

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Monday, June 7, 1971

COMMITTEE OF SUPPLY

MR. CHAIRMAN: 72(b)(1)--passed; (2)-- The Member for The Pas.

MR. McBRYDE: Mr. Speaker, I just want to make a few comments on the Government Air Services while we are on that subject, and describe the situation in The Pas at this time. Previously, I think, in listening to the Member for Lakeside this afternoon, sort of reconfirmed that the Conservative Government was sort of timid when it came to Government Air Services and were almost wishing that they didn't have it, and I know that when they moved their air base in The Pas, The Pas Herald and the Conservative editor of that paper was very critical of the fact that this might damage some of the charter business of the private charter companies operating out of The Pas.

At that time, Mr. Chairman, and when we came to office, and until recently, the civil servants who work out of The Pas - and there's a considerable number - would charter aircraft, would either use the Government Air Services aircraft or would charter aircraft, so you might have representatives from Northern Affairs chartering a flight to Moose Lake and a member from Health and Social Services chartering a plane to Moose Lake, and later in the day someone from Health chartering a plane to Moose Lake. There were numerous charters to the same place each day, sometimes only with one or two people on that particular aircraft. -- (Interjection) -- Pardon? -- (Interjection) -- There was no co-ordination, that's correct. It was a pretty bad situation; it was a bad situation.

So what happened recently, Mr. Chairman, is that there is some co-ordination and the various government persons who want to use the Government Air Services now phone there and people have gotten together for flights to the various isolated communities near The Pas, and I think, Mr. Speaker, that this small administrative item, the lack of co-ordination, is probably going to save the taxpayers of Manitoba thousands and thousands of dollars.

Now, the Member for Lakeside might not be too happy because I don't suppose it'll increase the charter business for the local charter company at The Pas but it will certainly make better use of the Government Air Services aircraft, probably better use of the civil servant's time, and will save the taxpayers of Manitoba thousands of dollars. Thank you, Mr. Chairman.

MR. CHAIRMAN: (b)(3)--passed; (b)--passed; (c)(1)--passed; (2)--passed; (c)--passed; (d)-- The Member for Rhineland.

MR. FROESE: Just one question on (c), on Surveys. I note there's a considerable increase and the Minister made mention of it on one occasion that surveys would be made, which were long overdue, in order to make payments on behalf of certain government corporations and so on of accounts outstanding, but does this also include the matter of inventory under one of the, is it a FRED or ARDA program?

MR. GREEN: Mr. Speaker, this is the appropriation that I was referring to that deals with surveys. The improved services under this particular appropriation deal with four field assistants and two draftsmen required to cope with work of legal surveys for Water Control Works - that's 37,000; and the provision of the services at existing level is apparently the balance of those funds. I can't identify the item other than to say that it was to do what I indicated had to be done, to bring the level of surveys up so that we could start paying for lands that we had taken from people a long time ago, and I really wasn't intending to impute the neglect to the previous administration; it's just a situation that had developed over the years which we are now trying to undo. I think the Honourable Member for Lakeside is right; it shouldn't properly be identified as a thrust program, but it is a program that we had moved at an accelerated rate and as against other areas. In other words, there's a big expenditure here which is not normal to what was previously in the department.

MR. CHAIRMAN: (The remainder of Resolution 72 was read section by section and passed.) Resolution No. 73(a)(1)--passed; (2)--passed; (a)--passed; (b)(1)--passed; -- The Member for Rhineland.

MR. FROESE: Mr. Chairman, under (b); Operations, we have a large item here. This is an increase too of over \$100,000 under Commissioner of Northern Affairs, and it mentions: Shared Community Projects. Just what is the program and what projects are envisioned under this item?

MR. GREEN: Well, Mr. Chairman, this is the area program that I referred to in introducing my estimates. The Shared Community Projects are projects which the Commissioner for Northern Affairs agreed to participate in with the community. That is, if the community wishes to build, for instance, a recreation hall, then the Commissioner for Northern Affairs says that there is no money in the departmental budget to build you a recreational hall. However, if the community will raise a certain amount of money through its own sources of revenue which can either be taxation, unconditional grants or any other way they have of raising money, and if they will come up with 50 percent or 25 percent, the department will come up with the balance of the program. This increase this year largely stems from the fact that last year there was a fairly well stand-pat position in Northern Affairs while we were introducing the new program. This year, because we had the lag last year, we have accelerated the community programs and, as a result, we have more money available for cost-sharing with the communities which they can participate in. This could include things such as planning and subdividing lots; winter roads - that's in the communities - grading of winter roads; recreational facilities - this would include community halls, skating rinks, sports grounds, etc; house wiring program - this is a program whereby the Commissioner of Northern Affairs will participate in wiring the individual houses on a cost-sharing basis; wells and water supply, \$75,000; a community program such as fire equipment, community buildings works program, fire fighting equipment, nuisance grounds, garbage pick-ups, drainage and other projects, \$100,000; roads, docks and trails, \$25,700; a total of \$448,000.

MR. FROESE: Are these estimates based on budgets that have been set up by these local communities and are these amounts already spoken for?

MR. GREEN: Well, Mr. Chairman, my impression is that we couldn't hope to provide the amount that the communities have been asking for, so the budget is based on experience, the level of aspirations of the community, the degree to which we have been able to set up community councils to formulate their own demands, and the type of experience we've had in them asking for money; and if I'm correct in my assumption, I believe that they will reach this level this year and they'll be wanting more next year.

MR. CHAIRMAN: (The remainder of Resolution No. 73 was read section by section and passed.) Resolution No. 74(a)--passed; (b)-- The Member for Rhineland.

MR. FROESE: Before we pass the total estimates of the department, I think the Minister agreed to provide us with a program as far as drainage was concerned, and I don't think this has been given to us as to how much would be spent in the various areas for drainage purposes.

MR. GREEN: I indicated that the program will be distributed to the members and I will see that that is done.

MR. FROESE: Have you not had the . . . to conclude?

MR. GREEN: Mr. Chairman, I don't have it here but it will be distributed to the member. We have passed the drainage item in the budget and we are not going back to it but I will see that the program is distributed to the member.

MR. CHAIRMAN: (c)--passed; 74--passed. This item completes the Department.

MR. FROESE: One final matter. We are still appropriating funds to the Grand Rapids Forebay Projects. Is this in connection with the hydro project there or is it with lands that, as a result of the flooding, are being damaged and that we are paying compensation, or just what is this item for?

MR. GREEN: Well, Mr. Chairman, as the honourable member knows, there was a letter of intent with which the government had made an undertaking with the people who were moved because of that particular project, and although there is no question about the sincerity of governments in the past and present government trying to fulfil the obligations of that letter of intent, there are demands that are made by the people in the area to the effect that they have much claims upon the government. As a matter of fact, as the honourable member might know, there has been a lawsuit commenced against the government with respect to these demands and it still refers to the -- we are still talking -- (Interjection) -- yes, about the move that was made at the time, and the government is trying to, at the same time as being fair to the demands that have been made, still make sure that they're not going beyond what those obligations are beyond the right of obligations to all citizens of Manitoba, and the particular items that are referred to in this year's Forebay projects are a dock (it's really, I believe, improvements to a dock and harbour since the claim is that it has not been properly built, which appears to be substantiated by all people who look at it); Moose Lake housing of \$60,000; compensation for

(MR. GREEN cont'd.) . . . . . loss of nets \$1,500; provision for assistance to trappers at Moose Lake \$4,000; loan capital to the co-op at Moose Lake, \$14,000; a grant to the non-treaty Indians of \$20,000 (this was equivalent to what was given to the treaty Indians and the others claimed the same entitlement); a grant to the non-treaty Indians at Easterville \$10,000; and miscellaneous amounts of \$5,500. And that will not clean up the obligation. There is a continuing obligation in the letter of intent to try to provide for the future economic development of those communities, and that is now directly under the terms of reference of the Forebay Committee to try to develop a social and economic development program for the viable continuance of those communities on things other than social aid, and it's a real challenge for the government. It's one of the things that we have indicated has been difficult to do in terms of a group of people who have been dislocated. It's the kind of problem that I will admit there is no ready solution for, and it's one of the things that we're going to have to learn to do, not only with regard to this community, but where a similar occurrence could take place in the future.

