

**Mr. McCain:** My suggestion is that the government go back to the era of Liberal government when the Government of Canada recognized the need for federal research input and when the Government of Canada put money where its mouth was. It knew that with a depreciating resource it must give some consideration to helping the provinces, such as with regard to the budworm spray. Fifty per cent of the cost of spraying was contributed by that Liberal government, but this government backed away from it completely.

That is what I am talking about and that is what I mean. The Liberal government used to put its money where its mouth was, but now it has things all mixed up with woolly politics. If it is not political, do not spend it; that is what this document said and that is what this budget practises.

In Atlantic Canada we need, for the benefit not only of Atlantic Canada but of all Canada, a forestry complex. This has been discussed and I am not going into the details. It has been discussed by all the Atlantic provinces, it has been discussed by the federal government and it has been shelved by the federal government. To this moment in time there is no money coming forth for the forest rangers' school, which is a joint maritime school. It needs to be renewal and repairs. Has that fallen through too? Are we not going to get any federal input, even in education where the profile is the highest? Do not forget that your Quebec forest is similar to the New Brunswick forest, that the Quebec lumber supply is rapidly approaching the point where capital is being depleted and the government should be concerned about that forest complex as well as the educational and research centre which would help all of eastern Canada, including Quebec, in having a healthier forest industry. Do not play politics with this as the cabinet minister from Halifax has proposed we should do.

**Mr. Tousignant:** On a point of order, Mr. Speaker.

[Translation]

I rise on a point of order, Mr. Speaker.

**The Acting Speaker:** The hon. member for Témiscamingue (Mr. Tousignant) on a point of order.

**Mr. Tousignant:** Mr. Speaker, the member who has the floor does not seem to be aware of the strategy for forestry development which has just been released by the Minister of the Environment (Mr. Roberts). He should find out about things.

[English]

**Mr. McCain:** The message is not worthy of comment, Mr. Speaker.

We have these needs and these political uses of these needs which I have discussed. Let us go on down the line.

This afternoon the minister suggested that there should be some emphasis on research, that we should adjust and rear-range education. This comes from a member from Atlantic Canada, the area which may virtually claim to be the seat of original education in this nation, where its first schools were

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formed, where some of the first colleges were formed and where there has been a standard of education which attracts to the University of New Brunswick alone 862 members from west of New Brunswick. For a maritime member, who knows that all other colleges in Atlantic Canada have populations which are pretty much constituted in the same way, to suggest that the Government of Canada should start to manipulate education, is to me an utterly and totally incredible suggestion. He is saying we must plan because we must have certain skills and we have to re-educate. So what is new? Doctors have been saying for 20 years that they virtually have to re-educate themselves by going to seminars, classes, courses or whatever. Lawyers, chartered accountants and other skilled people such as welders, blacksmiths, whatever they may be, have had to re-educate themselves to keep up with technology, so what is new?

Are universities flexible? I submit they are very flexible and able to react to the needs of the day. They were able to react to them after World War II. They expanded their facilities, they improvised and they taught. They continue to expand, and when the demand was more for skills other than college skills they were able to cope, even with a very distinct decline in student population. Now because the technical skills do not seem to be in the same demand, the population in the post-secondary schools and colleges is going up again, and they can cope even if this government reduces its contribution.

What right have we as politicians to suggest to the educators of this land that we know more about their subject matter than they do? What an insult to the educators of this land. Is this for political gain? We have heard statements this afternoon that the provinces are not spending as much on education as the government has issued to them for that purpose. Let me tell you that the Minister of National Health and Welfare (Miss Bégin) prior to 1979, during the campaign in 1979 and early after the election in 1980, accused the provinces of misappropriating funds in respect of health. She called on the ministers of health in Canada, since then we have not heard a peep from that minister about how the provinces are using their money.

I am now going to make a statement about the province of New Brunswick. The province of New Brunswick not only spent all the money which was earmarked for education within the province, it had to supplement that substantially from its own treasury and it added more in that one field than in any other. This government assured all provinces which would undertake bilingual efforts in education that they need not fear nor want for funds. The province of New Brunswick, unlike any other province in Canada, undertook that program, but then the guidelines were changed and the province had to find its own funds for the most part to conduct the program which the federal government promised to finance. If that is wrong, I challenge the minister from Halifax to tell this House that I am wrong and he can give me the figures to prove it. That is a false and improper accusation against the provinces of Canada.