

THE LEGISLATIVE ASSEMBLY OF MANITOBA  
8 p.m. Thursday, February 19, 1976

THRONE SPEECH DEBATE

MR. SPEAKER: The Honourable Member for Brandon West.

MR. MCGILL: Thank you, Mr. Speaker. I understand that some of my colleagues were put to a rather difficult choice this evening when they had to decide between some matter of rather national importance or whether to come back and join with me at this time and I appreciate the decision they've made and I hope that they will not be unduly disappointed by having made that choice.

Mr. Speaker, let me first join with my colleagues in assuring you of my desire to assist you in every way possible conducting the business of this House, and I'm sure that we will do our part to assist you to conduct the business of the province with dignity and dispatch. While I'm not perhaps able to give you the complete undertaking that my honourable colleague from Lakeside was able to do, nonetheless, I will struggle to comply with the rules of the House at all times.

I would also like to offer my congratulations and good wishes to the member for Logan, who is again occupying the post of Deputy Speaker. We are pleased to see him in good health and this afternoon in very good voice again, and we look forward to the times when we will be able to join with him in the conduct of the business of the House.

Mr. Speaker, I would like also to recognize in the Chamber, the newly elected members from Crescentwood and Wolseley, who perhaps too are away on more urgent business at the moment but they have indeed indicated by their contributions to date that although they may indeed strengthen our hockey team, I am sure that their contributions in the debates of this House will also be of great assistance to us.

And to the mover and the seconder of the proposed motion for an Address in reply to his Honour, I would like to compliment them on their having been selected for that duty. The Honourable Member for Wellington has always spoken with enthusiasm about the qualities and the contribution of the Icelandic community in our province. I might say, Mr. Speaker, that we receive those advices with enthusiasm and it almost goes without saying that he is preaching to the converted. I have been sitting of course next to my colleague from Rock Lake and I am aware that through him of many of the contributions that have been made to this province by the Icelandic people; and I would say on a per capita basis that their contribution to the cultural tapestry of Manitoba is perhaps as great as any ethnic group in our province.

Mr. Speaker, we on this side, have had occasion even in the early stages of this debate to comment on rather the different image of the members on the opposite side; the Government, it seems to me, has a maturity about it now that would indicate that they've had their disappointments and their defeats. In the nearly seven years that we have been observing them on this side we see them as a group more inclined to listen, to receive suggestions and to perhaps recognize that all of the decisions that they make are not cut and dried and that there may be indeed at times some advice and assistance that can be received from even an opposition party that would add to the government's position.

It is not always easy, Mr. Speaker, to serve in the role of opposition because an opposition party has its responsibilities and we have had our disappointments over here in that role. I can think of several occasions when had we been more eloquent in debate perhaps, more able to impress upon the government the strength of our arguments, we might have saved some disappointments for the taxpayers of Manitoba and for the Government of Manitoba.

I can think, Mr. Speaker, personally of one particular debate which began back in 1971 and 1972 and I feel that I somehow should have done a better job than I did. It was an area and an industry in which I had some experience, and I felt from the start that the Government was pursuing a wrong course. I attempted with all the effort that I could bring to bear, with what little eloquence or what little ability I had in debate, I attempted to bring to bear on this matter, but this was not one of our victories on this side, and it has to go down as a defeat for the Government of Manitoba. I refer of course

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(MR. MCGILL cont'd) . . . . to the history of the Saunders Aircraft plant at Gimli and the discussions which took place in this House in the early days, and I know the Minister of Labour will remember those because I can recall his comments during the period when it was my duty to bring somewhat unfavourable comments to bear upon this decision of the Government that he took it upon himself to suggest that this was not a proper thing for the Opposition to do at this stage. But, time and circumstances have changed all that and the Government is now realizing that four years and \$36 million later, perhaps had the Opposition been more effective we might have saved this from happening.

The Minister of Industry and Commerce, who is not here this evening, was of course very directly involved in the decisions which brought this industry to Manitoba, and while we didn't succeed at a time when it might have been beneficial to Manitoba, financially at least, in changing his views, I see now that there has been a change in his position. I'm noting from an interview which he had with a reporter from the Winnipeg Tribune in July of 1975 where he is quoted as saying - this is the Minister of Industry and Commerce - "I have changed my views over the past five years about government participation in industry. At one point I saw the Government being caught up with the old posture, wanting with desperateness more jobs at any price. But through experience we have learned that a province should not be involved in marginal enterprises. We should virtually stay out of any direct participation. What we are doing is promoting and developing the type of manufacturing that makes sense and that fits in with our resources."

It seems to me, Mr. Speaker, that those words were almost the words that were used in opposition at the time of this debate. "As a government," the Minister of Industry and Commerce, now says, "As a government we will be staying out of marginal investments." Better not get involved in the first place. Saunders Aircraft in Gimli is a glaring case of what can happen.

Mr. Speaker, we have changed the Government's views; perhaps we didn't do it but experience has done it. Had we been more efficient, had we been able to bring our views to bear in a more convincing manner we might have accomplished this change of view by the Minister of Industry and Commerce some years ago.

Mr. Speaker, I would like now briefly to comment on the contribution this afternoon from the Member for Fort Rouge who took part in the debate, and who I regret is not here this evening. I was rather hoping that he would be here. Mr. Speaker, I was rather interested in the point he made that he thought it was somewhat of a waste of time of the business of this House for a debate to take place on philosophical terms, for us to even consider why it should be necessary to discover the real difference between socialism and the system which would give free rein to private enterprise.