MR. FROESE: I take it, then, that this has nothing to do with the actual hydro project that was constructed at that time where they had to have a concrete curtain of 22, 23 miles and where they had trouble with setting it up. There is nothing in that.

MR. CHAIRMAN: 74--passed? The Member for Lakeside.

MR. ENNS: Mr. Chairman, I know that the Honourable Minister of Mines and Natural Resources would be disappointed if I did not, having him comply with my request before the supper hour adjournment, supplying me with the passage of Hansard that I particularly requested, would not at least in a very minute way indicate to him how devastating his policy is to the province at large. I also would like to give him just one more kick at the kitty that he likes to have every once in a while and tell how biased and what a tool of imperialism the Free Press is, because I have of course the two particular quotations that I was referring to. Now the Free Press said that the gospel according to Mr. Green is not the gospel according to Mr. Schreyer. Well now, that's something that we've become aware of in the last little while. The Mines Minister told the House - I'm not going to fill in those latecomers like a chap called Thompson up in the fourth estate or others who didn't know what we were talking about before; I'm referring specifically through you, Mr. Chairman, to the Minister of Mines and Natural Resources so he knows what I'm talking about - the Mines Minister told the House that the real reason the government wants to set up a Crown monopoly is not to save drivers money on their auto insurance premiums, but to transfer \$35 millions in investments capital each year from the private to the public sector. That was, I think, the particular editorial that you took exception, or the Minister took exception to, and I indicated, Sir, that what the Minister -- (Interjection) -- am I having difficulty in saying it, because I know full well that he appreciates that the answer that he gave to the private sector with respect to air transportation in the north was that maybe the government would step in, and I know that he really understands and appreciates that the answer is as devastating as that "we will" in terms of development of the private sector. But politically, of course, it's a posture that . . .

MR. GREEN: Mr. Chairman, I rise on a point of order. I realize that we had a discussion about this before dinner and the honourable friend is now reading the remarks. I would sort of be interested in continuing this and I would have no fear of coming off second best on it, but we have passed the item and we are now on the Forebay item. My honourable friend will have to relate his remarks to doing efficient good things in the Forebay, or else I think the item is passed by, as much as we could have a nice debate on it.

MR. ENNS: Okay, Mr. Speaker, we're now speaking about the Forebay matter. Let me close this matter about how this government is facing currently the \$12 million lawsuit that I faced as Minister of Mines and Natural Resources with respect to the neglect of the previous administration in looking after the affairs of Cedar Rapids and the Forebay administration. Is that what we're talking about?

MR. GREEN: Mr. Chairman, is the honourable friend suggesting that I made remarks that we are facing a lawsuit because of neglect of the previous government?

MR. ENNS: No, no. I just want to know. The Government of Manitoba face a serious challenge -- that was, of course, during the days that the Public Utilities Committee was open to all lawyers for any dissident group that thought that they had their rights trampled on by Hydro or by power reservations, and I can well remember as you can well remember when Mr. Pollock with Mr. Dave Courchene, President of the Indian Brotherhood, beside him made the accusation and the claim, and laid before the government of that day a lawsuit totalling

(MR. ENNS cont'd.) . . . . some \$12 million with respect to grievances that they had with how the Forebay Commission handled the affairs of the transfer of the Chippewyan tribe with respect to the relocation of Cedar Rapids. Now I think, Mr. Minister, if the Honourable Minister wants to spend a bit of time on that, I'd like to know how, in the marvelous transition of 20 months, lawsuits of that scope and that nature dissipate. I notice that in one of the thrust programs that the Minister indicated, that I think he had some two, three or four hundred thousand dollars allocated for some clean-up or mopping-up program with respect to that particular program, but I want to know how a \$12 million lawsuit against an action of the Conservative Governments gets dwindled down to a three or four hundred thousand dollar program when it faces an NDP Government, and then talk to me about politics.

MR. GREEN: Mr. Chairman, we have to discuss two things: first of all, Mr. Pollock's representations before the Public Utilities Committee which was at that time considering a bill to flood South Indian Lake. I don't think that my honourable friend will be able to find anything that I, and I can't remember any other member of our group supporting what Mr. Pollock said before that committee. The second thing as to how the law suit became dissipated, the law suit is now on. My honourable friend may not have been here when I mentioned it but the solicitor for both groups have filed claim against the Government of the Province of Manitoba and the Forebay Committee - and I'm not saying that they're justified - but those claims have been filed, and we have defended them. We have said that regardless as to the outcome of the claim, even if there is no legal claim, which I'm not going to comment on, but if my honourable friend is worried because he thinks that Harvey Pollock didn't sue us, I tell you that he sued us and the suit is in millions. I don't know whether it's 12 millions but it would include a figure of general damages which I suppose he can add up to any figure he wants to. So the suit has not been dissipated. The suit is now filed in the Court of Queen's Bench; it's being defended by the Government. So I don't think that this government is going to be relying principally on the outcome of the suit. Let us suppose that the suit goes ahead and we are found to be not liable legally. The honourable member and members on this side and everybody in the House would agree that the responsibility of doing for those communities what is their right as citizens of the Province of Manitoba, we will do whether there is a legal claim or there is not a legal claim. And that's what we have indicated to them. They are free to commence their action; they have commenced their action. I don't think that in commencing their action they wanted to show favouritism to this government or show favouritism to the other government. They have commenced action presumably because they think they have a claim. How that claim will come out will be decided by the courts.

MR. CHAIRMAN: The Member for Lakeside.

MR. ENNS: Mr. Chairman, I don't intend to pursue the debates any longer. I notice the Minister of Youth and Education is prepared to move on. Let me simply comment how quietly the friends of the present government pursue their law suits against them.

MR. CHAIRMAN: This completes the Department of Mines and Natural Resources.

The matter before the committee is Resolution No. 104, the Minister's Salary. The Minister of Youth and Education.

HON. SAUL A. MILLER (Minister of Youth and Education) (Seven Oaks): Mr. Chairman, it's usual to start off with the Estimates by recognizing the people one works with day in and day out, and I certainly want to pay tribute to the staff who surround me and without whom I couldn't function. I need them both for guidance, for their knowledge, for their experience, and in the final analysis for their professionalism. Earlier today there were some comments about civil servants within this government, and I can tell you that as far as I'm concerned and this department is concerned, I think the feeling as between the civil servant and myself is with the greatest rapport, with understanding and respect for each other. In particular, although I don't want to mention names of various people in the department, I do want to single out the Deputy Minister, Dr. Lorimer, for the assistance he's rendered all through the year and, because of his vast experience, the fact that I look to him and lean on him very often . . .

MR. CHAIRMAN: The Member for Birtle-Russell.

MR. GRAHAM: On a point of order, could we have a . . . I would like to be able to hear what the Minister is saying but I am being interrupted by another Minister of the Crown.

MR. CHAIRMAN: The Minister of Youth and Education.

