

I am sure he will be able to make an important contribution to Canadian society.

There is often talk about unity. People are asking a multitude of questions about unity—why unity? What can we do or what should be done to safeguard unity?

But rarely is the question asked, why are there people who want to separate from Canada? Why are there people who are dissatisfied with the present situation in Canada?

I for one, honourable senators, looked around me, asked myself a lot of questions and finally came to the conclusion that I should deal mainly with the issue of education which is basic to everything.

That is definitely where we have fallen short of the mark in the past. Furthermore, the problems now emerging in the formation of our young Canadians, in orientation and education all come from that.

When I talk of education, I want to bring to your attention the fact that all across Canada in every region in every province there is a history to be found. I am convinced that that is where there is a lack, especially in the teaching of history to our young Canadians. Let me give you here a very striking example.

If two young students were brought here to this house, one having gone to French school and the other to English school, and you asked the young French-speaking student: "Who discovered Canada?", he would answer without a moment of hesitation "Jacques Cartier". Now, if you put the same question to the young English-speaking student, he would tell you "John Cabotto".

We would then face a real problem because we would have involuntarily created a disagreement between those two students who both believe that they are right. However, they are both right because the first one learned from his teacher that it was Jacques Cartier and the second that it was John Cabotto. In that case, who is to blame?

I believe that you will understand, honourable senators, the need and the urgency of having only one Canadian history for all Canadians without exception. This history should talk about Canada and relate the true facts. If the discoverer of Canada is Jacques Cartier, it should be so for everyone, and if it is John Cabotto, so be it.

For my part, I am convinced that as concerns teaching it is essential to provide for English to be taught in French schools and for French to be taught in English schools throughout Canada. It is extremely important for all Canadians to respect both official languages first before wishing to learn another language, such as Spanish, Italian, German and so on.

The real way to reinforce Canadian unity is human contact and the knowledge that all Canadians have the same aspirations, whether they speak French or English.

There is another factor I would like to note about certain teachers or union members who have often had experiences leading to rather serious confrontations with our governments. I could mention cases like that of the Quebec Teachers'

Corporation which on several occasions refused to apply partially certain laws like Bill 63, Bill 22 and Bill 24.

As concerns especially Bills 63 and 22, among all the points related to teaching, it was made clear that teachers had the responsibility to teach English in French schools. They never bothered with this provision and in fact they never did teach English, in spite of the wish of the great majority of Quebecers. This has been proven not long ago by a poll showing that 65 to 70 per cent of parents openly urged that English be taught to their children going to French schools.

The president of this corporation, Mr. Charbonneau, is very glad to speak about respecting the wish of the majority of Quebecers when the question of promoting the French language in Quebec is at issue. But suddenly he becomes deaf when we say that English should be taught in French schools and, strangely enough, the majority rule does not apply anymore.

I believe that in our schools we should first concern ourselves with the education and the development of our children in an objective way and prepare them to form a society which can cope with the problems they will have to face and thus continue the society wanted by the large majority of Canadians: a healthy society, a society with respect for democracy and where social peace prevails.

As I did you probably all read the statement made two weeks ago by Mr. Charbonneau concerning his participation in the conference on the economic direction of Quebec as a representative of a leftist party because, according to him, the party in power is not really a leftist formation.

I for one would say to Mr. Charbonneau that if he wishes to try his hand at politics he is free to do so but first he should resign as president of the Quebec Teachers' Corporation.

When we know that teachers have a basic influence on the orientation and the education of our youth, we cannot let them do what they wish and orient our society in a direction that will not have been chosen or wanted by the majority of Canadians.

Our youth will not be responsible, because it will have been manipulated by a small group of extremists who play at politics and want to legislate, yet show no respect for laws passed by our existing governments.

To conclude, honourable senators, I wish to underline the importance of the role which each one of us will have to play in our respective provinces as regards our minorities.

When people say that Quebec should be a French-speaking province like Ontario is English-speaking, I agree, but we must insist on the fact that just as Quebec must not infringe upon the rights of the English-speaking minority within its boundaries, so must the rights of French-speaking minorities not be encroached upon in English-speaking provinces. Therefore we should make sure that everybody can rightfully say he or she is a full-fledged citizen.

As I said, it is very important that every citizen—whether English in Quebec or French in another province with an English-speaking majority—should respect the other minority,