

**Mr. Speaker:** Order. I regret to interrupt the hon. member but his time appears to have expired, unless he has the agreement of the house to continue beyond his allocated time.

**Some hon. Members:** Agreed.

**Mr. Speaker:** Agreed.

**Mr. Baldwin:** Thank you, Mr. Speaker; I am just concluding. I did feel that these remarks might be referable to a statement made by a figure in one of Dickens' books, which I might paraphrase as follows: Election results: Alberta—two Social Crediters, 15 Tories, no Liberals—no farm assistance. Election results: New Brunswick—four Tories, six Liberals—farm assistance. I hope I am wrong in this. This is too serious, too fundamental a problem. But if this is the policy of the government, then all the fine and brave words they have used with regard to assistance programs and a war on poverty are completely meaningless.

I am not going to take advantage of the discretion which has been exercised in my favour, Mr. Speaker, and I will conclude with these words. I urge the minister and I urge the Prime Minister to review the decision in this respect, and to re-examine the situation so that the cry of discrimination, which I admit I raised when the matter first came to my attention, cannot be validly used against the federal government of this country.

[Translation]

**Mr. Jean-Eudes Dubé (Restigouche-Madawaska):** Mr. Speaker, I should like to begin by congratulating the mover and the seconder of the address in reply to the speech from the throne, the hon. member for Dollard (Mr. Goyer) and the hon. member for York-Scarborough (Mr. Stanbury). The distinction they showed in performing their task permeated through this house like a refreshing breeze and gave the promise of two brilliant political careers.

May I also extend my congratulations to you, Mr. Speaker? I know that you are naturally endowed with the competence, authority and diplomacy necessary to discharge admirably your high functions. I am sure that the University of Ottawa, which we both consider as our Alma Mater, must be proud of this mark of confidence bestowed upon one of its most illustrious alumni by the Canadian parliament.

No great surprises were to be found in the speech from the throne, and that is probably

because it contained what most Canadians expected.

I find the speech from the throne a document of impressive scope, but deeply human in its aims.

One of the subjects referred to most often in this document and one of those most thoroughly discussed by the Prime Minister deals with federal assistance to education.

I feel that the basic principle in this field is that every young Canadian is entitled to an education and that it is not the exclusive right of any association, institution or government.

Poverty which the government is committed to fight stems from several causes, the main one being illiteracy. Therefore, our fight must first be waged on the front, in the front lines, in the trenches of education.

In order to win this fight, to co-ordinate the existing activities and to protect the constitutional rights of minorities, I feel the government should establish a department of education and culture.

Consequently, a new department of education and culture would have a dual purpose: first, to protect the rights of minorities and, second, to co-ordinate the complex ramification of the measures taken by various federal departments concerning directly or indirectly culture and education.

Under section 93 of the British North America Act, each province may make laws in relation to education, subject to four provisions.

The third of these provisions grants a right of appeal to the governor general in council, that is the federal government.

The fourth of these restrictive provisions authorizes the Canadian parliament to make laws in the field of education for the purpose of helping minorities whose rights have been encroached upon.

In a learned paper published in *Le Travailleur* of Worcester, Mass., on November 18, 1965, Séraphin Marion, the historian writes and I quote:

The most important compromise the fathers of confederation had to agree to was undoubtedly the one concerning minorities and their school rights and privileges. This compromise is no less than the cornerstone of the confederation structure. Without it, the entire building would crumble like a house of cards under the flick of a child's finger.

Mr. Marion emphasizes that this truth is almost ignored today and he quotes several fathers of confederation, including George Brown, Alexander Mackenzie and a categorical statement by Sir Charles Tupper. Here is