

*Employment of Graduate Students*

same proposals as before. If he wishes to run them down, he is free to do so—

**Mr. Speaker:** Order! The hon. member cannot rise on a point of order in an attempt to correct the minister's statement. The minister should be able to continue his speech without interruption.

**Mr. Lang:** Thank you, Mr. Speaker, although I must say I am pleased to have the qualification, because I seem to have the same trouble with the translation as does the hon. member for Nanaimo-Cowichan-The Islands, and I will read the text with some care.

The point I was making was that another of my colleagues might indeed have attempted to deal with this motion in view of that being the main thrust. However, on the other hand, the motion in those terms really needs no further serious treatment, since there is some increased understanding in the country about the inability to simply crank out money. The balanced monetary and fiscal policies which the government is pursuing in the attempt to promote both a reasonable amount of growth and control inflation are indeed sound, and the exact technical issue which has to be put before hon. members interested in this is the extent to which that growth should be allowed to take place.

One approach could have been the difficult economic argument concerning at what point you have in fact created too large a money supply so that inflation may go forward again, at what point you have created enough money supply to begin to take up the slack in the economy, counting in the balance sheet that new upturn in the economy which can take place when growth factors themselves go to work and produce additional growth and revenue for the treasury. However, in view of the fact that there is much understanding about this, it did not seem to be a serious point to pick up at that stage and in that way.

On the other hand, within the motion the hon. member included some words which touched me very closely, not in my present capacities so much as in my recent ones. I think I may have been the Member of Parliament most recently engaged in a full-time way in the education of our young people, the people who are putting themselves in a better position to contribute to our society, to obtain better jobs. It seemed an opportunity for me to take up these rather odd words in the motion, that there was an inspiring of false hopes, if I may select words which I read as key words, "false hopes... that education pays." Of course, when you listened to the hon. member for Lotbinière there was no doubt this was a good part of the theme of his speech, that education itself is a doubtful thing. He was critical of our program to expand vocational training and felt that we had spent far too much money on this. The facts are, however, that when other governments launched these programs to build vocational and technical schools in this country, we were seriously short of people with skills in the vocational and technical fields so the training facilities were needed.

**Hon. Otto E. Lang (Minister of Manpower and Immigration):** Mr. Speaker, as I said when I rose on the technical point, I am pleased to have any amendments before the House on a day like this but from the procedural point of view I thought the technical point should be brought to your attention.

The hon. member for Nanaimo-Cowichan-The Islands (Mr. Douglas) did not of course have the opportunity during the early part of the debate to hear all of the words of the hon. member for Lotbinière (Mr. Fortin) or he might have been a little embarrassed at joining in what was a genuine attack on the purpose and the value of education in this country.

**Mr. Douglas (Nanaimo-Cowichan-The Islands):** On a point of order, Mr. Speaker. I was in the House when the hon. member for Lotbinière (Mr. Fortin) started his speech. I was here throughout his entire speech, and have been in the House since the debate started.

**Mr. Lang:** Well, Mr. Speaker, of course in that case I will be very happy if the hon. member rereads the speech and pays some attention to it in the translated version, because he obviously missed the original text.

The point I am making is that really, in the reading of a motion as the government has to do when it is put before the House by the members opposite, the government has to try to find what the thrust of the motion may be. It certainly seemed to me in reading the motion that the thrust was in some specific suggestion which the hon. member was going to make about monetary and fiscal policy, about a new version of standard Social Credit theory which has now been retranslated as a non-issuing of credit. Some other form of cranking the wheels has been devised which is meant to accomplish the same thing, but without the hazards of having to bear the reputation of all the past theories and the discredited they received.

This gave the government some difficulty in knowing how best to answer such a motion because we could review once again our basic view, the central view of how one must balance fiscal and monetary policies on the one hand in order to encourage growth, and how one must have a very careful hand on this throttle in order to ensure that inflation does not destroy the very soundness and viability of the economy in the process. This, as I say, seemed to be the thrust, and some other of my colleagues might well—

[Translation]

**Mr. Fortin:** On a point of order, Mr. Speaker.

**Mr. Speaker:** Order. The hon. member for Lotbinière on a point of order.

**Mr. Fortin:** Mr. Speaker, the minister stated that in my speech I introduced a new version of Social Credit theory. I wish to tell him in all fairness that those are the