

The Address—Mr. Lambert

this was going to be done. We now have loans instead of grants and scholarships. We know that certain provinces have loan programs for university students. They also have grants and scholarships. Others are not so fortunate.

But, Mr. Speaker, while I realize that there may be a number of students in this country who must find it difficult to continue on at university, I do not believe that that is necessarily the major problem facing us in university education today. As a matter of fact, I say that we are facing a crisis in numbers of university students, and that the real problem is the provision of adequate plant and staff to handle this great wave of students which is coming forward between now and, say, 1972.

If I may be permitted, Mr. Speaker, I should like to make brief reference to the February bulletin of the Canadian Association of University Teachers, in which is printed an extract from a brief or report entitled "The structure of post-secondary education in Ontario". This quotation has reference only to the province of Ontario, but I am sure all provinces face the same problem in varying degrees:

In 1961-62 36,000 students attended 16 Ontario universities: it has been estimated that by 1970-71 at least 91,000 students—

That is 91,000 compared with 36,000.

—will be enrolled in 18 universities. In 1961-62 there were about 2,100 persons on the teaching staffs of the Ontario universities: it is estimated that by 1970-71 more than 8,500 university teachers will be needed.

The scope of this expansion has been publicly recognized, and a beginning has been made, through various programs, to deal with the members. For some years the universities have been aware that this "crisis of numbers" would occur and have been considering ways of meeting the challenge. They have also been aware of the need to improve or extend their course offerings. But the universities could neither plan for the crisis of numbers nor resolve their known deficiencies except through the wise application of larger sums of money than they have ever received. In 1963-64, for example, the Ontario universities received only 60 per cent of the capital grants they requested of the government.

Mr. Macaluso: Would the hon. member permit a question?

Mr. Lambert: May I continue? I have a fair amount to cover, but if I have time I will be pleased to answer the question.

The Acting Speaker (Mr. Batten): The hon. member for Edmonton West (Mr. Lambert) has already indicated that he does not wish to accept questions at this time. When the hon. member has finished, if there is time remaining questions will be permitted.

Mr. Lambert: Thank you, Mr. Speaker. I think this is an indication of where the emphasis should first be placed.

[Mr. Lambert.]

In recognizing the fact that more students would like to attend university, I think we are perhaps forgetting that in order to educate students at universities we must provide adequate plant and qualified teachers in sufficient numbers, and it is in this area where we should attack the problem first.

Miss Jewett: And libraries.

Mr. Lambert: In this way we will have the facilities to handle all these students. It is no good just sending masses and masses of students to universities if they are given a half-baked education. Therefore I should have liked to see—and I hope the government will look at this in great detail in co-operation with the provincial education authorities—some means whereby we can step up those programs which are already in force and which go to the provision of more plant—and I include libraries, as mentioned by the hon. member for Northumberland (Miss Jewett)—and teachers.

Now, Mr. Speaker, we have heard some high-sounding phrases concerning trade. There are a lot of pious things which can be said about encouraging trade, about a greater exchange of goods between various countries. This assumes, of course, that the people in other countries are prepared to buy our goods in greater quantities, and that we ourselves are prepared to buy and consume the goods of those other countries in greater quantities. I sometimes find it a little difficult to accept as a conclusion the proposition that where there is a great disproportionate imbalance of trade between two given countries this must be resolved, that the trade between them must be brought into closer relationship. All too often Canada is compared with countries which have a vastly superior population. We are compared with countries like Great Britain, with some 50 million, and with Japan which has close to 100 million. Representations are also made that there should be a bilateral balance of trade. It really all depends on what are the articles which enter into trade between those countries. After all, in regard to Great Britain, the majority of the products we export to them are raw materials, because Great Britain, being a small country, has very few raw materials with which to produce all the manufactured goods which it exports; and the same applies in the case of Japan.

I think too little attention is paid to the difference in the populations of Canada and other countries. After all, 18 million people must buy and consume the goods brought into Canada, and I think it is quite improper