Mr. Speaker, I can understand why he would be somewhat out of patience with a debate of that type because for members of his party it is quite clear that there is very little room for a position to be taken. So the Member for Fort Rouge, perhaps a debater in his own right, would feel somewhat left out if he was asked to join in this major discussion without having something of a position to take. So we can understand that the Liberals are torn now in the middle ground and find a difficulty in contributing in any way, but for the Minister to say that this was a subject that was not of interest, not of importance, I would suggest is to overlook perhaps what is the major issue between now and 15 months hence when the people of Manitoba will have to decide what indeed are the differences between an administration that offers the benefits which they alleged to accrue to a socialist form of government; and an alternative to that an administration, a Progressive Conservative Party which offers the benefits which would accrue to a system which would give greater opportunity to the private individual to enterprise.

The Member for Fort Rouge went on to say that philosophical discussions, perhaps didn't really belong here and that we should be getting on with the business of taking care of those problems which were besetting the world today.

Mr. Speaker, it was almost a contradiction in his subsequent remarks when he did apply in many of the areas of his discussion many of his own philosophical positions, and when he dealt with education, in terms of the problems of the Winnipeg core area, it seemed to me that these were not perhaps the key problems in education. They were nevertheless problems of a parochial nature which we do not underestimate for a moment.

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(MR. MCGILL cont'd) . . . . They are basic and very real problems but, Mr. Speaker, he was offering the view that these were the key in important difficulties in our educational system in Manitoba today. I suggest perhaps he was really talking about what were the major problems for the Division School Board in that area.

It was interesting, too, to hear the contribution of the Minister of Public Works who gave us the benefit of his opinion on a number of subjects. I won't attempt to cover them all at this stage but, Mr. Speaker, he still sounds to me more like the member of an opposition party than he does a member of the treasury bench. I am not suggesting that he sounds like a member of this opposition party, Mr. Speaker, but it is somewhat surprising that the Minister of Public Works would appeal to the House on basic positions which he, as a member of treasury bench, probably is in a position to implement. So I say that this seems to me to be more the comments that could likely come from a member of the opposition than it would be from the treasury bench. -- (Interjection) --

A MEMBER: You're the government, you implement it if you want it.

MR. MCGILL: Mr. Speaker, I was about to comment on at least one of the Minister's suggestions and that was that it was unhealthy, I think was his term, for candidates of elective office to receive or have to obtain donations for their campaigns, and he suggested that it would be better for the cost of elective campaigns to come from the public purse. Well, Mr. Speaker, it may be unhealthy for the candidate but has no one here in this Assembly any regard for the health of the taxpayers of Manitoba?

A MEMBER: Not on that side they don't.

MR. MCGILL: Is there no one here who will stand up and say, "enough?" Surely the people who are prepared to seek elective office are prepared to arrange to finance their effort to obtain elective office. Mr. Speaker, this is a personal view; I am suggesting that what the Minister of Public Works offers as a solution is that somehow there should be a contribution from the public purse to those who seek elective office. I'm going to stand firmly on the side of the taxpayers on this one, Mr. Speaker. I hope that whatever this government does we in opposition will have an opportunity at last to protect those downtrodden people.

Mr. Speaker, I did want to comment, and I did for a moment, on the image of the government after six and a half years. The Minister of Labour who is back, and we're glad to see him back, having served to these many years in this House and he returns in good health, and I don't suggest that the description offered by the Member for Fort Garry would fit him in any way. I don't think he was ever a sulphurous volcano in . . . He may have had some volcanic intentions at times but never sulphurous.

There should also be some mention perhaps of the Minister of Highways, who is looking to be in good health again, and he deserves some complimentary remarks from this side for his contribution at this early date in this session.

Mr. Speaker, it must be apparent to all of those who have obtained their new licence plates that at last the Minister of Highways has cleaned up the confusion about the name of our province. He has corrected it finally from the mistake made by his predecessor who called it sunny Manitoba to the confusion of all people who lived, particularly outside the area of Canada and we're back to the name, as it should be, Manitoba on our licence and I think the Minister of Highways needs to be commended for that view, or that act.

I should mention that I have observed the Minister of Education during the period of this debate and, Mr. Speaker, I would describe his expression from time to time as one of perplexity - I can understand how that might be because of the difficulties which he is now facing in his own department. And I think until his deputy is able to describe in more firm and complete terms the objectives of education and our educational policy in Manitoba, I imagine that the look of perplexity will remain on the face of the Minister of Education.

Mr. Speaker, the other day I happened to see a picture of the Minister of Education in the paper and he was riding an exercise bicycle, Sir. I was impressed, Sir, with the different expression on his face, it was one of confidence. Sir, I can only attribute that to the fact that he knew exactly where he was going. Mr. Speaker, I do sympathize

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(MR. MCGILL cont'd) . . . . with the Minister of Education. I certainly support his views with respect to the physical fitness programs which he is now taking a leading part in introducing, or at least accenting in our school system. He's discovering no doubt if he rides his exercise bicycle in order to achieve some sense of physical well-being, or some improvement in his physical fitness, that there needs to be a little sweat involved. I hope that his Deputy Minister will find a similar message in some way in order for our educational system to be effective, to really improve the mental health and fitness of our children, that there be some sweat involved. Well, I think that's right; I think there is a sweat equity involved in physical fitness as well as mental fitness, and I think that we've perhaps lost sight of that, or that has been lost sight of by those who are in charge of programming, of curriculum, in attempting to offer to students those kinds of programs that provide sort of immediate gratification and that we should be looking more for programs which provide ultimate rewards. I think it's easy for a 15 year old to choose a course which will provide that immediate gratification which he sees at once, rather than for him to anticipate the kind of ultimate rewards that will come from some more difficult, perhaps a basic skill, a basic course. Well it's of course like the person who would choose a sweet rather than spinach because he knows that that will be something that he will enjoy at once.