MR. MILLER: Mr. Chairman, I'll get down to my remarks. I think I have ample time, only about 40 hours. You know, education has become a very popular topic, and during the

(MR. MILLER cont'd.) . . . . . 1960s books written on the alienation of our young people were at the top of the best-sellers lists, not only here but in United States and in Europe. More recently, the critiques of education and the writings on educational reform are peaking in the book ratings. Everybody seems to be getting in on the act and everyone, of course, is an authority. But as a result, I am resigned to the fact that Ministers of Education are prime targets for criticism these days, and in talking to my counterparts in other provinces, I find that the same thing is happening there as in Manitoba, because our message is traditionally one of increasing costs and the need to change the educational system to meet the demands of a dynamic society. Rising costs and change, especially change, are seldom accepted happily. However, we must accept two facts of life. There probably never will be any normality which is peaceful and quiet, and if we want quality in education in Manitoba we must find ways to achieve it.

You will notice that the Estimates have risen by about \$19 million. The major part of this increase results from a shift in financing the cost of education from property taxes to the provincial tax base and, as I suggested to them, I was pleased that some school boards have taken advantage of increased grants and have held, and in many instances have lowered, the special levies on property. You will also be interested to hear about changes in education system in Manitoba as we go through the estimates. However, I propose now, in my opening remarks, to go beyond these matters.

I would like to discuss the critical issues as I see them in education, the aims of education for the future, the means by which I see these ends in education being achieved. And it is my hope that members' response will be positive for it is essential to engage the sight of all Manitobans on the necessary reforms and, I may add, on the exciting reforms in education which must be achieved by the end of this decade, or even sooner if possible.

Mr. Chairman, I would point out that due to the scope of the task and the limits of time and endurance of all members, there will be many matters that I will not be dealing with in this introduction, and these can be discussed as we move through the Estimates. The most notable omission is an elaboration on the critical issues of post-secondary education in Manitoba. I propose to make a more detailed statement on the subject of post-secondary education when we arrive at the estimates of the Universities Grants Commission. And so with this introduction, Mr. Chairman, I would like to touch on some of the major issues and some possible answers regarding education in Manitoba.

We all know that during the last decade the pace of educational development in Canada has been unprecedented in our history. Challenged by the economic and the social imperatives of a province and a nation in the throes of modernization and development, people in education have worked tirelessly to provide a steadily improving education for more and more people. The methods employed to achieve this progress in education are well-known: the creation of larger school units and massive school building programs; the introduction of minimum programs supported by the Foundation grant system; the reorganization of curriculum; the expansion of programs of special education; the offering of expanded post secondary education programs and adult education. These were a very powerful combination of developments for better educational opportunity, and without a doubt the leadership of the Department of Youth and Education has contributed to improving the quality of education in our province.

However, Mr. Chairman, despite the freshness of these developments, the acceleration of livings requires further programs of educational reform to move beyond the goals and the limitations of the '60s to achieve a new and even more relevant education during the decade ahead. A number of reports on education have been presented for public scrutiny. These reports, I feel, are helping to crystalize much of the growing concern over the state of the public school system. In Ontario the Hall-Dennis report, and here in Manitoba a Study of Education Finance produced by the Manitoba Teachers Society, have performed a very valuable service by giving dimension, depth and reality to the current discussion on the state of education in Manitoba. The Local Boundaries Commission Report advised on the limitations of the present educational structure and has proposed a new regional structure for education. The Core Committee on the re-organization of secondary schools has prompted thorough discussion of the entire process of secondary education. Beyond this, it has helped to rouse the public to undertake an introspection of education in Manitoba and to begin to consider fundamental questions of aims and philosophy in education, and because the public school is facing intensified criticism, it is my belief that unless we keep pace with the acceleration of modern

(MR. MILLER cont'd.) . . . . life, the most serious crisis of confidence in the public school systems in Canada may still be around the corner.

Mr. Chairman, what are these problems associated with our schools which are causing this growing public concern and criticism with the entire process of education? I believe that there are essentially four critical problem areas. First, there is a general disenchantment with the condition of our society, especially among our young people. A second important question is the uniformity of approach evident in the public schools in Manitoba. Third are the rapidly increasing costs in education; and finally, in my view, a very crucial problem is the alienation of parents from the school and the weakening of relations between the home and the school, and I would like to discuss these problem areas further.

As I said, Mr. Chairman, in the last two decades there has been a scientific and a technological upheaval of incredible proportion. Although most of this upheaval has occurred outside the boundaries of Canada, nearly every aspect of our life style has been influenced by these changes. It's a cliché now to talk about the "global village". Modern living is so overwhelming that we often seem at our wits' end to adjust to rapidly changing conditions, and as a consequence we are often reactive and defensive. As well, every night on television we see the reality of the world and Canadian society, and the impact is profound. Self-illusions are destroyed. We no longer can plead ignorance, and the young are most affected by this. The young have lost their innocence and they have pierced through the rhetoric of our times, and they have been led to a great moral concern and also to a sense of living now, in the present, in the immediate. They have challenged the basic assumptions of our way of life and I think they seek for a new humanism. So, Mr. Chairman, we know our young people have something important to say and our response to their challenge must be a constructive response and a human response.

It is said, Mr. Chairman, that the education system is a microcosm of our society, and it's considered by many to embody most of its ills. What is being questioned by our young and many other responsible educators and citizens is an educational system geared primarily to a stable society, which ours no longer is. At present, too many schools are still attempting to produce children with an appropriate set of predetermined values so that you fit into the system. Traditional schooling is too often regimented in approach and it's tuned to a style of life which places a premium on conformity. As a result, many students, unable to learn by and for themselves, become submissive members in a rigidly-structured environment where, too often, unfortunately some drop out, some turn to counter-culture movements, and a few, a very small few, turn to drugs. As well, it affects the teachers. Teachers may adopt authoritarian roles rather than serving as a catalyst in the learning process as they should be. Independent and non-conformist attitudes by students, or even by teachers, are too often met with condemnation. These old rigidities and resistance to change are no longer defensible. Clearly the situation will not be overcome by minor palliatives. We must be prepared to break from the conventional mold and transform our educational system through a process of system-wide reform to humanistic objectives which will enhance human dignity and self-confidence in a society which is marked by continuous change.

Mr. Chairman, I stated that the second major problem in education is the uniformity of the public school system. In Manitoba an increasing number of citizens are questioning the uniformity of values and educational practices that are characteristic of the school system. For many years our public schools have mirrored a single culture. They have transmitted a set of values which emphasized material success, property, the Puritan ethic, competition. The schools have become the leading agents in retaining the status quo. Mr. Chairman, because of this, many Manitobans in their fear of losing their individual cultural identity, have been forced to the periphery of the public school system. Others with values contrary to the dominant ethic, notably our native people with their admirable concepts of non-materialism, sharing and co-operation, have seen most of their children become the rejects, the failures of the education system. The public school system must recognize that in Manitoba ours is a heterogeneous society and that the schools must reflect the cultural mosaic of our people. In Manitoba, we should place a higher value on the richness and the vitality that comes from our cultural and regional diversity.

The third problem, as I see it, Mr. Chairman, is this: it is very clear that public reaction to the spiralling education costs has hardened. Already in this session we've spent a little time discussing the problems of education finance, and I don't doubt we'll be spending

(MR. MILLER con'td.) . . . . more. The public attitude of the late fifties and sixties was quite different. At that time no education cost was too great to bear. Education was considered the pass to affluence. It was the complete, the total solution to our social problem, and it was the most profitable of any long-term investment. On this basis expenditures in education increased rapidly, and unquestioning parents passed their children over to the waiting arms of the school fully anticipating a finished product and a successful result. However, the fruit born from the school system is sometimes not the type expected and the automatic job at the completion of school has recently failed to materialize. All this has called the public to question the results of the school system. The public is now demanding more school accountability and program evaluation. But while education costs are rising, there is increasing competition for funds to meet other public needs and, Mr. Chairman, are not ecology, and urban development, and health, and social services, and planned economic development, are not they also areas that require increased financing? I would think so. But without overstating the point, it is obvious that one of the major problems facing us in this decade will be to secure an allocation of resources to create an educational environment which will satisfy the education needs of our people in relation to our total needs.

