

### *Education Standards*

degrees in land planning, municipal planning and urban planning. They are brought to Canada to assist us in planning and development although they come from countries where conditions are very different from ours and therefore they do not have the faintest idea about how to approach planning in this country. We see this situation in many areas. Even in the province of Ontario there are examples of it. So there are perfectly good reasons for the professions setting standards which they will not lower.

Having said this, I believe it is high time guidelines were established for the immigration department and professional associations. I think the development of guidelines by which Canadian equivalence can be established for degrees and diplomas in foreign countries is very much needed. I hope the study which has been made is of assistance to somebody; but, Mr. Speaker, it will not be of assistance to the general public if it is retained within one department of government and is not released. I think it will be a loss if the report is not released, especially if it can be of value in developing the lines of communication between the professions and the department of immigration. I believe it would be an excellent move if this report were made public.

As I said at the beginning, I would be willing to accept valid and convincing reasons for the report not being made public. There may be some. I recognize the difficulty, particularly the jurisdictional difficulties. However, I have not yet heard of any difficulties which convince me that the report should not be made public, and with a great deal of interest I am waiting for a better explanation than we have had so far.

**Mr. Charles Turner (London East):** Mr. Speaker, I have great pleasure in speaking in this debate, not so much because of the content of notice of motion No. 30 but because my riding has benefited immensely from the knowledge and hard work of many new Canadians and because our great University of Western Ontario in London has been chosen by people of many lands as the university in which to increase their knowledge and obtain a higher education. The degrees and diplomas of Western are recognized across the world, and the citizens of London are proud to have the graduates of Western speak as ambassadors of our great city and our great nation. Many students return to their homeland to pass on to their citizens the knowledge they have worked hard to obtain. Many remain with us and become very successful in their chosen field of work. We welcome them all as citizens and students.

Canada's resources of highly qualified manpower are constantly increased or diminished by reason of a number of different flows into and out of the Canadian labour force. The magnitude and direction of these flows are affected by such diverse elements as the state of the labour market at home and abroad, immigration laws and investment in higher education. Some flows, such as immigration, are more readily adjustable in the short term, while others such as the output of the educational system can be altered only gradually.

[Mr. Aiken.]

Graduates from the domestic educational system and the inflow of professional and scientific personnel from other countries are our major sources of new manpower. General attrition—for example death, retirement and emigration of employed members of the labour force—causes the prime loss in the system. The importance of each flow has varied over the years as well as between occupations. Graduates from the domestic educational system provide the largest source of highly qualified manpower. While in some professions such as medicine the number of immigrants at times has exceeded the number of Canadian graduates, on the whole total graduations have exceeded the immigration of professionals into the country.

Immigration, as a proportion of graduations, has varied considerably over the years. In 1954, immigration of professionals was equal to 60 per cent of the number of people graduating from Canadian universities. Net recorded immigration of professionals, for example—immigration less emigration to the United States—was 35 per cent of domestic graduations. In 1961, the respective proportions were 29 per cent and 6 per cent. However, since 1961 immigration has increased considerably. In 1966, immigration was 53 per cent of graduations and net immigration was 44 per cent.

● (5:40 p.m.)

The growth of higher education has accelerated through the 1960s. University and college undergraduate degree courses have expanded at a remarkable rate as enrolments tripled from 73,000 in 1957 to 213,000 in the academic year 1966-67 and 237,000 in 1967-68. This expansion of enrolments foreshadowed a rapid increase in graduate output. For example, in 1950 18,000 students graduated from Canadian universities with a bachelor or first professional degree. In 1960, there were 21,000 graduates and in 1967 almost 44,000. There has been an even greater growth in post-graduate degrees. Masters degrees in 1967 were 268 per cent greater than they were in 1950, doctorate degrees exceeded those in 1950 by 249 per cent and BA degrees increased by 142 per cent.

The rapid rise of enrolments in higher education followed a wave of expansion in Canada's secondary schools, where enrolments more than tripled from the beginning of the 1950s to the 1965-66 school year. Part of this expansion can be explained by increases in the size of the relevant age group and part by rising participation rates. These two factors have been of about equal importance in the growth of secondary enrolments during the 1950s and 1960s, and it appears that they will be equally important during the next ten years.

At the university level, the largest portion of the increase is accounted for by increased participation rather than population increases in the relevant age group. Between 1956 and 1966, full time enrolment rose by 180 per cent, while the 18 to 24 age group only expanded by 30 per cent. This implies that less than one-fifth of the rise in the number of students can be explained by population growth, while over four-fifths was due to greater participation.