

jurisdiction in this area. The Government of Canada has a responsibility for employment and social and economic development. Research has an important impact on productivity and growth, and the Government of Canada has recognized this through the creation of the various granting councils. A good central information system is critical for proper planning and policy, and the education division in Statistics Canada has responded well to the need for information.

In moving the motion, the hon. member for Vaudreuil noted that there are still inequalities in educational opportunity in Canada today. I can assure the hon. member that the Government of Canada shares his concerns. The Government of Canada as well as the ten provincial governments have repeatedly affirmed their commitment to the principle of equality of educational opportunity, and to ensuring that every individual has equal access to the public education system. The creation of an office of education as proposed by the hon. member for Vaudreuil would, at this time, Mr. Speaker, not necessarily improve the result and could adversely affect the spirit of co-operation that now exists in this area between the Government of Canada and the provinces.

I have spent a rather long time in describing some of the events which led to federal participation in education. There are many other developments that I would have liked to talk about—in particular the Federal-Provincial Fiscal Arrangements Act and the Canada student loans programs, but I should leave consideration of these matters to other members.

**Mr. Robert Daudlin (Parliamentary Secretary to Secretary of State):** Mr. Speaker, there is very little time left. There are a number of things I would have liked to say, particularly following the speaker who has just preceded me, in order to carry on, perhaps, with the kind of historical analysis he put forward. But perhaps the time has come, notwithstanding the critical time in terms of unity, the critical time in terms of seeking understanding and co-operation between provinces, for members of this House, if nothing else, to ask other some questions.

Surely, all of us as members of this House, independent members, members of parties, are aware that the school trustees across Canada have said there is a need for a larger, overseeing body in education to look after the concerns of individuals who are travelling extensively across Canada, and promote, for example, interest in Canadian studies, if one could presume to create an orbit or sphere within which an organization such as the one contemplated by the hon. member for Vaudreuil (Mr. Herbert) would be able to operate. It seems it would not be unreasonable to hope there might be forthcoming from some body, be it the council of provincial ministers or a body created under the auspices of the federal

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government, the desire to create something called Canadian studies which would in effect be universal to all Canadians.

The difficulty we seem to face right now is that, if one goes from Newfoundland to British Columbia, frequently even the texts of the histories that are taught do not seem to relate to Canada. It may be that the reason is the absence of an all-encompassing, overseeing body that would be able to judge that there is a Canadian history, that there are Canadian studies that should be taught to students across Canada.

It is true that the federal government now spends in excess of \$3 billion a year on education which is recognized by the federal government to be exclusively within the purview of the provinces. It is also true that the Auditor General has suggested that the accountability of those transfer payments leaves something to be desired. I am sure it is not fiscal accountability he is concerned about—certainly it is not fiscal responsibility which concerns me—but rather accountability in terms of whether or not the moneys being spent in the second language education programs are actually accomplishing their purpose. Are they actually accomplishing the objectives for which we, for all the right reasons, voted them to the provinces? I wonder whether the time has not come, notwithstanding the symbolism that might exist, notwithstanding the concern that might exist in the various provincial spheres with regard to an encroachment, real or anticipated, for hon. members to say there should be some type of universal scale, some method whereby we could ascertain at the federal level that the moneys we are transferring under the various programs are, in fact, accomplishing those ends which we all agree are necessary and correct.

Given the times we are experiencing right now, given the fact that we are holding constitutional conferences, the likes of which just closed this week, would it be inopportune for members in this House to suggest to the government of the day that perhaps this is something we should be asking to be placed on the federal short list, if you will, in terms of negotiating for increased federal powers? Would it be so wrong to suggest, not that the entirety of education be put into the federal sphere, but that if we are going to be asked to transfer funds, if we are going to be asked to participate in a financial way, we should be given the opportunity at the very least to set up a scale of accountability? Would that be unreasonable in terms of a question which members at the very least should be considering? This may be beyond the organization contemplated by the hon. member for Vaudreuil.

**Mr. Deputy Speaker:** Order. The hour provided for the consideration of private members' business has now expired.

It being five o'clock p.m. the House stands adjourned until Monday at 2 p.m., pursuant to Standing Order 2(1).

At 5 p.m. the House adjourned, without question put, pursuant to Standing Order.