Mr. Speaker, the other day at Brandon the Deputy Minister was discussing criticism of the public school system in Manitoba, and particularly the basic skills, and he said that he had had some opinions expressed by parents and by businessmen and that they were well satisfied with the level of basic skills of high school students graduating from Manitoba high schools. Mr. Speaker, he didn't mention any of the comments or the feelings of the post-secondary institutions. I think he left that area out, and I can't think of any group that would be more able to determine whether or not there has been a decline in the basic skills than those who are receiving high school graduates into post-secondary educational institutions. And I must tell the Minister of Education that while they do feel that there are some areas in which the modern-day high school student is more proficient perhaps than were the students of 20 years ago, particularly in the fields of verbal interaction, I think the term is, their communication ability on a verbal basis seems to be more confident, not however with better vocabulary. Somehow the vocabulary is more limited but the confidence of the student, of the young person to take part, to participate, to communicate, has been increased. But at the same time the price that seems to have been paid, and there seems to be general agreement on this - this is not just something that people are saying we think has happened - their tests of their abilities on key subjects are showing a declining graph. These people are coming into universities with an ability in the basics that is gradually reducing rather than increasing, and this is not, in all fairness, a criticism that we must apply only to Manitoba; this is more a criticism that has been applicable to the North American continent for some number of years, but, Mr. Speaker, it is a very real and a very serious criticism of the product of our schools, and we in Manitoba must certainly find a way to correct and to change the course that we're on now. Because if we don't, Mr. Speaker, it means that we're wasting the most important, the most valuable resource that this province has, its youth. And unless we can find a way to develop their mental abilities to the full then this province is going to suffer in so many ways, both industrially and in the arts and the sciences, that it will be impossible to conceive of the losses.

In Saunders Aircraft we're talking about \$37 million - that's replaceable, that can be done some time, some way, but how can we ever replace the damage that we will incur by not having a system which demands the best that can possibly be achieved by our students.

The Department of Education Deputy Minister, says, "Let the teachers set the standards and the students will then work at their own pace." I trust the teachers. I think we have an excellent teaching staff but I think it is too much to expect the teachers should not only teach, set the standards and assess their own work. This is what the Department of Education is attempting the teachers in Manitoba to do at this time. They can't do that. Teachers should be able to teach, to compare the product, to have the

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(MR. MCGILL cont'd) . . . . product of their schools and their education compared, their marks obtained. It is no disgrace, it is no difficulty for a young student to have his marks compared with those of others and find how his achievement is progressing. But to conduct our schools, Mr. Speaker, I suggest in this way is to have an Olympic team that is trained by a coach who says well get out on the track and run the way you feel you should run, as long as you're happy out there and we'll hope that you'll achieve the standards that are necessary to win the Olympic medals. Mr. Speaker, you know what would happen if that kind of training were adopted in a physical sense in our athletic endeavours. I think the same thing is happening and yet it's not nearly so apparent in our academic endeavours.

In our competing nations, in the USSR for instance, in the USSR --(Interjection)-- Well not all of us qualify for the Olympics, but you might examine what they're doing in the Winnipeg Minor Hockey leagues, right here. They have an opportunity for every kid to play up to the full level of his abilities, and they encourage the kids to skate, they teach them the basic skills; they teach them skating, puck handling, passing and shooting. And they can play hockey up to the best of their ability with people of equal ability and the better ones go higher and higher and higher until they reach the top teams and compete with the top people. Why can't we do something like that in academics to bring out the very best in our children at school? If we don't, we're going to suffer a decline that will be very serious. I would suggest to the Minister of Education, Mr. Speaker, that in the USSR they threw out examinations as you have done for three years but, Mr. Speaker, there was such a howl of complaint from the academics and the scientific people, the scientific communities in Russia, that the exams were reinstated. And now these people are proceeding to achieve fulfillment for their students by offering them the ability to develop to the maximum of their potential and I think if they are able to get ahead of us in that respect as they have in the training of their athletes, we will suffer some serious disadvantages in the international markets.

Let me suggest to the Minister of Education that as far back as 1870 in Germany, Bismarck decided that school power was nation power. That was a rather cold-blooded assessment of the school system and its importance. But in 30 years, Mr. Speaker, Germany led the world in the optical industry, in the chemical industry and in the steel industry because they concentrated on the ability of developing the potential of their students to the full.

Mr. Speaker, not only is there great difficulty in the Department of Education in achieving some statement of its objectives but they have a Deputy Minister who is apparently, in the view of many many people in the school system, working on a philosophy that was tried and found wanting in the sixties in the United States. Now this accounts for a great deal of the uncertainty amongst the civil servants, those of the Department of Education, the feeling of lack of direction in that department, and I think it is directly the responsibility of the Minister of Education to try and get the same sense of clarity and objectivity of direction that he has achieved in respect to physical fitness. If he can do that with respect to the mental fitness of the youth of Manitoba, then I think, Mr. Speaker, that we will be back in a competitive situation so that we will have students who will be able, without remedial assistance, to enter into university courses, to college courses, and to continue on to a complete fulfillment because that is what we're looking for for every student in our province, to be able to fulfill himself to the full extent of his abilities, not to simply be reduced to a lower level, a mediocre level as the standard and the norm. There must be an opportunity, there must be incentive, there must be ability for teachers to compare the product of their efforts with the product of other teachers.