And so finally, Mr. Chairman, to turn to the fourth critical problem in education, it is one which in my view has not received sufficient attention, and that is the alienation of parents from the school. In my view, a profound and a basic dilemma in our educational system arises from the separation between the home and the school. Parents and school administrators have created a situation in which the parents have opted out of the school and education decision-making process, and recently we have heard strong pleas that the public must have more faith in the school system's highly qualified professionals, that teaching in the schools should be left to the educators. This position is justified with the rationalization that the ordinary citizen doesn't have the knowledge to participate fully with the educators and the students in the school decision-making process and in the classroom, and I don't hesitate to make an unequivocal rejection of this notion. I have more faith in parents and in the adult community than that.

So, from this discussion of education problems, we can conclude that much of the meaning and the purpose of education has become confused and often blurred, and I'm aware that there are many proposed solutions being put forward: the setting up of free schools; the introduction of Montessori approaches; abolishing of grade and compulsory attendance, etc., a number of them; and whatever the merits of these suggestions - and some of them have merit - they are to my way of thinking nothing more than patchwork solutions to the education system.

Mr. Chairman, what is required is a re-thinking of the purposes and the objectives of our educational system. There are 250,000 children in our schools in Manitoba - that's a quarter of the population; and we have an obligation to develop a system where each individual student is offered the best possible chance of developing his ability and his interest to the fullest. And so I have to repeat, Mr. Chairman, that patchwork solutions to this fundamental challenge of the seventies would, I suggest, be wholly inadequate. However, before we can proceed on a course of reform, there is an urgent requirement for agreement on a definition of purpose in education which will prepare our children to meet their great challenge in the future. This definition must also be the basis of a clear set of realizable objectives.

I referred earlier to the study made in Ontario, the Hall-Dennis report, and Lloyd Dennis, one of the co-authors, speaks of education as a personal, sensitive and individual experience that has one supreme end: the attainment of those characteristics that are found in the noble and compassionate man. He rejects the school as a place of solemn and utilitarian purpose, and describes the school as "an arena where the men and women of tomorrow come to search for truth, to find evidence that will lead to conviction, and to develop the courage to live by that conviction."

In its preamble, the Core Committee - that is the study made in Manitoba - provides a succinct articulation of the aim of education, and I quote from this in its preamble: "The basic purpose of education is to provide an instrument through which each individual realizes self-respect, self-fulfilment, and is relevant in a dynamic society, and that it is mandatory that the education system be ongoing, flexible and centered on the human needs of the student which, in the final analysis, it is designed to serve." To achieve these ends, Mr. Chairman, the school must co-operate with the home in promoting the personal development of the individual student. With this view, we can develop educational activities that will contribute to the

(MR. MILLER cont'd.) . . . . student's self confidence in influencing his and the community's objective by rational methods.

Mr. Chairman, following this over-view of education problems in Manitoba, I would like to turn to the means, or discuss the means, some of the means, by which our school system might develop towards this humanistic goal. At once it should be recognized that there is no one way to reach this desired end in education. There are many paths to follow, some of which are relatively unexplored and others which are already receiving attention by my department and by the schools in Manitoba. However, I think there are essentially four main paths for progress toward the education development of which I have spoken.

A pre-condition and a first step to our educational goals is a genuine equality of educational opportunity to be achieved before the end of this decade. Many people today believe that the equality of which I speak already exists - if not totally, at least in large part. They say that all schooling is accessible and the success a path drives for equality can be measured convincingly through equal educational expenditures. Unfortunately, these are not satisfactory indicators of equality. The size, the equipment and modernity of a school building are no guarantee of a completely successful educational result. No abundance of open area classrooms or textbooks, television sets or laboratories can overcome or compensate for a child's chaotic family environment, for a child's hunger, for poor housing, for the handicap of a learning disability, for the lack of basic linguistic skill. No single program can possibly solve the problem of such inequities. We must understand that a comprehensive and a co-ordinated program of social development and reform is needed of which school reform is but one part.

The MTS brief on priorities for education in Manitoba has properly stated that in education special programs should be instituted to reduce as far as possible social, economic and cultural inequities. Their brief is clear on the point that this can only be accomplished if children and adults from low income sectors of society, the handicapped and the culturally poor receive special treatment through compensatory programs. We have, of course, an additional responsibility to support the principle of two official languages for Canada. Through legislation we made it possible for children to be educated in either of Canada's two official languages within the framework of the public school system. A special section has been created within our department's curriculum branch to produce French language programs, and committees are now at work on the job of evaluating material and the development of new programs. Recognizing the cultural mix which is Manitoba, we are also within the public school encouraging the study of the many languages of the people who comprise the ethnic mosaic of Manitoba.

My department has undertaken a number of other special projects which are steps to providing greater equality of education in Manitoba. Last fall we introduced a program we refer to as "New Careers". This program provides a radically different approach to training programs for the disadvantaged. It is a program which is carried out within the government services and demonstrates how new career paths can be opened to the disadvantaged by providing training, education and experience on the job. By this summer, the number of trainees, we expect, will be doubled to sixty from the thirty of last year.

At Brandon University a second project called "The Special Mature Student's Program" has been undertaken. This program indicates that through special practices by compensatory tutoring, remedial reading and writing skills, and modification in certain adult instructional practices, opportunities may be provided for a special adult group who have the capacity and the will to benefit from post secondary studies.

On another front, the position of Extension Agent in the north has been established. This is a provincially-sponsored inter-universities office in The Pas. Through this program, six times as many credit courses were offered this past year as has been the case in the past. This fall we hope that an Indian-Metis teacher-training program will be launched in a number of Manitoba locations. Indian and Metis citizens will be encouraged to become certified teachers through a work study program. They will teach half days, attend Brandon University for several intensive three-week sessions, and receive instruction one day a week in their home communities from itinerant professors.

Mr. Chairman, because time does not permit me to elaborate on them, I'll only mention other activities in this area. There is . . . cultural project to identify, publish, print and distribute material suited to children of Indian-Metis ancestry. Twenty Indian-Metis students will be employed this summer for this work. Students will also be employed to compile a critical analysis of research, demonstration projects and existing practices in Indian-Metis education.

(MR. MILLER cont'd.)

The Review and Development Branch of the Community Colleges Division has completed a study on the problems of students taking vocational preparation training, which will be helpful in developing new approaches. This summer, as we did last summer, the Summer Enrichment Program for Core city children from Winnipeg at Cranberry Portage will be continued and extended. As children from Winnipeg will be going north, northern pupils, this year will be brought to Winnipeg. All members I am sure, Mr. Chairman, know of the what is known as the Seldick report, the report which deals with children with learning disability. We are encouraging, we are continuing to encourage school boards to develop programs with special education that can be more flexible as a result of the new grants system which came into effect in September. I hope it will be possible this year to proceed with the establishment of the structure of the child development services which will help in the diagnosis and the treatment of children with learning and personality problems. It is essential, of course, that teachers become sensitive to children with learning disability in order that they may identify difficulties at a very early age and then apply appropriate remedies in individual cases.

Greater educational opportunities will become more widely available when four of the regional high schools now under construction open in September. These schools will provide wider program offerings, especially in the vocational area. Legislation will be introduced to make these schools more accessible to pupils in the province.

I think all these and other activities are evidence of the department's dedication in dealing with the inequities in education. They do not represent total solution; obviously far more is needed to achieve equality in the school system. However, my expectation is that these projects will pay handsome dividends through constructive changes in approaches in our public schools and in our post secondary adult and upgrading programs.

Mr. Chairman, a second means to achieve our stated purposes for education is individualization in the schools. Clearly, if equality of educational opportunity is a precondition of a humanistic educational program, then individualization in the schools is a necessary means for the personal involvement and the development of the student. Individualization means that the school offers students the possibility of choosing courses from the broadest possible set of choices. It means that the school must allow students to mature at their own pace by a process of continuous programming. The role of teachers and parents is to work and co-operate with students, helping to guide them down the different paths of discovery and development.

