

and welfare programs which mark the activities of the department of northern affairs with respect to the Eskimos. I think this is a wise move in the right direction.

Senator Gladstone in the other place has long recommended that the two groups be brought together. But I should like to issue a warning that you cannot handle this problem in an arbitrary way. You cannot ignore the wishes of these people as you endeavour to initiate programs and policies for their benefit. The government has had problems with respect to Eskimos in northern Quebec which indicate there has been a tendency to neglect the basic human right of self determination. More recently the minister has quarrelled with Ontario in this field. In the final analysis it is the people themselves who will decide how far they want to go in the direction of integration. We can provide the facilities. I believe, for example, the program of education which makes it possible for many young people to attend the regular public schools has been one of the great forward steps in dealing with this problem.

● (8:20 p.m.)

Another development which takes me right to the heart of my thesis is the establishment of friendship centres in urban communities across the nation. This has been done by the action of people at the local community level, anxious to come to grips with a social problem that had been becoming increasingly intense.

I remember a few years ago getting a very strong letter from one of my constituents, a lady who is active in community programs, accusing the government for its failure to take any interest in the problems of the Indians. I replied by letter to her and later on had a discussion with her and a group of friends, in which I pointed out that there were many excellent programs, on behalf of our first Canadians, on the statute books, but before they could be given flesh and blood local community action would be necessary. This lady, along with others, succeeded in establishing a friendship centre which is a focal point for much better contact with the Indian community in my constituency than had been the case previously.

Since we should listen to the voice of the grassroots perhaps I should mention the names of these persons who have provided that leadership. One is Mrs. Audrey Siluius and another lady Mrs. Maurice Godmaire. Also, since we are on the eve of the celebration of Brotherhood Week in Canada I should make reference to the Canadian Council of

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Christians and Jews and its regional director, Mr. Fraser Earle, who have given outstanding leadership in dealing with this problem at the local community level.

I think my time has expired, Mr. Speaker—

Mr. Davis: Read another page.

Mr. Dinsdale: I notice some hon. gentleman suggests that I am reading my speech. I think it is one of the members from a Vancouver riding, an expert on water resources, and if he would care to examine the notes I have in my hand he is welcome.

The subject of education is of basic importance in this country, and I am glad to see that the administration is accepting the recommendation of the Premier of Manitoba in giving it top priority among the many programs that are necessary. An increase in grants is, of course, basic if we are going to ease the crisis created by the upsurge in university population, but other aspects of the problem have not been dealt with, by the government. However, they are pointed out in the Bladen Commission report. One is the necessity for expanding capital grants. The program of the Conservative government in making loans available through the Central Mortgage and Housing Corporation to provide residences for universities was a very useful one and should be expanded.

Another recommendation I would like to make is in respect to the manpower retraining program. A broad educational program is basic to any successful manpower retraining program, and I was amazed to find that teacher training was not included in the subsidized manpower retraining. I think this is an oversight because how can you have any educational program if you have not got a group of well trained teachers to carry it out? Perhaps the excuse is that the assistance program deals largely with the area of technical schools and technical instruction, an area in which the former administration launched a very worth-while program. But again, before anyone is qualified to attend a technical school he must have a basic educational background. Therefore, if this program is to be successful it is most essential that teacher training courses be made available to adults who wish to upgrade themselves and take part in retraining of this kind.

We talk a great deal about the war on poverty. Education is essential to success in any war on poverty. It is not only economic and financial poverty that places a large num-