And while we're on that subject, Mr. Speaker, I hope that this gradual elimination of any kind of product control, of any kind of standards evaluation, will not continue to the complete dismemberment of the Field Service division. It seems to me it's one of the few remaining agencies through which there can be comparison of the product of various divisional schools. Once the School Inspectors have been eliminated completely, what way will there be, Mr. Speaker, of comparing the product of the Turtle Mountain School Divisions for instance with the Winnipeg area? I think this is vitally important and is one of the areas in which teachers look for assistance from people who have been

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(MR. MCGILL cont'd) . . . . exposed to the special training techniques of schools all over the province and are able to assist them in achieving the best for their own students. Perhaps, Mr. Speaker, it's not an unfair analogy to suggest that we are now entering an era that provides a very great difficulty for our students, just as the automobile for 50 years provided a very difficult adjustment for our people in terms of their physical fitness. I think it's only in recent years that we've begun to compensate for the decline which occurred in our general level of fitness through the use of the automobile.

It may be equally true to say that in the last decade there has been a decline in our mental fitness through the effect of television, and I wonder how long it will take us - will it take us 50 years to begin to rationalize the influence of television, of the audio-visual presentation upon the students, the young people, and the adults of our province? How then can we rationalize this immediately satisfying type of audio-visual presentation with the kind of discipline that is achieved through the use of books and the frequent repetition and the constant reading of books.

I suggest, Mr. Speaker, that there is a real adjustment to be made in our educational process, and that it is not entirely satisfactory at this stage to say simply that the basic skills are being outmoded and outdated by modern presentation such as television and audio-visual means.

So let me just conclude in this area, Mr. Speaker, by saying that I feel that the Minister of Education has perhaps the greatest responsibility of any of the members of the treasury bench at this time, at this stage in the history of Manitoba. There is a great feeling of unrest in his own department, and amongst the divisions throughout this province, that we're on a wrong track. There is no doubt that the basic, the level of basic skills of the graduates of these schools is declining; there is no doubt that perhaps some other skills have been improved, but I think that we can't pay the price of a declining degree of skill in the basics for what little improvements we have seen in the so-called interactional skills of the graduates today.

Mr. Speaker, we are dealing with the sub-amendment as presented by the Honourable Member for Portage la Prairie, a sub-amendment to the proposed motion of the Honourable Member for Wellington, for the reply to His Honour.

Mr. Speaker, if I could just comment briefly on the Liberal's sub-amendment: What it really asks for is the deletion of that portion of our amendment which makes reference to unworkable socialist doctrines. I can understand as we have mentioned before in our philosophical discussions, that this does indeed cause some problems for the Liberals, that they would be somewhat reluctant to go along with an amendment which would be against unworkable socialist doctrines. The Member for Portage la Prairie was so concerned about this particular part of the amendment that he took pains to describe and to define socialism as he found it in the dictionary, and to distinguish, or to attempt to distinguish in his definition between socialism and social welfare policies. Apparently, Mr. Speaker, the Honourable Member for Portage la Prairie doesn't see any real difference between the socialist doctrines as being proposed by the members of the present administration and the social welfare programs under which some benefits are achieved by the people of Manitoba. We have no difficulty at all with the substantive parts of the sub-amendment as proposed by the Liberal group; but, Mr. Speaker, certainly the Honourable Members of the Liberal group would not want us to vote against what is, in effect, the substance of our motion, which is to vote against the unworkable socialist doctrines that are being expounded by the New Democratic Party.

Mr. Speaker, we could not therefore give support to the Liberal sub-amendment since we have much more confidence in the position of the Official Opposition than of the proposed Liberal amendment. To support the Liberal amendment, Sir, would be to emasculate the sum and substance of the Progressive Conservative amendment.

Thank you, Mr. Speaker.

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MR. CHAIRMAN: The Honourable Minister for Education.

HON. BEN HANUSCHAK (Minister of Education) (Burrows): Mr. Speaker, firstly I wish to extend my congratulations to you once again for this session occupying the Chair; and I also wish to congratulate the Mover and the Seconder of the Speech from the Throne; and to extend my regrets and hope for a speedy recovery and return to this House of the Honourable Member for Souris-Killarney.

I would also wish to extend my best wishes to the Honourable Members for Wolseley and Crescentwood, who are not here at this time, and to extend my best wishes to them for the duration of this session, and I say that advisedly, Mr. Speaker, and I'll come back to that point in a moment or two later.

I would like to at this time respond to one comment, or point raised by the Honourable Member for Brandon West and I respond to it by way of a question that I hope he will find the opportunity to answer at some later point in time during this session, perhaps during the consideration of the estimates in my department. When he speaks about measurement and evaluation performance, I'm not quite sure whose performance it is that he intends to measure, whether it is that of the teacher or that of the student, because he also spoke about providing every student with an opportunity to function to the maximum of his ability, and I'm sure that he recognizes as well as I do that the level of ability of all is not equal, and hence the students will function even at the maximum of their ability at varying levels. So that being so therefore it would be unreasonable to expect that each and every one the same level of performance, and hence we do find the variations.

When the Honourable Member speaks about a decline in the competency of the graduates from our high schools in the basic skills, particularly amongst those entering post-secondary institutions here again, the Honourable Member, I'm sure that he knows, or that he could recall a similar debate which occurred during the last session, at which time the point was brought out that the number of students enrolling in post-secondary institutions is much greater than the days when he was enrolled in one. Much greater than the days when admission to post-secondary institutions was open only to a select few; and that being so, Mr. Speaker, then of course one would find a much broader range, a much broader spectrum of the level of performance. But on those points I'm sure that we will have an opportunity to return to debate them at greater length and more fully at a later point in time.

Before I leave that point, on the question of basic skills, I do wish to make a comment or two on it. I also wish to respond to the claims made by some of the alleged increasing burden of costs of education upon the real property owner and on the question of political appointments; and also my concern about the fact that in all that, and all the debate related to education, and to other matters, there was criticism, yes, just general broad, brush sweeping statements, but no alternatives proposed by the opposition, on any point, on any point.