Individualization also means, Mr. Chairman, that schools must offer freedom and flexibility and operate on principles of mutual respect, responsibility and co-operation. By accepting individualization as a way to contribute to personality development, the assessment of students takes on a new all-round form. Assessment has generally been done on the student's performance and, to an excessive extent, has been concerned with memorized knowledge and skill. This is changing, but perhaps not fast enough. An all-around student assessment should cover the attitude of the student to his work, his willingness to study, his ability to plan his work, to co-operate with his colleagues, to carry through a task he has undertaken and also to report the results. Assessment should not be limited to the concept of pass or fail, but should act as guide posts in the decision-making process of determining the pace of that individual student's progress and development.

It is obvious, Mr. Chairman, from this description of the concept of individualization that it does not necessitate students working separately - that is, on their own; simply that work is adapted to recognize that every student is an individual. Their working procedures should include class and group work as well as individual study. I am not arguing for a decrease in teacher-pupil ratio but for a restructuring of practice within the school. It will be the teacher's job to perceive the differing needs and interests of each child and to create environments which will stimulate those interests. The teacher will have to understand the experience of the child and help promote the respect and the discovery of the child's background and heritage. To do this, our schools must be staffed by independent, critical and creative people in an ongoing way. In-service programs and professional staff development programs will certainly be needed. If we want innovative and committed teachers, then also we must seriously assess our program of teacher training.

Mr. Chairman, the third path that I feel we must follow is that the schools must become a more democratic place if we are to succeed with our educational aims. We must recognize

(MR. MILLER cont'd.) . . . . that, as the recipients of our educational process, students can be a most important source of relevant feedback. They need to be actively engaged in co-operative practices as soon as they enter school. Children who get used to taking part and bearing responsibility from the start, likely will continue to do so through adult life. The co-influence of students with the responsibility for shaping the school environment can become a natural thing. As this process becomes more widespread it must be clearly understood by students that joint decision entails joint responsibility.

Our teachers as well, Mr. Chairman, must move from the fringe to the heart of decision-making in the school. The talents, the expertise of teachers are not always fully utilized. The teacher must not only be concerned with how he works but with the shape and the pattern of the curriculum he teaches and with the whole operation and policy of the school in which he operates. Students, parents and teachers must play a role in the decision-making that affects them.

Let me say, Mr. Chairman, that I'm very confident that greater democracy can be achieved throughout our education system. My confidence has been re-affirmed during this last year with the progress of the community colleges in developing more democratic structures. These are large and complex organizations and therefore the community colleges present special problems. However, through the community colleges council system, it has been possible to involve students, faculty, government, industry and the community more intimately with the decision-making process.

I have also authorized the introduction of a more democratic structure for the Frontier School Division. Under the new structure, the division will be divided into seven regions, each electing a representative to the advisory committee. Government representatives will no longer be members of the committee since their inclusion tended to inhibit the full participation of the citizen members. As well, local school committees will be set up and given considerable responsibility for school policy. The regional representatives will be elected by representatives from the school committees in each region.

Mr. Chairman, the fourth path is the general acceptance of the need for government to develop a more comprehensive program of human development services. I believe the public mind on this point may be in advance of government. I said earlier that equality of educational opportunity would remain an illusion without a comprehensive and a co-ordinated program of social development reform of which a school reform is but one part. It is now generally known, as I said earlier, that poor health and living conditions can do irreversible damage to a child's learning ability. Can we doubt that educational opportunity is closely linked, therefore, to programs of health, welfare and community development? As well, is there any doubt that education is a lifelong process designed to contribute to personal development, relates directly to a whole host of other community, recreational, cultural and public affairs activities?

In accepting a community role for schools, in a very real sense our schools must therefore become community schools. This role is a natural one for all young Manitobans, for most rural and most urban adults, the locus of inter-personal activities in the area school. For example, while many schools do not have formal evening activities, most educational facilities today, especially the high schools, are in use for athletic programs or other community activities, three or four evenings a week. All of this underscores the demand that the public schools must respond to differing needs, to the extended use of school facilities, and through community and personal development programs. Our ultimate aim must be to fashion a real working community in and about the schools.

So, Mr. Chairman, the public wants, and I feel and I agree that there is a great need for more effective and better management of our education resources so that expenditures and education are in line within our financial capability. I emphasized much earlier in my remarks that the cost problems in education and the public attitude on the need to control educational costs was very severe. I have interpreted this to mean that the traditional quantitative definition of higher quality education, which is identified with increased inputs like higher salaries or more audio-visual equipment or more administration, is now being questioned by the public. What is required now is for us to develop priorities for reform and to re-order our allocation of existing and foreseeable resources in a rational and a long-term way according to a prioritized list.

To do this, it seems essential for school boards to relate educational expenditures to the total needs of the community and of society, and to keep them related to the ability of

(MR. MILLER cont'd.) . . . . . society to pay. I think this can be done. If it seems impossible to do this, I see no alternative but to the imposition of control. The reason seems clear enough. Not only is the public asking whether the returns, either educationally or economically, warrant the present heavy expenditures, but they want to assure the introduction of appropriate innovations in education practices. It is therefore mandatory that we proceed rapidly to introduce more effective cost benefit, cost effectiveness and performance budgeting methods into school systems. Our operations must be focused on objectives which will lead to consideration of a system of management by objective. With a better process of assessment and program evaluation, it should be possible to achieve a more rational approach to decision-making and to make it possible to encourage greater lay participation, participation by the citizens in education, and better relations between the public and the school. In order to introduce more effective managerial procedures in education, including finance, as well as to carry out reforms in education, an obvious requirement is a systematic approach to planning, because planning, Mr. Chairman, is a process that must be seen as a vehicle for bringing about needed and desired change. Education planning must be future-oriented, it must be action-centered and developed within the context of the totality of the needs of our society.

The Research and Planning section of my department has initiated programs which already have had considerable impact on the schools and on education planning. However, there is a great need to extend and expand our planning capacity. Provisions have been made in the estimates for this purpose. While this planning section will deal with immediate problems and studies, one of its top priorities will be to develop long-range plans for the rationalization of the education program and budgets. Planning must be based on adequate research and the experience gained from experimental programs.

In order that experimentation in new programs may be stimulated at the local level, schools will be able to apply for funds to assist in initiating pilot projects. The Planning and Research section will consider applications for experimental funds and help to co-ordinate the experimentation. Every effort will be made to use experimentation to provide evidence which will put the somewhat abstract concepts of our future educational system into the real classroom.

The Planning and Research Branch will have the responsibility for co-ordinating efforts to identify and disseminate innovative practices, to issue information to the public, to encourage internal communications and provide consultative services to school divisions. All this is intended to lead to better application of existing knowledge, techniques, plans and equipment. It is not intended as a means to generate bigger and more expensive proposals to spend money.

I am convinced, Mr. Chairman, that in Manitoba we can resolve the difficult problems of education. I know that during this decade we will succeed in making progress towards our education goal. However, Mr. Chairman, in conclusion, it is important to make one cautionary point. In the past, particularly in the recent past, we made the mistake of expecting the instrument of education to be a panacea for all our social problems. In the future, we must treat school and educational reform as only part of an entire program of reform in social development whose ultimate aim is to create a society in Manitoba where there is an equality of human condition and an equality of opportunity.

. . . . . continued on next page

MR. CHAIRMAN: The Member for Emerson.

MR. GABRIEL GIRARD (Emerson): Mr. Chairman, at the outset, may I associate myself with some of the remarks made by the Minister. If he has confidence in the senior officials of the Department of Education, he can be assured that I too have that kind of confidence and sometimes I wonder who has most. I also would like to congratulate the Minister on having assumed the responsibilities of the largest portfolio and one that has been the largest portfolio in our provincial government for some years. He has my sympathy and he has also my good wishes.

