

have recognized its weakness in second language education and would have done something about it. Not only did they do nothing, they actually changed the education system, so that the second language teaching offered in Ontario at present is of a much poorer quality than when I went to school in the early 1960s.

It used to be that most students going to university required a second language. I think you had to have two papers in English and two papers in French or Latin, or three in mathematics. This was changed with the so-called new educational policy brought in by the then minister of education who happens to be the current Premier of Ontario, Mr. Davis. As a result, we find that kids going to universities in Ontario have not bothered learning a second language, whether it is French, German or Latin. In my view, learning a second language is a good thing from the Canadian perspective of national unity. It is also a good intellectual discipline to learn to speak two languages. But the Conservative government in Ontario has allowed second language teaching to almost die out. So when we consider the remarks of the hon. member for Egmont, we must wonder if the provinces have done such a good job with respect to education.

I made a proposal to the Secretary of State (Mr. Roberts) with respect to second language education. I believe that we, as the federal government, should establish this kind of office, this kind of liaison, with the provinces. I believe that we should require the provinces—and perhaps use our financial levers to do so through the aids to post-secondary education—to set linguistic standards for people going to university, so that anyone who is admitted to university in any province has a certain standard of knowledge in two languages, one of them being the official language. This would in no way discriminate against third language groups, or the so-called ethnocultural groups in this country; in fact, it would give them a boost. In Toronto there have been immigrants, in the last 10 or 15 years, from Italy, Greece and a host of countries.

I do not think it unreasonable that we should encourage the teaching of those languages and make it possible for students who have a knowledge of the language to gain a university entrance credit; indeed, it is part of the multicultural policy of the government. But this kind of system will have another positive effect, that is, to encourage both French and English-speaking parents to help their children study, not German, Latin or Italian but the other official language.

It is quite evident from what has been going on in Toronto in the last few years that there are more students willing to study French than the province of Ontario has provided schools for. It is my contention that English-speaking parents in the Toronto area would love to see a second language entrance requirement made for universities, and I am sure that those parents would encourage their children to learn French because it is one of the two official languages of Canada and it is the language of the federal government. That is the proposal I have made to the Secretary of State. It is one that I think should be considered.

### *Office of Education*

The other aspect of provincial control in education vis-à-vis national control, or the establishment of a national education office as envisaged in the motion of the hon. member for Vaudreuil, is the fact that 100 years ago we did not have to worry too much about the mobility of Canadians. At that time, if you grew up in one province, by and large you spent the rest of your life in that province. Of course, it was basically a rural society, an agrarian society and there was no need for governments to be concerned with the impact of their education policy on the labour market.

● (1732)

Here we are, in 1977, with a very mobile population and with multinational and all kinds of national corporations, and I believe Canadians are hampered severely because of the disparity of education standards in this country. If you are an official with a national company living in Toronto, and you are transferred to New Brunswick, British Columbia, or to any of the other provinces, under the present system there may be a significant difference in the type of education in each province; therefore, your children, who are being dislocated anyway—they are being uprooted from one community and put into another—are going to be even more disrupted by the fact that there is no continuity in the educational system.

I suppose I am one of the “baby boomers”, one of those who came on to the labour market in the last few years. I am one of the fortunate ones; I have a job, at least for the foreseeable future.

**Mr. Knowles (Winnipeg North Centre):** For another few months.

**Mr. Collenette:** However, it is very unusual for political science graduates such as I to be able to secure positions which are adapted to their education. We have created a whole generation of people who are not really suited to the labour needs of this country. I am going off the topic somewhat, but when we look at unemployment statistics and at the people who are unemployed or dissatisfied with their lot, we zero in on post-war children who are now adults, people born after 1945. We are the products of parents who went through two world wars and a depression. They worked hard and suffered the deprivations of the depression years. They have said to their children that they should not suffer the same kinds of hardship, that they should stay at school, get as much education as they can and not go in for blue collar work because it is grubby and not socially productive. Almost a class distinction between white collar work and blue collar work has been built up.

So a great many people have completed high school and university. I do not know why I went to university, except that my parents encouraged me. That was the thing to do in the sixties. It was only when I was in my second year that I realized what a university education was all about. But many of my contemporaries could not adjust. They could not come to terms with why they were in university. Some resorted to drugs, some to alcohol, and others dropped out. Some went