Now, the basic problem, Mr. Speaker, in debating education is that it is both controversial, and non-controversial. Everybody agrees that children should be educated, but there is disagreement about how they ought to be educated. So perhaps, Mr. Speaker, the place to start this, to define education: Is education only the basics as they were regarded for many decades, or is it the basics plus something more? Now of course, Mr. Speaker, everyone believes in basic literacy, so to talk about the three Rs today, and to say that there is any devaluation of the importance of the basics is nonsense, because today of all eras, ages in mankind, competency in the basics is more important than it ever may have been. But the real controversy, Mr. Speaker, is this: How do we obtain an educated population? Now, I'm sure that no one from their observation, from their knowledge of what is going on in the schools today, knowing that the school divisions are granted more freedom in designing a program, designed to meet the needs of their particular community, of the children in their community, would suggest that in doing that we are in some way interfering with the process of teaching in the classrooms.

Now if I recall the comments of the Honourable Member for Riel - I'm sorry, Mr. Speaker, is this title the . . .

MR. SPEAKER: The absentee Leader of the Conservative Party - that's progress.

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MR. HANUSCHAK: . . . he did make the statement that his Party's position was clear. Teach our children to become functionally literate and don't interfere with the teaching. Mr. Speaker, that is exactly the type of educational program that we now have; that is exactly the type of educational program that the people of the Province of Manitoba wanted; that was one of the planks of our platform that we ran on in the last two elections and were elected and re-elected, and hence the type of education program that is being offered, and which we do feel is a sound one for which I make no apologies.

Now as I said earlier, everybody agrees that children must be educated, but there is disagreement on how you do it. Mr. Speaker, I have faith and confidence in our teachers, as the Honourable Member for Brandon West has, or claims to have. I believe that they are professional people, dedicated people who work hard to educate our young people, whom we entrust in their care.

I also believe Mr. Speaker, that there is more to educating our children than to drill them how to read, how to write, and how to compute. I believe that they have to be able to learn how to learn, and to learn to cope with an increasingly complex society in an ever-changing world.

So, I would like to know Mr. Speaker, whether the honourable members of the Opposition are suggesting that we go back in time to a time which no longer exists where a fraction of the present population derived any benefits from an educational system, but that fraction that did derive any benefits was drilled to read and write and do arithmetic, whereas the children who had other needs and who had to respond to those demands - like having to go out and get a job in order to eat - had to drop out of school; is that what the honourable members are suggesting, we go back to that system. I sort of had the impression, Mr. Speaker, that that is exactly what they are proposing. Surely Mr. Speaker, we haven't forgotten that, you know a short piece, 25 years ago the completion of high school, it was regarded as quite an accomplishment. Now--(Interjection)--That is true, very few had it. Do we want to go back to that?

I suggest to you, Mr. Speaker, that today we have a much larger educated population, not only here, but right across the continent, much larger than we ever had before, and perhaps, Mr. Speaker that is part of the problem. So many people have been, and are being educated that they are asking questions, questions that we have to be prepared for; they're aware of that we have not devised a perfect system, that there is need for improvement, and they have a concern about making themselves heard, and their concern is growing louder and louder. Yes, we've been taught to read and write, and to compute, but how can we live, how can we cope? What do we do when something happens to us, what does a middle-aged man do when he suddenly finds that his job has become redundant because rapid technological advances, or when he is no longer capable of working as a welder because of an accident? In the past people did not question those events. They accepted their fate. Today we find that we expect and encourage people to cope with these problems. What I'm saying has been said over and over again. Our children have to learn to learn that is what is meant by dealing with problems, dealing with problems that you can't predict. You must learn that life can be unpredictable, but one must also learn that one has the resources that one can use, that people can be taught to be resourceful, adaptable, flexible, so that they won't break down under duress. Therefore, we must continue to help our teachers to teach more than the basic skills and that, Mr. Speaker, is what we are trying to do.

Now what are the basics? Education must serve both individual and social needs; but it's impractical and impossible to separate the two. Individuals live in society and social needs and pressures impinge upon individuals. If schools are to serve both individual and social needs, they will have to help their students to understand and cope with the rapid rate of change, the growth and size and complexity of social structures, organizational pressures, the knowledge explosion, the problems of ecological crises, and social economic disparities. And to achieve this, Mr. Speaker, the school system can best play its part by adhering to the following objectives:

Firstly, to enable students to communicate effectively. Communication being so defined as to include the skills of critical reading, not only the memorization of rules of

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(MR. HANUSCHAK cont'd) . . . . grammar and composition effective listening, writing, discussion and argument, note making, clear speaking and understanding of non-verbal information.

Secondly, to develop competence in basic arithmetic and an understanding of the basic principles of mathematics.

Thirdly, to encourage curiosity and critical and creative thinking.

Fourthly, to provide opportunities for students to express and exercise originality and imagination, and develop an aesthetic appreciation; to develop civic, social and moral responsibility and judgment; to develop knowledge and understanding of themselves, their fellow-man, their environment, and their relationship among the three; to develop an appreciation for the importance of co-operation among people and the development of the necessary skills for co-operation. To acquire lifelong habits and attitudes that promote physical and intellectual development.

To do this, Mr. Speaker, programs should be vehicles for the acquisition of such objectives and skills. The subject matter becomes a means to teach such skills as literacy communication, critical thinking, and so forth, and not simply an end in itself. Improvement in the teaching of all these skills will require innovation through the curriculum as we search for new ways to organize subject matter in an attempt to meet students' needs.

