

The Address—Mr. Martineau

constitutional process itself, which is the object of the union. This would be the opposite of the system of demands and concessions, or if you prefer, of the system of repression existing at present.

I also suggest creation of a secretariat for federal-provincial affairs, not as an annex to the privy council, as proposed the other day by the Prime Minister (Mr. Pearson), but an actual department, under a responsible minister, whose main duty would be to study the consequences on the federation of any measure likely to affect the relationship between the provinces and the constituent parts.

I also recommend the establishment of a constitutional court, the members of which would be recruited equally in provinces where common law prevails and in those where civil law prevails. Such a court would be the final resort to solve federal-provincial disputes.

The members on this side of the house are in favour of unity in Canada and against a ghetto policy. We do not consider our country as another Puerto Rico, as the hon. member for Lapointe (Mr. Gregoire) stated without batting an eyelash this morning. I enquired about the situation in Puerto Rico and I realize that Puerto Ricans have no elected representative in the U.S. congress; they have nothing to say about the international policy of the United States and are practically colonials. I do not think that Canada should now be following such a course.

Our forefathers embarked upon the conquest of a new world, a physical world. Today's world is more complex, more subtle, but our culture must be strong enough to penetrate it, to spread and share responsibility. Quebec is now regaining its strength.

We, in the Conservative party, firmly believe that a renovated Quebec, a Quebec renovated in all its elements, will fully participate in the work of Canada and will do so with the pride and generosity of its French heart. It will extend its hand to all its Canadian brothers in the common deeds which are of concern to us all.

We are an American people and it is from coast to coast on this vast continent that we will forge the future and await the fate which is held in store for us by Providence.

That is, Mr. Speaker, the message that we want to convey to you. We believe that we, on this side of the house, have the means necessary to implement this program.

Moreover, in the light of all the arguments which I have just discussed, I submit that the government does no longer deserve the confidence of this house and that the amendment should be favourably accepted.

[Mr. Martineau.]

[Text]

Mr. Arnold Webster (Vancouver-Kingsway): Mr. Speaker, I wish to commend the mover and seconder of the address in reply to the speech from the throne, and also to congratulate the leaders of all parties for their excellent contributions to the debate last week.

Every thoughtful person in Canada today is aware of a crisis in education that presents serious problems to all levels of government. In spite of this one looks in vain for any recognition of this truth in the speech from the throne. The brief reference to student loans is merely a duplication of provisions already made by most provincial governments. This pitiful gesture reveals a complete failure to appreciate the gravity of the situation facing administrators of higher education across this nation. The major problem, additional aid to universities, is ignored completely.

The challenge to this generation has been caused by the high birth rate after the second world war and the steady increase in the proportion of students who remain in school beyond the legal school leaving age. Another factor causing enlarged enrolment in our schools has been the steady flow of immigrants to this country in recent years. To these considerations must be added the growing conviction that to survive in a technological age, democracy must develop the talents of all its members to the highest possible degree. It is now generally accepted that the industrial strength of the nation depends not alone upon the ingenuity and resourcefulness of the few but upon the abilities and skills of the many in our society.

Equality of opportunity has always been held up as one of the great ideals of democracy, but in Canada so far as education is concerned this ideal has been far from realized. The inequalities of educational opportunities between province and province and between urban and rural communities are conspicuous. Children are growing up in some parts of Canada with only a fraction of the educational advantages enjoyed in other parts, and the differences are caused by mere accidents of geography. It is, indeed, a sad commentary to say that the quality of education available to Canadian boys and girls depends on where they live in this vast country. Time was when most people spent their entire lives in the community of their birth, but today the movement of families from one part of Canada to another is commonplace. Labour has become extremely mobile. Everyone knows dozens of westerners who are working in Ontario, and Nova