

Employment of Graduate Students

from this country of people with higher training. His remarks were somewhat inconsistent in that other hon. members have blamed the government for allowing into this country people with higher skills, people with Ph.D's and other, higher training. Indeed, he suggested that we were becoming some kind of colonial land from a technological point of view because of this export of our expertise. The truth is otherwise. We are receiving more people with higher training, higher skills and higher education than ever before. I, for one, say that not only do we need more of our people to be trained so that we may carry on our development in the future, but that we should use these trained people who have come to this land from other countries as well.

Mr. Douglas (Nanaimo-Cowichan-The Islands): Mr. Speaker, may I ask the minister a question. He mentioned \$300 million which is being spent for manpower training in this country. Could he tell the House what numbers are now in training and what will be the maximum figure that the minister expects we shall reach during this fiscal year?

Mr. Lang: Mr. Speaker, I can give the hon. member the figures for the last few years. One hundred and eighty-four thousand trained in 1967-68; 301,000 trained in 1968-69 and 300,000 trained in 1969-70. The figure for those who trained in the current year may be in the same order of magnitude as that for last year. Of course, the exact number trained depends a great deal on the actual mix of training, having regard to the budget amount that is available.

Mr. Douglas (Nanaimo-Cowichan-The Islands): Mr. Speaker, may I ask the minister one more question. What are the numbers in training at present, and what slack is there in capacity? How many more could the minister's department take on if he were to amend the regulations as we have suggested and take on some of those who under the present regulations are excluded.

Mr. Lang: Mr. Speaker, I shall try to obtain some information on that figure for the hon. member. Of course, it is also important to consider in this area budgetary limitations. That question raises the problem of the amount of monetary and fiscal expansion which is possible at present, as a result of the budget that is available. The problem with the subamendment of the hon. member is that it would adjust our priorities within the amount of money that is given to us, unless one were to abandon one's basic view as to the amount of fiscal and monetary expansion which is possible at the present time.

Mr. Douglas (Nanaimo-Cowichan-The Islands): We could find the money if we needed to.

[Translation]

Mr. René Matte (Champlain): Mr. Speaker, to judge the value of the motion moved by the Ralliement Créditiste, more specifically by the hon. member for Lotbinière (Mr. Fortin), one only has to witness the stirring in the House due to the amendments moved by the other two

[Mr. Lang.]

opposition parties as well as by the words of the hon. Minister of Manpower and Immigration (Mr. Lang).

This proves that the proposed motion deals with a real problem, I would say the real problem, that of having failed to establish the necessary financial devices.

We understand that this may at times anger the government but, Mr. Speaker, we are doing our duty and the Créditistes are not to blame if everyone knows that this is the real issue today.

And as it is in line with our philosophy to deal with this very problem, we are that much freer to emphasize it in a debate on such a motion as the one now before the House.

This motion of non confidence in the government takes its full meaning in these difficult times when young Canadians are at grips with a great number of problems from indifference to active and even passionate dissent.

• (5:00 p.m.)

Let us read our proposal once again:

That this House condemns the Government for having inspired false hopes among young people between the ages of 16 and 24 by assuring them that education pays, at a time when young people coming out of schools and universities find no outlet for their energies and no means of placing the knowledge they have acquired at the service of the people, because the Government has been unable to introduce such financial devices as the compensated discount and the national dividend so as to enable the masses to benefit from the communal resource constituted by young people who are educated and better equipped than any previous generation to produce more efficiently, more abundantly and more economically, so as to assure the greater welfare of all Canadians.

If we look at this motion, sentence by sentence, we are compelled to admit, Mr. Speaker, that the government has "inspired false hopes". Is such a remark justified? Unfortunately yes and in every respect. What high standard have we tried to instil in our youth?

Let us talk about the example given by elders who, let us be frank, are sometimes more or less honest not to say really backward and even old-fashioned. The behaviour of older people has never been very exciting for the young. Between an out-of-date conservatism and a timid evolution, such paralyzing and depressing behaviour deceives and disillusion the younger generation willing to put its overflowing dynamism at the country's service.

So it is all the more vexatious for them when, having been lured with bright prospects, they always end up in front of nothing. This is false hope.

When a great many of our young people, especially in Quebec, were dropping out of school early, the reason given for unemployment was this factor of academic disqualification represented by these famous "uneducated" people as they have been described by a former liberal premier in Quebec. And from everywhere, we have heard bombastic and ambiguous slogans: "He who gets into debts gets richer". "Education is money". "Qualifications are needed". "Future belongs to youth". Our young people did believe for a while—until they got out of our schools and universities only to realize that they had been misled. Yesterday they were uneducated