Mr. Speaker, unless the discussion on the three Rs deals with the subject in a positive fashion, that is, recognizes the problems and failures as well as the notable advances, then the consequence could be the imposition of three other Rs: regression, regimentation and repression, and blind adherence to the past would be a disaster in failing to recognize that the education system must make changes. Well, Mr. Speaker, as I have said, I hope that as the session continues, we will have more opportunity to debate this issue.

We did hear from a number of honourable members an expression of concern about the alleged burden of the increased costs of education, the increased burden upon the property owner. I believe--(Interjection)--yes, and I believe the Honourable Member for St. James made reference to the fact that education costs in the school division within which his constituency is situated had increased by 60 percent during the past four years I believe he said, three or four years--(Interjection)-- 80 percent the last three years, 80 percent the last three years. Well, Mr. Speaker, the other day I dug out my tax statements for the past 18 years and do you know what I find, Mr. Speaker, that in one year, in one year from '67 to '68 - and you recall, Mr. Speaker, what political party was the government at that time - in one year--(Interjection)--It was the PCP Party, the PCP Party, the PCP party - in one year my school taxes went up 48 percent from \$138.00 to \$205.00; and then the following year - and there was the same mill rate imposed in the entire school division; and then the following year, another 20 percent. So in two years 68 percent. So if the Honourable Member for St. James is going to use percentage comparisons of that kind, I can also show him a percentage comparisons of mine. And I will also show him some other percentage comparisons, Mr. Speaker--(Interjection)-- I believe either he or Gimli. And you know, Mr. Speaker, perhaps, you know, talk about the three Rs. you know maybe this is a good opportunity to start with a lesson in three Rs and a little bit of arithmetic and--(Interjection)-- That's right, we will do a little bit of arithmetic for the next few minutes, and then we will move on to the other two Rs, as time will permit me. Oh yes, then we'll get to reading and we'll get to writing and--(Interjection)--Yes Mr. Speaker, from 19--(Interjection)--Who wrote it? Well no, no, this is from, this is from the tax office in the City of Winnipeg; the records are there, and the honourable Member for Lakeside could check and he will find that on a piece of property assessed \$7,000, at \$7,000 the school taxes, the school taxes from 1964 to '69 were \$1,336.62 in Seven Oaks School Division. And from 1970 to '75 they were \$942.28, a 29 percent decrease, so where is the increasing burden in taxes?--(Interjection)--I would think so, I would think so, I would think so. I also note, I also note, Mr. Speaker, that last year, last year, \$302.55, minus the Manitoba Government property tax credit of \$175.00 left a net of \$127.55, which is less by way of school tax than I had ever paid in the last 18 years, less than

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(MR. HANUSCHAK cont'd) . . . . I had ever paid. Now that's a lesson in arithmetic for the Honourable Member for Lakeside and others.

Oh yes, the political appointments, political appointments. I believe the Honourable Member for Riel made reference to my Deputy Minister of Education, and he said that was a political appointment. Well, Mr. Speaker, the answer is "Yes," there is no question about it. It was a political appointment, of course it was, and it was a type of appointment that I know if the PCP Party were the government today, they wouldn't have made that appointment. I know that, too. It was a considered conscious political decision made by Cabinet in accordance with the law, appointed by Order-in-Council, that was the man whom we had chosen to appoint as Deputy Minister of Education. And --(Interjection)--Yes and for political reasons to develop educational programs, to develop educational programs of our political party and which this government supports.

Now I don't know, I don't know how the Honourable Member for Riel defines the expression "political appointment," but you know just going through some files this evening, I will give the honourable members an example of how--(Interjection)--Yes, of a political appointment. For example, here's one individual - and I'll let the honourable members be the judge - applying for senior position, B.A. honours, B.Ed. University of Manitoba; M.A. history, University of Manitoba; M.Ed. Harvard University; Ph.D. History and Education, Chicago University; thesis Federal Provincial relations in Education. The Case of the Technical Vocational Training Act. Well it was an American University, but he wrote his thesis on a Canadian theme, which was accepted over there for a Ph.D. Teaching experience: Winnipeg School Division, nine years; Sessional Lecturer Economics, the Institute of Chartered Accountants for three years; Assistant Professor - oh this is a school, this is a school in a Conservative province - Department of Educational Administration Ontario Institute for Studies and Education, Toronto from 1967 to 69; Visiting Professor Department of Education, Laval University; Visiting Professor Faculty of Education, University of Victoria. He did a staff survey of the school system City of Chicago--(Interjection)--Oh yes, Research Officer Royal Commission on Bilingualism and Biculturalism--(Interjection)--

MR. SPEAKER: Order please.

MR. HANUSCHAK: So the area in which he did his research work is solely responsible for preparing a report on the Status of Second Language Instruction in the publicly supported schools in Canada.

Oh yes, his professional activities: Canadian Educational Association, Annual National Leadership Conference, he was invited to present the paper on Problems in Innovation. --(Interjection)--Yes, invited to present the paper on Programs for the disadvantaged at International Institute for Industrial Relations. The Manitoba Association of School Trustees had invited him to present the paper on Decentralization; the Department of Indian Affairs and Northern Development, Special Task Group Consultant on Unemployment of Native People in the Federal Public Service. The Western Canadian Teachers Associations Staff Officers invited him to present the paper on Recent Developments in Education in Manitoba. University of Manitoba Faculty of Education National Conference on Evaluation invited him to present a paper on the Dilemmas in Evaluation Programs; recipient of the National Award for Contribution to Adult Education presented by Frontier College; invited to present a paper to the Manitoba Association of Principals and Vice-Principals. The Canadian Adult Education Association invited him to present the paper on Manpower Programs. A lengthy--(Interjection)--No, he wasn't principal in Carman. A lengthy abstract of the M.A. thesis, The Reform Movement for Manitoba from 1910 to 1920, has been reprinted in three books of readings on Canadian history, and he lectured in various classes as a guest lecturer at the three universities in Manitoba as well as Toronto and York.