I do hope however that the Minister, being an experienced politician, will realize that members in opposition also have a duty and the duty is to scrutinize the expenditures, the policies, the practices of the Ministers in their departments and it is with this in view, Mr. Chairman, that I wish to address my remarks this evening.

If the Minister was serious in his address, we could almost think of Manitoba being transformed into an educational utopia in the near future. I suggest that the Minister's remarks were so good that they would even sound like a doctorate thesis of a newly graduate in his prime to try and impress those who will examine it.

I suggest, Mr. Speaker, that it was almost like the Minister of Labour's comment on the progressive, on the very progressive department that he leads. It's so progressive that we now have a man stationed in The Pas for the Workmen's Compensation Board. That is progress, Mr. Chairman, and it sounds as though the author might not be the same but the emphasis is quite similar when we hear that of the education Minister.

Now the Minister of Education has dealt with the Estimates in a very philosophical way and I think that he sees, at least he indicates by his speech, that he sees the real problems that are existing today in the educational system when we think of the schools in itself, when we think of the universities, when we think of community colleges and so on, but I think, Mr. Chairman, that it would be remiss on our part if we didn't deal with the nitty gritty of his department as well as the philosophical highfalutin ideas that the Minister would like us to concentrate on.

I don't pretend to overlook, I don't pretend to overlook, Mr. Chairman, the pleasantries, I don't pretend to overlook for a moment the pleasantries which occupied most of the Minister's time, and I liked the imagination of the Minister's speech or the Minister himself. I liked the imagination and I think that I can assure you that before the Estimates are over we will give his speech the time it is due.

Let me start by saying, Mr. Chairman, that we cannot adequately discuss matters of education in 1971 without talking about money and taxes and whatever comes with it. And let me reiterate something that I've been saying in this Chamber for some time. He speaks about the equality of opportunity which is a very gracious thing, one that we should be concentrating on, but he forgets that equality of education is also coupled with equality of ability-to-pay for that kind of education, and I'm suggesting, like I have done before, that what this Minister has done in the last two sessions is gone the reverse way, the way he should not have gone.

Let me explain this in a little more detail, because I think it's important that this kind of thought be understood. We have in Manitoba some 57 school divisions and some of these school divisions are located in -- (Interjection) -- 46. Did I say -- (Interjection) -- We have in Manitoba a good number of school divisions. I'm so used to talking -- Mr. Chairman, I hope you will forgive me but I'm so used to talking politics when I talk to the Minister of Education that I made a mistake and counted the constituencies instead. There are school divisions that are located in a variety of places -- (Interjection) -- for the Premier anytime.

MR. SCHREYER: Mr. Chairman, it's simply to have the record straight. Did the Honourable Member for Emerson mean to say that he is always used to talking politics when as a school superintendent he talked to the trustees of the division? Or what did he mean?

MR. GIRARD: I must confess, Mr. Chairman, that I did my best.

Now there are school divisions located in areas of the province that are very well-industrialized and highly assessed, and the point I want to make, Mr. Chairman, is the fact that our tax structure, our school tax structure, is unfair and it's getting worse. The basic finances of the school divisions are provided from two sources when we're thinking of local taxation on property. The one source that affects everybody in Manitoba is the general levy, and I think that there are some matters that should be studied in the area of general levy because as the Manitoba Teachers Society study on school finances show clearly, the amount of

(MR. GIRARD, cont'd.) . . . . assessment which is not considered, which is exempt, is a matter which should be studied immediately. I think it's unrealistic and unfair to have that kind of exemption in our assessment. Now if we consider the general levy as being levied at a certain mill rate across the whole Province of Manitoba, I think if the assessment is a fair one it follows that the taxation is also a fair one. I would suggest that maybe the assessment is not always fair, but if it were fair then we have a levy that is fair to all the taxpayers of that description because it's based on a fair assessment.

On the other hand, we have what is called a special levy that is levied by school divisions to pay the amount between, or the amount left over in expenditures after the grant contribution from the Provincial Government is given to the individual school division. That special levy, Mr. Chairman, is the very thing that I think is unreasonable and is unjust in Manitoba's financial structure when it comes to school taxes. It's unfair, Mr. Chairman, because you find some school divisions where the assessment per student is three times and more that of other divisions, and if we translate this into simple terms, what we find is that for one mill in a certain school division you will get three times as much money per student as you will get for one mill in the neighbouring division.

And now, Mr. Chairman, the Minister says we believe in equality of education. How can you expect equality of education when the finances permit in one school division to give luxurious, or give a more lavish kind of education to the students of that area and when another school division is strapped to the point where they cannot take any more property taxes and there is no relief for them in sight. In fact, Mr. Chairman, what this Minister has done was decrease the general mill rate, decrease the general levy - and that's the only fair levy in the province. I have reiterated this on several occasions but the Minister doesn't seem to pay much attention when we mention this from this side, and I rather suspect that it is because he thinks that lowering the general mill rate is much better politics than equalizing educational opportunities in Manitoba. I would suggest, Mr. Chairman, that it even came in very handy during the by-election, and for this I don't forgive the government.

Let's talk about equality of education in Manitoba. I'd like to bring a case in point which happens to be something I'm familiar with as it existed in my own constituency, and something that I think the past administration ought to bear some responsibility as well. I don't mean that it's only this Minister who is at fault but I think it's something that has been overlooked for too long - and I'm talking now about those areas that are called "remote areas", those areas that are not in school divisions. At present, we have areas that are not in a school division but obtain somewhat similar grants as though they were in a school division. Their population is too sparse to afford them the luxuries of a large school - and the Minister speaks about all the choices that the students should have and more options and so on, but those remote areas cannot even afford the programs that are now the accepted programs in most schools in Manitoba.

I suggest it's high time that those areas are considered as having specific problems that can be solved. I don't agree with a Minister that says, well look, if we make an exception in that case we also have to make an exception in the other case. Well if that is so, Mr. Chairman, I suggest that the Minister in charge ought to have the backbone necessary to make the kind of decision that his judgment says he should make and that decision ought to be made in the name of justice and equality if we really believe in it. But if we only pay lip service then we can talk about it when the Estimates come up and forget about it until the next Estimates come up. That's simply not good enough.

I am not too critical about the fact that the Estimates in Education this year have increased by \$19 million. I would like to see on one hand that the Estimates would increase much less, but I think that when the cost of living has increased by some five percent during the year it's understandable that the Estimates of the Department of Education should increase somewhat proportionately, because after all when you had \$160 million last year, if you increase that by five percent it's a considerable amount of money, some \$9 million. I would like to suggest however that some of the increases that were given by the Cabinet to the Health and Welfare portfolio would have been very much more appropriately spent in Education, Tourism or Highways. We no doubt will come to that a little later, and I can announce to the Minister that we're waiting impatiently. There is -- (Interjection) -- No, the Minister of Health and Social Services.

There is another matter, Mr. Chairman, that I would like to call a nitty-gritty that I think should be voiced at this time and that is with the appointments made to the personnel in the

(MR. GIRARD, cont'd.) . . . . Department of Education. I would suggest that if there is a department in the Government of Manitoba where politics ought not to play a role, where people ought to be evaluated on the ability and whatever qualifications they have, if there is a department where there is no room for politics for politics' sake, it is the Department of Education. In my view, the education of the students of Manitoba is far more important than the possible gains by partisan politicking in the Department of Education, and I'm suggesting, Mr. Minister, that there has been some of this in the Department of Education. Yes, I'm suggesting to you that there has been some of this in the Department of Education. I'd go further and suggest to you that I'm of the opinion that some of the appointments, ministerial appointments, should really have been Civil Service Commission appointments. I would have preferred them much more so.

