

those who speak French know and greatly appreciate the important contribution made by the Liberal government towards the solution of their just claims.

• (1500)

[English]

The objectives of the French speaking minorities still pertain mainly to the life of this country as a whole. Some would have us believe that over a 100 years of relative peace guarantees confederation. But I would like to remark that the last 10 years with mounting tensions have shown that confederation is still on trial. The unrest is somewhat related to language; it is therefore natural for minority groups to turn to governments, especially the federal government, for legislation and for solutions to their problems.

[Translation]

As for education, Mr. Speaker, after the publication of Volume II of the Report of the Royal Commission on Bilingualism and Biculturalism, the federal government stated its acceptance of the principles underlying the recommendations of the commission and suggested a very broad program of co-operation with the provinces in order to stimulate the teaching of the language of the minority and the study of the second language. An amount of about \$300 million, spread over a four year period, was allocated to the program which was to result from this co-operation.

Having worked for 11 years in the school field in Ontario, I would like to stress the importance of these programs on the education of French-speaking minorities outside Quebec. In fact, the objectives to which the federal and provincial governments have subscribed are that we should enable Canadians to have their children educated in the official language of their choice and that children should be provided with an opportunity to learn the other official language as their second language.

We are pleased to note that young people are much more receptive to bilingualism. The major recommendation of the royal commission on bilingualism and biculturalism in favour of an equal partnership between the two major cultural groups will fall in fertile soil, since our young people are receptive to the idea of bilingualism. Obviously, this will take some time, but will eventually result in fewer tensions and a united Canada.

A bilingual education system is not the final answer to the major problems of national unity. I suggest that education systems should make every effort to teach both languages, but one should be wary of the attitude of some parents who, having transferred this responsibility to the school system, exonerate themselves from all risks and all blame for the example they set in not themselves practicing what they teach their children. Many parents confine the important problem of bilingualism to the school system while they do not exercise tolerance in the adult world to prove that they too are willing to make the effort. Let us not rest the problem of national unity on our children's shoulders. We are facing a communication problem, and human communication is greatly influenced by the attitudes of the people involved.

The Address—Mr. J. R. Gauthier

Mr. Speaker, I should also like to emphasize the major contribution of the federal government to the teaching of the second language in provinces with a strong English-speaking majority. I am aware that federal-provincial agreements will be negotiated again soon and I hope that our national contribution will be adequate in view of ever-increasing needs.

Nevertheless, because education comes under the sole jurisdiction of the provinces, serious consideration should be given to distribution of amounts contributed by the federal government for elementary and secondary education. It should be ensured that in the course of future federal-provincial negotiations we obtain a report from the provinces covering distribution of these amounts to achieve the specific objective for which they are meant, which is education of minorities. School systems are anxious to broaden their programs and they need manuals. Only through fair distribution of federal funds can the deep-rooted determination of both Francophones and Anglophones to study in their mother tongue be met.

At the same time, those young Anglophones wanting to learn French will be able to study under teaching conditions designed for their needs. It is only through the development of dynamic and modern language programs that we will be able to satisfy those many people who wish to enrich the Canadian nation, not only in working together as a nation, but in knowing each other in our hearts and mind through the appreciation of both the main cultures of our country.

It is through the support and the recognition of all Canada that minorities will be able to realize their rightful ambition. Some Quebec separatists suggest that we have been assimilated. We are not so and much less separatists as some badly informed Anglophones believe. I cannot help but being proud in saying that we are all convinced federalists.

It is the utmost desire of Francophone minorities outside Quebec to live and let live. We want to live as we please, according to our character and state of mind, as free and responsible citizens with the assurance that in working together we will assure the progress and development of our country. We want to live while maintaining our language, our faith and our traditions, but at the same time respecting other people as we want them to respect us.

• (1510)

[English]

The French speaking minorities outside Quebec are at the forefront of bilingualism in Canada. They have fought to preserve their cultural and linguistic heritage, and in so doing are an example to their country.

[Translation]

Through federal contributions, francophone minorities are contributing to promote a Canadian way of life which is advantageously reflected on our country.

As they obtain funds from the federal government, francophone minorities are not ashamed nor indebted to anyone. They are rather doing the country a tremendous service by ensuring the survival of bilingualism and endeavouring, for instance, to obtain what we all want—a