Now if an appointment with those qualifications, if you will--(Interjection)--If you want to call that a political appointment, then call that a political appointment; those are the credentials of your Deputy Minister of Education.--(Interjection)--

MR. SPEAKER: Order please, order please.

MR. HANUSCHAK: Mr. Speaker, when the opportunity will arrive and the honourable member will want to speculate on the on what reasons he might think that he would

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(MR. HANUSCHAK cont'd) . . . have, or ought to have been had by someone on this appointment, then he will have ample opportunity; the rules of the House will allow him 40 minutes, the same as me, to expounding whatever it is that he wishes to get off his chest.

I do regret that the Honourable Member for Wolseley is not in the House, but nevertheless the comments made by him, I am sure that he will read what I wish to respond to, and he will be able to read my response in Hansard. You know, Mr. Speaker, it's a custom in this House to assist new members, and I am prepared to offer the Honourable Member for Wolseley all the assistance that he appears to require and deserves.

You will recall, Mr. Speaker, that he said that when he was elected to this House that his very election carried with it, or brought with it, a certain message to this House, and then he proceeded to deliver the message that he thought that he heard from the people of Wolseley, and that he considered himself to have been charged to transmit to the House. Unfortunately, Mr. Speaker, you will recall that evening that the message came across rather garbled and blurred. You will recall that he found some difficulty in differentiating between my department and the school divisions of the Province of Manitoba; some of his facts weren't accurate; he had a tendency to confuse free enterprise capitalism with socialism, and government control, the law of the market place with government protection. But you know, Mr. Speaker, I can appreciate why his message was not all that clear and I would recommend to him as good reading the Statement of Votes as of June 28th, 1973, and there is a supplement to it which contains the record of his performance and that of other candidates in the last by-election, and it is published by the Chief Electoral Officer and I think that the honourable member, and so would many other honourable members find that to be worthwhile reading, and the Honourable Member for Wolseley would find that the reason why the message that he is getting from the constituents in his riding has come across in rather garbled fashion is because only 20 percent of the voters resident in that riding voted for him, so of course it would come across in a garbled fashion when only 20 percent of the voters on the rolls support the winning candidate, because there is 80 percent of the others, of the voice of the others which interferes. This isn't all that surprising, Mr. Speaker, because if one examines the record of the PCP Party in the Wolseley constituency, it always hovered around the 20 percent mark. In 1969 when the same riding was also represented by a member of the PCP Party, his vote was 21.57 percent of the electors resident in the riding. Prior to that there was a man by the name of Roblin and he didn't fare all that much better, 27 percent in 1966, 27 in 1962; in fact going back to the days of his election, one finds a gradual decline from 29 in 1958 to 32 in 1959 and then 27.06, 27.04, down to 20.65 in the most recent by-election.

What I would suggest to the Honourable Member for Wolseley that he ought to do if he wishes to hear the voice of constituents with greater clarity, I'd invite him to my riding, I'd invite him to my riding. I think that in my riding the electors do speak more distinctly and more clearly - in the last election I managed to get 51 percent of the electors supporting me.

The honourable member has a question?

MR. SPEAKER: The Honourable Member for Minnedosa.

MR. DAVID BLAKE (Minnedosa): Mr. Speaker, I just wonder if the honourable member would indicate if he is the only member that has received 51 percent of the vote in an election.

MR. HANUSCHAK: Mr. Speaker, you know, it becomes very apparent to me that I really must spend more time on my arithmetic lesson. I did not say 51 percent of the vote, I received 73 percent of the vote for the honourable member's information, 51 percent of all the electorates. Now I'm glad that the honourable member is very anxious to participate in this arithmetic lesson and I'm willing to give him all the help that he needs.

So in Burrows constituency he will hear the voice of the electorates, where there isn't that interference or that disturbance with only 10 percent of the electorates voting for the Conservative Party. And where in 1969, Mr. Speaker, in 1969 when I was seeking re-election in that riding, 33 percent of the electors told me that they wanted the

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(MR. HANUSCHAK cont'd) . . . freedom to own their own automobile insurance utility; they told me that they wanted to have the freedom to provide themselves with decent housing and the freedom and opportunity to enter post-secondary education; and the freedom to design an education program to meet their needs; and the right and freedom not to be burdened with medical expenses and costs. Then again in 1973, Mr. Speaker, when I was Minister of Education and I ran in the same riding again, not the 35 percent of the voters who elected - or a similar proportion of voters, those who elected the Honourable Member for Wolseley - but more than double than that, 72.7 percent and over half of the electors endorsed the program of this government again. And not with the percentage of the vote or even of the best vote that the PCP Party ever received when it was in office, which was 30 percent of all the electors, but we were returned to office with a 33 percent of the electors in the Province of Manitoba. And here again those 73 percent who accounted for 51 percent of all the electors indicated to me and the message that I got from them is that they wish to see a continuation of the shift of education costs off the real property owner to the Provincial Treasury. And they wanted the freedom and the opportunity to allow the people in the North to develop an education program to meet their needs; and they wanted the freedom and the opportunity to design and develop an education program within our public school system to meet the needs of the children with special needs; and they wanted the freedom and opportunity to have access to the professions which we are offering to a number of professions - the first one that we've taken any major steps in is in the profession of teaching, where we have people in the process of being trained and many graduated who have become teachers, who by the traditional route would have never found access to the teaching profession, and they're doing a fine job in teaching.

