

*Education*

be strengthened so as to give, as I said in the beginning, some national characteristic to our education.

I think one big job that needs to be done across this country is to give to our Canadian people—I do not know a good name for it, but offhand I would call it a sense of learning. After world war II I had the opportunity of dealing with a limited number of young people who came from countries in Europe. Without exception these people brought with them a sense of learning which, while I should not say it was greater than the Canadian student possessed—because at that time I did not know the Canadian student,—certainly was a more intense sense of learning than was found among Newfoundlanders. They had a greater respect for learning; they had a greater yearning to know these things, and they had a greater respect for those who did know.

I think one of the things we have to build up across this country is a sense of learning for its own sake. It has to be done by all forms of government; it has to be done by educational institutions, churches, organizations and everything else; it has to be done by the fathers and mothers. Until we can build across our own country this sense of learning we will never achieve what I hope we will achieve, that Canadian characteristic of education which is so really wanting in this country. I believe this committee could do a great deal to develop this sense of learning among our Canadian people.

Of course, in the higher fields of learning in the universities the federal government over the years has done a great deal to increase opportunities for Canadian students. In my opinion, as time goes on these opportunities will increase until we reach a point at which every young Canadian who has the brains and the ability to complete a university course successfully will have the opportunity of doing so. The federal government is playing its part in this field, and rightly so. Time was in my own province when we had no graduate university and the students had to go to universities in other provinces in order to get a university education. It is true they paid their fees, but even so they were taking advantage of an educational system provided by people living in a province other than their own. Even in that sense, education becomes national, and that is one of the reasons why four or five years ago I approved the action of the federal government in giving support to our universities in Canada. I say again, I hope we are still far below the peak of what will be given to our universities to enable young Canadians to have a

chance of availing themselves of opportunities in these fields of higher learning.

I should like to ask the hon. member one question. In part of his remarks he referred to the composition of a committee. I did not hear exactly what he said. Did he say it should be composed of members of this chamber or of people outside?

**Mr. Morton:** Members of this chamber.

**Mr. Batten:** Thank you very much.

*(Translation):*

**Mr. Maurice Allard (Sherbrooke):** Mr. Speaker, the purpose of this resolution is to suggest that a special committee be appointed to make precise, clear and constitutional proposals on the important matter of education.

We know that the federal government looks especially after naval and military schools and that its authority extends over territories coming under its jurisdiction, such as the Yukon and the Northwest Territories.

Moreover, we find that the federal government made possible certain cultural exchanges on an international level and applied itself to play a part in the field of scientific research, especially with regard to certain jurisdictions defined in section 91 of the British North America Act, such as national defence, civil defence and public health.

The federal government also provides technical assistance to the provinces regarding labour; the responsibility in this field was entrusted to the federal government.

As was pointed out by the mover of the motion under consideration, section 93 also provides an exception under which minorities in a province submitted to discrimination, may appeal to the governor in council who then makes a ruling. In case of non-compliance with this ruling, parliament may implement remedial legislation.

It follows from the list of points I have just given that the federal government may, under the powers conferred by section 91 of the British North America Act, legislate in that field by exception and in a limited way.

Many members have pointed out that the problems we are faced with in 1962, especially material and economic problems, are different from those of 1867. Indeed, that is the opinion I have expressed in this house, on several instances, when I stated that the B.N.A. Act should be amended because today's economic situation is not the same as that of 1867.

At that time, the fathers of confederation, the intellectuals and various groups of Canadians inserted in our constitution a very definite and fundamental section. It was for