

*Designation of Nova Scotia*

**Mr. Garnet M. Bloomfield (London-Middlesex):** Madam Speaker, the hon. member for Annapolis Valley-Hants (Mr. Nowlan) proposes that the name currently used in the English language to designate the province of Nova Scotia be also the official usage in the French language.

There are, no doubt, practical reasons for such a proposal. The most obvious is the administrative simplicity of a single identifiable name which is immediately recognizable and never needs to be translated from one language to the other. There is also, unfortunately, an appearance that one of our official languages, French, is being slighted by removal of the French name for this province, a name that has been in official use ever since the King of France ceded Acadia, of which Nova Scotia formed part, to the British Crown.

We have come far, especially in recent years, toward making francophone Canadians feel at home in many parts of Canada. The Government of Canada, and numerous members of this House, have taken special pains in the very recent past to proclaim Canada's deeds in this respect, and to give assurances of further progress to the people of the province of Quebec when they were asked to make a fateful decision concerning their future and that of our country. Much is being done. It is generally agreed that among the ways in which francophone Canadians will be made to feel more at home is to increase the number of Canadians learning the French language and to improve the quality of tuition.

The federal government gives financial aid to the provinces and territories to provide education in the minority official language, that is to say, English in Quebec and French in other areas of Canada. This assistance is calculated according to instruction costs and student participation rates. For example, in assisting minority language education at the elementary and secondary levels, a percentage of the average annual provincial per student cost is paid to provinces with respect to each student who is studying in the minority language on a full-time basis. Similarly, assistance for second official language teaching is based on a percentage of the cost per student enrolled in such instruction and takes into account the amount of time spent studying the second official language. The government also pays a percentage of the provincial per student cost, based on the total number of minority official language school-aged children in the province, toward administrative costs of minority language education. A further contribution is made with respect to capital expenditures relating to minority language education at the post-secondary level. Similar assistance is provided to the two territories under a separate agreement. Total payment in this program during 1979-1978 was approximately \$140 million.

In addition, some \$30.4 million was allocated last year for a variety of programs approved by the Secretary of State (Mr. Fox) upon recommendation by the Council of Ministers of Education in Canada.

Under a special projects program, federal contributions designed to assist the provinces to develop and expand minority official language education and second official language instruction, in areas specified by the provinces as needing

special attention, amounted to \$13,721,080 for 249 projects. In order to qualify for funding, the projects had to represent an innovation or an addition to programs already in existence, or else respond to a pressing need which otherwise would remain unanswered. Examples of such projects are the implementation of new core French programs, teacher upgrading, community college courses, development of teaching materials, immersion programs, evening courses for adults, university courses, and educational television programming. Funding here is provided on a cost-sharing basis, with the federal government's share normally not exceeding 50 per cent of total project costs.

Other programs include the fellowship program, in which the Department of the Secretary of State spent some \$2,500 on bursaries for each post-secondary student to pursue studies in their second official language, or to undertake studies in their own language if the students belong to an official language minority group in a province. In addition, almost \$40,000 was spent on travel bursaries for students unable to pursue studies in their first official language in their province of residence or within commuting distance. Other bursaries totalling almost \$2,270,000 were awarded to second or minority official language teachers to upgrade their language skills.

The federal government also provides funds for the establishment and support of minority language teacher-training institutes for the improvement of provincial language training centres. Last year \$957,000 was contributed to aid provincial language training centres in five provinces.

In addition, the Council of Ministers of Education in Canada and the provinces, administer two programs for language learning on behalf of the Secretary of State. Last year, disbursements for the summer language bursary program, which enables students to take intensive summer courses in their second official language, totalled more than \$5,840,000. Expenditures for the official language monitor program, which pays several hundred post-secondary students for helping language teachers while undertaking post-secondary studies in the milieu of their second official language, were approximately \$3,870,000. The Yukon and the Northwest Territories received financial assistance of about \$170,000 for activities such as fellowships, teacher bursaries, northern allowances for second language monitors and the hiring of French consultants.

● (1650)

It may seem that I have drifted somewhat from the subject, but I have a point to make. This incomplete description of government activity in the encouragement and maintenance of secondary language education tells something of the great effort the government is putting forth to give equality to the two official languages and to continue on the road of reassuring francophone Canadians that they are, indeed, accepted and needed by their anglophone compatriots.

The proposal before us, that the term Nova Scotia be used unchanged in French, is a negation of that policy. While in point of fact the words are Latin rather than English, as the hon. member said, they are perceived as English through long