

Hon. Mr. Leonard: At page 8 that report says:

Nothing has impressed the committee more than the very heavy incidence of unemployment among young people, the unskilled, and the inadequately educated.

And it goes on to say:

This situation must be viewed with a sense of urgency. Without any question we must devote a much larger proportion of our resources to education and training of all kinds—academic, professional, vocational, and technical. To a much greater degree than in the past our national investment must include investment in people—and we must begin now.

The same note has been struck by the Economic Council of Canada in its annual reviews. At page 94 of its Second Annual Review, the Economic Council said:

To advance educational levels through the formal education system, attention currently needs to be focused on five particular areas.

The third of these areas is:

The tremendous expansion required especially at the university and post-secondary technical school level in terms of higher enrolment ratios and retention rates for those of post-secondary school age, in the circumstances of an unprecedented upsurge in the numbers of young people who will be moving out of the 15-19 (mainly high school) age group to the 20-24 (post-secondary) age group over the coming decade.

The same report, at page 92, estimates that the average real income per person in the male labour force was roughly one-quarter higher in 1961 than it would have been if the average educational attainment had remained at the 1911 level. In other words, the increase in education alone contributed to a 25 per cent increase in the productivity per male in the labour force over that period of time.

At this point I should like to quote from an editorial headed "Land of the the Second Rate" in the *Financial Post* of November 26, 1966. This editorial makes very interesting comparisons between Canada and the United States in regard to figures pertaining to education. For example, in the age group of 20 to 24 years 39 per cent of the population of Canada has completed high school or better. In the United States the same age group with

the same qualifications comprises 73 per cent of the population. The editorial says:

These figures suggest several hard truths. Much of the remarkable productivity and efficiency of the United States economy reflects workers better equipped than we to make most of the factors of production. Until the education gap is closed, we won't make similar advances in productivity or earn the living standards which they imply. Wage parity under these circumstances is so much nonsense.

Canadians are plainly going to have to devote a growing share of their income to education.

So much for the importance of the subject. Let me go over the last five years and relate some personal experiences in dealing with the problems of university education. At the end of 1959 or the beginning of 1960 I was appointed to the board of a new university in Ontario—the first of a group of new universities—York University. At that time it was a university in name only. It had a charter. It had a president in the person of Dr. Murray Ross. It had a chairman of the Board of Governors in the person of the Honourable Robert Winters, and it had a Board of Governors of seven persons. It had no students, no professors, and no buildings. This was in the spring of 1960. It opened for business in the fall of 1960 in Faulkner Hall which was loaned to it by the University of Toronto, and it had 76 students. Faulkner Hall was the former residence of Sir Robert Faulkner. Here I should interject that without the assistance and aid of the University of Toronto, York University would never have made the progress it did in its beginnings.

That was in the fall of 1960. Six autumns later, in 1966, York University has over 5,500 full-time and part-time students. It has two campuses, a faculty that in numbers and quality is adequate for the number of students, an imposing set of buildings and equipment, the cost of which was in the neighbourhood of \$40 million. All this has been accomplished in six years, and this is just one example of the explosion that is going on in university affairs, not only at York but in Ontario and the whole of Canada.

It fell to my lot also to see something of the whole picture in Ontario during these past five or six years. In April 1961, I was appointed to the Committee on University Affairs set up by the government of the Province of