

### *Established Programs Financing*

and five program did not bring down inflation from 12.9 per cent to 4 per cent. It was the recession which brought inflation down. If we look at the six and five impact on universities or on all post-secondary institutions, we find that they are receiving a net increase in funding of 7 per cent in 1983-84, whereas under the older system it would have been 11 per cent. We are talking about a net loss in increased transfer of payments of \$100 million to all post-secondary institutions across the country, whether they be community colleges or the older, more established universities. Of course, this is creating a crisis. For example, it is exacerbating a crisis in the employment field alone.

Let us take a look at its effect on universities and colleges. It is impacting very negatively upon libraries, laboratories, computer centres, teaching centres and upon research and development. Those areas are the very guts or backbone of a modern university. It has to keep up its library; it has to modernize it and keep it up to date. Its laboratories are also extremely expensive, but they must be kept up to date for research purposes. When it comes to research and development, Canada is falling badly behind many other leading countries in the western world. We do not seem to be placing our emphasis where it should be placed. We are talking about the future, about recovery and about job creation. At the same time we are axing transfer payments to universities by \$100 million in one year. That does not make any sense to us on this side of the House.

Everyone in the country, from manpower counsellors to high school teachers and politicians, is telling young people to stay at school, to learn a trade, to learn a skill and to go to university to obtain a degree. Statistics show that the longer one remains in school, the better one's chances are of obtaining meaningful employment. At the same time, our universities are bulging at the seams. Across the country they have had to turn back thousands of applicants at the first-year level simply because they do not have the space or the money to train, to teach or to educate them. There is something drastically wrong when the Government is so short-sighted that it cannot see that the future of the country to a large degree depends upon the type of young, educated persons we turn out at the college and university level. I am not saying that we should turn out all Ph.D. graduates. That is unrealistic. We cannot do that. However, we are falling behind.

What impact will this cutback have on the educated themselves, the young man or woman who spends seven or eight years at university to obtain a Doctor of Philosophy degree? One in ten are being hired to teach at Canadian universities. We are virtually wiping out research assistants or associates. They will be unable to keep up with their research, knowledge, training and education. At the same time, we are importing university lecturers, perhaps by the hundreds, from other countries, primarily from the United States and from the United Kingdom, as well as some from France. I cannot see anything more short-sighted than that.

We are also downplaying the traditional subjects at university. We are all caught up with high-tech. I agree that research

and development and high-tech are very important. There was a time not too long ago when the universities were the centres of research and development. Private sector industry looked to universities to lead it into the future as far as science and research and development were concerned. That is no longer happening because universities cannot keep up to the new technology and new learning. That is now being taken over in an extremely limited or restricted way by many multinational corporations, most of which are situated outside the country. If one has a Ph.D in pure science, instead of going to a university and carrying on research one has to go to a multinational corporation with lots of money, go on its payroll and conduct research under its auspices and control.

What is happening to the more traditional liberal arts departments at universities and colleges? Are we abandoning languages, literature, philosophy, history and pure science? If we are, again we are being very short-sighted. Computers will not teach us how to use computers. Computers will not show us how to arrive at moral, humane decisions either in this institution or in any other one. With the so-called old subjects of literature, philosophy and history, at least we had a chance to use the experience and learnings of the great scholars of the past to try to enlighten ourselves as to the present and to plan for the future. Unfortunately in this technological age we think the machine or computer will do the thinking for us. The Japanese are looking toward a fifth generation computer which will do the thinking for us. I will believe it when I see it. Public and private morality are still in the public and private domain, that is, in politics and government, at the university level and with respect to individuals.

Let us look at the impact of this \$100 million cutback through this legislation on students. Students today are finding it next to impossible to obtain summer work which pays enough to support them for even half a year at university. This means that there will be even a greater debt burden placed upon them. Not only will they find it increasingly more difficult—and indeed have in the last few years—to find employment during the summer months, but now they will find it increasingly more difficult to obtain loans and grants. Is it fair to expect students to work hard for four years and then come out of university with a minimum of \$10,000 in debt hanging over them before they draw their first pay cheque, even if they could obtain a first pay cheque within a few months of graduating from university? I do not think it is fair. I do not think that is a fair debt. If a young student wishes to get married upon graduation, buy a house, a car and a summer cottage, that is his private problem or choice. However, to come out of university with a \$10,000 or a \$12,000 debt just because he wanted to learn and improve himself indeed is unfortunate in a country as rich as ours. It should never have been permitted in the first place. Grants, yes, to those who qualify, are academically motivated and can benefit from them; but why should we have these horrendous loans forced upon students at a time when the economy is in a downturn and jobs are virtually impossible to find? The jobs students find in the summer these days are low-paying ones.