelevant 20 years later. I think we must adjust our concept of education in order to meet conditions in this fast changing world. Last winter we saw that many of those who were unemployed were in that situation because they had no skill. In many cases they even had no basic education. I think this was a thing which became clearly apparent. I think of a rather interesting experience in my own constituency where the Canadian General Electric Company, which has been expanding its activities tremendously over the last few months, wanted skilled people. There were 1,000 or 2,000 people who had their names registered with the national employment service but the Canadian General Electric Company could not get people to fill the jobs available. They were obliged to go out and set up a training program, in co-operation with the municipal officials, in order to get the people with the required skill to fill the jobs that were sitting there open. I think this is a very acute problem. Mr. Arthur Piggott, the head of the Canadian association of adult education, suggested that last winter we had the worst trained working force in the world. The Minister of Labour indicated that we had been importing our skilled help over the last number of years. I think this is an area for a full scale effort in adult education. We may not have the kind of society where we end our education and then go to work but rather we will have a society where the pattern will be educate, work, educate, work, in order to keep people moving along and make them far more productive.

I feel that this is an area of extreme interest because I find that many young people cannot be motivated to accept education at its full value. They want to leave