I'm suggesting to you that the high morale that has existed in the Department in the past ought to be maintained and it cannot be maintained unless this kind of practice is kept out of the Department of Education. I'd like to see a department that brings about continuity between governments, as the Member for Fort Rouge so ably pointed out this afternoon, and we cannot do this if one government replaces with itself, or when it arrives, a whole new slate of department officials. You will note, Mr. Chairman, and I would like to suggest to the Minister if he would like to have more detail in this particular area I'd be glad to provide them as the discussion will go on. You will note by now that, unlike the Minister of Education, I have not prepared my speech too much ahead of time and I'm bringing these points out maybe a little haphazardly. However, I would like to suggest to you that I've thought of them previously.

I'd like to deal for a moment with the aid to private schools. That has been a mystery to the members of this side for some time now. We have groups of people who assure us that the Premier has said we will be giving aid to private schools. We have a Minister of the Crown who, on the other hand, writes a letter to the press and the Premier at the same time and says no, that's not the case because the law doesn't permit it. And then we have a lull, that is silence for a while, we have seemingly no real development. Then comes a by-election and again we have this assurance from the Premier that we will be granting aid to private schools. I don't mind admitting that in principle, in principle I agree with the granting of aid to private schools. I would like to have time to put a few restrictions on this statement; however in principle, at this time, I'd like to say that I agree with the principle of aid to private schools and I think that in principle the Minister of Education agrees with aid to private schools.

And the reason why I say this, Mr. Chairman, is when the issue of the private school, the private school promoted by a number of people whom I can't identify at the moment but I understand the Minister knows well, when those people speculated on the possibility of a private school the Minister indicated that he was in favour, and the press reports even speculate that he was in favour to the point of some \$56,000, but then the Minister realized that he can't really be in favour of one kind of private school and then opposed to another kind of private school.

I suggest to you, Mr. Chairman, that I can be in favour of both and without any difficulty at all. If on the one hand one private school happens to be religious in practising, or organized by one group professing one faith or another, I can accept that this is what they would like and I can't see that kind of school being hampered when you consider the program of studies as such today. And I'm suggesting, Mr. Chairman, that this attitude of the Minister kind of confuses me. On the one hand he seems in favour of private schools in principle but only if there is no religious affiliation of any kind, and it seems to me that that sounds, unless I am very confused about it, that sounds as though there is some confusion in the mind of the Minister.

MR. MILLER . . . permit a question?

MR. GIRARD: Sure.

MR. MILLER: I wonder, is the member quoting me or is he just imagining what I said?

MR. GIRARD: Do you think I'm quoting you or do you think I'm imagining? Well, I must say that, like my friend from Roblin who is accused by the learned men of sometimes saying things he is not fully aware of, maybe that is the case again. But on the other hand, Mr. Chairman, I would suggest to you that maybe the less learned represent the largest number of Manitobans.

MR. CHAIRMAN: You have a point of privilege?

MR. SCHREYER: I was thinking of raising a point of privilege, Sir, but it's not clear to me whether the Member for Emerson was saying that his colleague the Member for Roblin was unlearned, but if that was said it was said by the honourable member opposite and not by

(MR. SCHREYER, cont'd.) . . . . anyone on this side.

MR. CHAIRMAN: The Honourable Member for Emerson.

MR. GIRARD: Mr. Chairman, I will take time and explain that. Two days ago the Minister of Finance in one of his rebuttals suggested that the Member from Roblin didn't know what he was talking about, and he did this twice in the same day, and shortly after the other learned lawyer, Minister, the Honourable Member from -- (Interjection) -- Well the most learned, the most learned is the Minister of Mines and Resources, said exactly the same thing, Mr. Chairman. I don't mind admitting that I didn't like that and I don't think that people from this side should take this lying down, and I'm only trying to convey to those honourable gentlemen that we respect the learned characteristic but we don't respect the arrogance they bring with it.

I think there's a matter that might again be considered as nitty-gritty, Mr. Chairman, but should be aired because I think that the schools of today are facing problems with that administrative detail - and detail it might be. Last year we did away with the Attendance Branch in the Department of Education and I think that was a step forward, but I want the Minister to know that because of this there is a seeming lack of understanding and maybe communication between school divisions and the department as to what responsibilities belong where, what do schools do, who has what authority in that area. And I would simply suggest this as a bit of information; it would be I think advantageous if school principals or school superintendents were again made absolutely clear of who is responsible for what, even if they themselves are supposed to be the responsible ones.

Let me talk for a moment about the progressive Department of Education that we have. We have a progressive Legislature that last year unanimously passed Bill 113 that provided the instruction in schools to be given in either French or English, and you will remember, Mr. Chairman, that there was no opposition to that kind of measure. I think some constructive suggestions were made, and among them was that a superintendent should be appointed to a committee, that I understand still has to be appointed, and I still maintain that that kind of view is valuable.

But that's really not the issue I wanted to raise with regard to Bill 113. To me, the real problem is not the law but rather the implementation of that law, and I wonder, Mr. Chairman, if I'm wrong in estimating that only approximately two people have been added on to the staff of the Department of Education who will be involved directly with the implementation of this bill. I wonder how many people have been appointed. If there are four I would suggest that that's twice as many as I thought and half as many as there should be. I can't understand, Mr. Chairman, how you're going to implement courses in the teaching of mathematics in Grade 6 in French without having somebody somewhere find a course, evaluate a course, prepare a course, suggest the manuals, and I would even go as far as suggesting you should maybe have somebody in the Textbook Bureau who can read the titles in French as well as in English. I'm suggesting that it's lip service for the Minister to say that we're making efforts to progress in that way. It's lip service; nothing more. If we're intending to implement that kind of measure with even four people in the Department of Education, we're not equipping ourselves to do it. It seems to me, Mr. Chairman, that it's a half-hearted effort to implement a good full measure.

I would go one step further. I know that for some time now a good number of Manitobans, especially in the teaching circles, have been wondering what are the respects or the duties or the occupation of the one-time school inspectors. I realize and have a good deal of respect for the gentlemen who are now on the inspection staff, but I often wonder what kind of direction those same people are given. I might be wrong, but it seems to me they're given no direction.

I'd like to make just one small suggestion to the Minister and he might consider it if he thinks it has any value. I think that there is room in our Department of Education to have someone who is knowledgeable about the teaching of Ukrainian to be heading the department responsible for studies in the courses in Ukrainian. I think that at the moment this kind of responsibility is assumed by Mr. Corriveau - Mr. Corriveau in the past at least did this work - and I think that that was as good as was afforded for a while. But it's not good enough - and I'm not suggesting for a moment that he did not do good work, I'm suggesting that there is room for some of the inspectors to be heading this kind of language group so that the people involved in the teaching of Ukrainian or German or some other languages that might be taught in Manitoba, and I include the native languages, that they have someone in the department to address themselves to, someone who is able, who has the time, the staff and the resources to evaluate a course, to evaluate a source of information used in courses. I think that it might be more

(MR. GIRARD, cont'd.) . . . . profitable, Mr. Chairman, to have this kind of leadership coming from the Department of Education that what we have today - and I'm not belittling the kind of work that is being done by the inspectorial staff.

Let me deal for a moment with the remarks made by the Minister with regards to the Hall-Dennis Report, with regards to the MTS Education Finance Report and with regards to the Core Report. I am glad to hear the Minister say that he has finally found a section in the Manitoba Teachers Society Report that is imaginative. I happen to be a member of the committee responsible for bringing about this study and I am a very proud member of that committee because I don't intend to take a back seat to any criticism of that report. I was set back a little when the first comments of the Minister were that the report was unimaginative, but I had my confidence in the Minister restored later on when one who is not far removed from him suggested, well he had not yet read it, and if that was the case I gladly forgive the Minister because I realize his workload. I would only suggest to him that it would be prudent if he would read it first and comment after. I will hope that the Minister will find time not only to concentrate on the more imaginative last section of the report but to study very carefully the first sections of the report that show clearly the inequalities and the discrepancies in our school finance system. I think that it is a very worthwhile project, probably the best kind of study of that kind that has ever been done in Manitoba, and it was a timely one.

