

about Canada, it was cited some time ago by the OECD and has been repeatedly cited by a number of observers, is the complete absence of any national framework for policy definition that would relate education and training to our economic development.

This turns out to be one of the key deficiencies that we face. In spite of the government's citation of training and education in connection with its prosperity agenda there have been few initiatives that would correct that situation. Even in the United States, which shares the same kind of jurisdictional divisions we have with respect to education, there is a department of education: the department of health, education and welfare. There was the President's commission on education. There is the President's panel on educational goals, which continues to operate. There is the Carnegie Foundation and the Hudson Institute. As well, a number of other initiatives have looked at the question of educational goals, educational policies, curriculum, teaching techniques and all of those things as fundamental to the educational process there as they are here.

When looking at the situation in Canada where we have a number of jurisdictions acting, it seemed to me that it was necessary to find some way of reconciling those jurisdictional differences with the absolute need in this country to have some national focus on education, to address certain problems that we have.

Among the problems we have is in the recent international testing results it was revealed that in spite of the fact that Canada spends more on education than almost any other industrial nation, our students ended up in about the middle of the industrial nations with respect to both science and math which are obviously two critical areas of educational or intellectual performance.

Serious questions are raised with respect to what we are getting out of the educational system and how we are going to tune in our educational system to our economic needs.

In fact, a number of organizations have suggested that there should be some kind of national council on education. At first the focus was on post-secondary education.

The Canadian Association of University Teachers, the Canadian Federation of Students for example had sug-

gested that there be an advisory board on post-secondary education on the premise that there was a federal involvement in post-secondary education as there is, until now, no federal role in primary and secondary education, although recently there has been some discussion of federal initiatives in the area of day care.

With respect to day care we only have to say that it is increasingly to be regarded as a significant part of the educational process for young people who are more and more brought up in families in which both parents work and in which they are deprived significantly of the development of learning skills necessary for their future ability to thrive in whatever educational stream in which they may find themselves.

More recently it has become obvious that even as was suggested with respect to my comments on day care that there is a continuum in education that relates to all levels and all kinds of education. There is no real clear distinction to be made among training and education and post-secondary education, all of which are options that young people may pursue.

As I have said, of late there has been concern from a number of agencies that there be some kind of national focus, some national capacity to look at educational policy, to look at teaching methods, to look at some of the problems that we have in our educational system.

Among others, the Canadian Federation of Teachers has suggested that there be a Canadian office on education with an advisory board associated with it to carry out studies of benefit to the various jurisdictions involved in education.

The National Advisory Board on Science and Technology had made suggestions that there be a national task force for example that would involve the various governments and the various elements which have an interest in education, from industry, the academic field, labour, and so on.

There was a recent joint conference between members of Parliament and the scientific community that suggested very strongly that there needs to be some kind of national advisory council on education, that would fulfil the role that we define here for the body that I am proposing. The Science Council suggested a national council on science education.