

Private Members' Business

right now are not specifically directed at post-secondary education. There are no strings attached. Maybe one of the strings attached could be for each province to submit a reasonable proposal or basis upon which transferability could occur fairly.

I have recommended to the House one process that could be used and I have suggested a slight lever that might be employed. I hope that the administrators of colleges and universities and those concerned about fairness in colleges and universities will know about this debate and engage seriously in solving a problem addressed today after some 30 years of repeated attempts to bring about a resolution.

Quite frankly, I would have to admit, in favour of the hon. member for St. Boniface's motion, that up until now the effort has not been serious and, because it has not been serious, it has caused serious difficulties for many students and those who are attempting to become students in our country.

Mr. Mac Harb (Ottawa Centre): Mr. Speaker, it gives me great pleasure to speak in support of the motion of the hon. member for St. Boniface.

For the sake of the record, I would say that the hon. member did not necessarily ask for a regulatory body, but for a discussion or dialogue in order to simplify the process and make it more understandable. He clearly understood the complexity of the issue and all he is calling for is some sort of discussion to take place.

I was quite disappointed in the statement of the hon. member representing the government when she stated that education falls under the jurisdiction of the provincial government and, as a result of that, we have no business in talking about the issue or dealing with the issue.

Using this rationale, perhaps we might apply and say the same thing about health care. We might say the same thing about the environment, taxation of all types, economic development and job creation.

The truth of the matter is that we can no longer afford to say: "Well, this is your baby. I am not going to get involved in it". The issue of education now, more than ever before, will have to become everyone's business, at the provincial, municipal and federal levels.

To back up my statement, I want to state to the hon. member that here in Canada one out of every three youths who enter the high school level do not finish their high school. If we look at the latest statistics from Employment and Immigration, on an annual basis, approximately 100,000 students drop out before they get to Grade XIII.

Between now and the year 2000 we are going to see at least one million Canadian youths out on the street looking for low paying jobs, or having no jobs at all.

If we compare this with what has happened around the world, for example, in Japan, 94 per cent of 17-year olds in Japan are still in formal education or are still learning in schools.

In Germany, 89 per cent of their children are still in schools at the age of 17. In Sweden, it is 78 per cent. Here in Canada, the figures are a lot less. We have only about 72 per cent of our students remaining in school after the age of 17.

This should be an alarming signal to the government to take note of and to realize that the issue of education can no longer be a provincial or municipal issue alone. It has to become a federal issue as well.

Over the years a good proportion of jobs in our society were in the low paying scales and did not demand high skilled employees. Everything is changing as we move into the 21st century. We are going more and more into the areas of high tech and information systems. As a result of that, there is a bigger demand on our labour force to be highly skilled and highly trained. That is why the government has to put a lot more emphasis on educational retraining today than ever before.

If we look at the latest statistics from Employment and Immigration, going back to 1986, they show that the unemployment rate for Canadians aged 15 to 24 with a post-secondary education was 9.8 per cent. This is significantly lower than the 17.7 per cent unemployment rate for the same age group with only high school education. That says that we can no longer afford to shy away from the issue. We have to address it with vigour and interest. We cannot carry on passing the ball to the other levels of government.

In terms of giving an equivalent for a university student moving to another university, I believe it is only fair that a first year math student who takes calculus, for instance, at the University of Ottawa should be eligible to get the credit from the University of York if he is