The Core study on the other hand was one of imagination. It was I understand struck, the Core Committee was struck by the Minister, and the terms of reference dictated that these people were to study in an imaginative way the direction that education could be taking in the future. And I think that there is a lot of credit that should be given to the Core Report. I haven't seen any great changes yet as a result of this study. I think that it has some valuable proposals. I would like to suggest that rather than talk about it, let's do something about it; let's see some measures be implemented. I'm very curious to know what the cost of the Core Report was. If there are any changes that have been made because of that report, what are they? And what changes might be made because of that Core Report.

If I could for a moment, I would like to agree with the Minister that we have to have a good look at our educational system and evaluate the kind of programs that the students would like to see implemented in our schools for their own benefit. I think it's true to say that many of our students are frustrated and feel ill-prepared when they graduate from our high school system because they're not getting the kind of courses that they think they should - and I agree with them. It is odd that we graduate people from our high schools who know nothing about civil service, who know nothing about human rights, who know nothing about civil rights, who know nothing about society, who know nothing about law and order, who know nothing about the fact that with privileges come responsibilities. I'm suggesting that this kind of thing ought to be implemented somewhere in our curriculum.

As a matter of fact, to make the point a little clearer, I suggest that some of our graduates get out of high school, go into the working field in our society and find themselves in one kind of difficulty or another. If it's a civic or a social difficulty they haven't the slightest clue, Mr. Chairman, as to who they could go to, where they could address themselves, and all this time there might well be in our social service a service that is very carefully prepared for that kind of problem but they haven't been advised that it exists. They haven't any idea, and I think in that respect, like in the matter of law, our school system has really failed. I think also we have failed in helping students orient themselves - and I agree again with the Minister that we should be looking at this matter very carefully.

I was interested to hear that the Minister of Education hasn't totally forgotten about the Boundaries Commission Report. It is odd that that same report has not been talked about for some time, but I suggest to you, Mr. Chairman, there are people in Manitoba that are waiting very impatiently to hear what the Minister will have to say. Is there any action that's going to be taken? To bring the point more specifically, I would suggest that the people of the Seine River, where I happen to be teaching, are very carefully awaiting some kind of statement from the Minister of Education that says we have shelved that report or we have not, and we are going to be taking certain steps or we are not. Let's not leave these people in the wilderness any longer than we have to. If we are going to make some changes, let's say we will and let's get them done.

Coming to the matter of the entire school budget, or the entire education budget, I am not totally displeased to see that it is up by \$19 million but I am concerned about the increasing

(MR. GIRARD, cont'd.) . . . . costs of education, and as a teacher I look at this rather reasonably, Mr. Chairman. I can think of trustees who look at it much less reasonably. I would suggest however that I am a little concerned when I think of the amount of money that is being contributed for post secondary education and especially university. I suggest that there is a place where we can trim the budget. The place to start will be to scrutinize carefully the grants that are now being given to universities where the cost of educating students has almost tripled in the last few years. I think that teachers' salaries have increased to a point where they're almost reasonable today, and their increase in salary seems small when you consider the increase in cost per student of educating university students. -- (Interjection) -- Mr. Chairman, I think this might be on a point of order, but I would like you very much to draw the line between which group is in opposition and which group is in government.

There is a specific area in the budget which the Minister has not dealt with in his introductory speech and which I would very much like to have him clarify before we get to that specific item and that is with the matter of the secretariat, the Youth Secretariat. There is some \$600,000 appropriated for that area and I must confess that I don't fully understand the full implications of that expenditure and I would be very grateful if he would explain this before he gets into that specific item.

The Foundation Grant on a per student basis that was increased this year, or that was originated this year, the Foundation Grant of \$18.00 per student is a nitty-gritty that should not be overlooked. I think that it is true to say that we have embarked on a new kind of philosophy as we are ignoring the basis of the Foundation Program, we're sidestepping the Foundation Program, good, bad or otherwise, that's what we're doing. I suggest that if we go much further we should scrap the Foundation Program altogether and let's make the grant a straight per capita grant if this is what we will want to do. Let's exclude from the Foundation Program the capital costs and the transportation costs.

These two items cannot be included in the Foundation Program because of their aim. Their aim is to equalize or give the equal opportunity that we so often hear of. Let's take those two items out of the divisional budget and let's make a straight per capita grant per student to the school division. Let's tell the people of Manitoba in a less confusing way who's paying how much for the education of their student. Let's show the people of Manitoba that the government is granting somewhere around \$125 or \$130 per student for the education of their child when the total cost of that education is far greater. Then when comes by-election time, things will not be as confused. The public will be able to tell just exactly where we are at. If this is your aim, I suggest we do it. Let's not confuse the people about \$12.00 for books and forget to mention that books were paid before.

Let's not, Mr. Chairman, in case there should be further by-elections, let's not make statements such as the First Minister did in the last by-election, that the \$18.00 was for everyone bar none, and I think his term was "unrestricted". It was just no qualification; it was \$18.00 per student. And suddenly we realized, when the election is over and everything is done, that oh yes, we forgot; this is for unitary divisions only. I think that's a little deceiving and should not be overlooked. -- (Interjection) -- Yes, certainly - for the Premier, any time.

MR. SCHREYER: Well, Mr. Speaker, I would like to ask the honourable member, even if his allegation were true, whether it could possibly have had any effect on the by-elections that he refers to inasmuch as both the by-elections were in areas all of which were in unitary areas. Therefore, could it have been calculated to influence in those areas?

MR. GIRARD: The Premier misunderstands me completely, Mr. Chairman. My object is to get the truth and not the victory.

There is one other matter, Mr. Chairman, that I would like to just briefly mention before the bell, and that is the matter of our present status with regard to promotion, with regard to exemptions, with regard to entrance to university, with regard to the value of the SACU test. I suggest that in bringing about the changes that have been brought about - and I'm not critical of the changes that have been brought about - that we have probably confused the issue. We have probably lacked in giving some direction, and the schools of Manitoba today are a little confused about the values; which days; what is promotion; and so on? I think possibly, if the Minister has in mind the study of the philosophy or the prime objective of the school, this could well be one of the items that would come out answered, but I'm suggesting that the SACU test exam has had the effect of confusing the people of Manitoba, the students of Manitoba, and we need some clarification in those matters.

(MR. GIRARD, cont'd.) . . . . .

I would like to deal with this in further detail, possibly tomorrow, but I think I'd better call it ten o'clock, eh?

MR. CHAIRMAN: Call in the Speaker.

IN SESSION

MR. SPEAKER: The Honourable Member for Winnipeg Centre.

MR. J. R. (BUD) BOYCE (Winnipeg Centre): Mr. Speaker, I beg to move, seconded by the Member for St. Vital, that the report of the committee be received.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried.

MR. SPEAKER: The hour being ten o'clock, the House is now adjourned until 2:30 tomorrow afternoon. (Tuesday).

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The following was spoken by Mr. Malinowski on Friday, June 4th, at the 2:30 Session, in Polish.

MR. MALINOWSKI: Panie Generale:

W imieniu wszystkich członków i posłów zarówno rządu jak i opozycji, serdecznie pana Generała witamy na ziemi kanadyjskiej w budynku Prowincji Manitoby. Witamy!

Translation: Sir: On behalf of the Legislative Assembly, we heartily welcome you, General, to Canada, and to the Legislative Building of the Province of Manitoba. Welcome!