So you know, Mr. Speaker, I have one regret, that the Leader . . . no my other regret is that the--(Interjection)--no, we don't refer to him as Leader in the House because there is only one leader and the Leader is the one recognized by the Speaker. Well, whatever title is given to the gentleman who from time to time occupies the loge over there and there is no title provided for him in our rules. But I do regret that he does not have a seat in the House. And it surprises me, Mr. Speaker, - one would have thought there would be a mad rush of letters of resignation from his supporters who would be most anxious to allow him to take a seat, but that does not appear to be happening. Well, if that doesn't happen and if he has to sit it out until the next election . . . You know, Mr. Speaker, I would welcome to have Mr. Lyon run against me in Burrows constituency. There's nothing that I would love better. You know, in my constituency, Mr. Speaker, you know the types of individuals, the types of individuals that the PCP Party talks about, that's where they live. You know most of the people --(Interjection)--If the Honourable Member for Morris will agree to run in Burrows, I will run in Morris.--(Interjection)--I'm not quite so sure, I am not quite so sure. In Burrows constituency there are - you know my people are lovers of an unfettered, unshackled freedom and they probably know more, have a better appreciation of what freedom means than most of us in this House.--(Interjection)--I know, but we could discuss the philosophical issues upon which the New Democratic Party and the PC Party differ. The PCP Party, I'm sorry. Mr. Speaker, I believe that I only have a couple of minutes left.

MR. SPEAKER: Four minutes.

MR. HANUSCHAK: I have one further point to make. I said that I was going to offer a lesson of three Rs for some of my friends who really need it as they themselves have demonstrated a few moments ago. And the third R that's left is writing. Well I think, Mr. Speaker, the Opposition can see the writing on the wall.

MR. SPEAKER: The Honourable Member for Rock Lake.

MR. HENRY J. EINARSON (Rock Lake): Thank you, Mr. Speaker. As I rise to reply to the message from the Speech from the Throne, I want to convey my best wishes to you, Sir, and say to you that in the onerous task that you have in conducting the discipline of all members in this Legislature, I will do my part to make it as comfortable and as easy as possible for you in your task.

Mr. Speaker, I would like to also convey my best wishes to the mover and the

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(MR. EINARSON cont'd) . . . .seconded of the Speech from the Throne. The mover, the Member for Wellington, who was given the honour from the First Minister to perform this duty - in his remarks he indicated to the members of this House that 1975 was the year that the Icelandic people of this province were pleased to have those of our descendants come from Iceland to join with us in celebrating the 100th anniversary of the first Icelandic pioneers to come to the Province of Manitoba. I would like to just thank him for the comments he made on my behalf in the activities that I took part in last summer.

I would also like to congratulate the Member for Churchill in the message he gave, and I think that he was one who spoke very sincerely and from the heart and meant everything he said. I think this is always appreciated by those of us who have probably had some time longer in this Assembly.

I would also like to, Mr. Speaker, extend best wishes to the Deputy Speaker, and like my colleague this evening said - from Brandon West - very pleased to see him back with us, knowing with some experience what it is to be able to come back and have good health. And I also want to wish him the best in his performance as Deputy Speaker.

I would like to also say to members on behalf of my constituents and on behalf of the constituents of the Member for Souris-Killarney - who is spending, and has spent, a number of weeks in the General Hospital - who is certainly not having a very easy time of it . . . My colleague from Brandon West indicated to me that he omitted making his comments insofar as the Honourable Member for Souris-Killarney was concerned, and asked me to convey his best wishes as well, and hopefully that we will see the honourable member in this House in not too many weeks hence.

I also want to convey my very best wishes and congratulate the Member for Crescentwood and the Member for Wolseley. I watched the election campaign over the television as it went on last summer and witnessed all three candidates on the television screen on more than one occasion, and I want to say that they had competition but that they performed very admirably in the way in which they conducted themselves - and that was proved to me, because I think that they did exceptionally well in their maiden speeches and their speeches in reply to the Throne Speech this week.

Well, Mr. Speaker, I have a few items that I want to discuss, that not only pertain to my constituency but I think have significant reference to all parts of rural Manitoba and indirectly may affect the whole province. But before I do, Sir, I want to get back for a few moments to the visitations of the Icelandic people from Iceland. When I was listening to the Honourable Member from Wellington - I don't know whether he will admit it but maybe it was not brought to his attention - it seems somewhat significant that I should bring this matter up tonight because of the news that we heard at noon today and then again this evening insofar as the problems that Iceland is having with Great Britain - namely her fishing rights, the cod war that has gone on - and unfortunately that little island of some 278,000 people had to see fit to break relations in the North Atlantic Alliance with Great Britain. I know the last group - there was about four of them came to visit my constituency from the last week of June and it continued on up until the 17th of August - the last group were a group of farmers who came to Manitoba, and I know I had quite a discussion with a number of them, and they were asking me how I felt about the international boundaries around Canada insofar as the fishing rights were concerned. And they were talking about 200-mile limit, and you know when I watched television the other night, I noticed where they were concerned at the east coast of this country with the number of Russian vessels that are invading our waters all too close to this country, and I had to say to my Icelandic friends last summer that I was in somewhat agreement with them. However, it's a little different situation over there because that is their lifeline. And you know, maybe I'm fortunate my colleague from Swan River is not here, he might want to run or do battle with me and I might have to come to the rescue of some of Vikings in Manitoba to join the Icelandic fleet to defend that little island in the Arctic.

Well, Mr. Speaker, I would like to just for the record say a few words in regards to that farm delegation that came to Manitoba. After they had visited my home

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(MR. EINARSON cont'd) . . . town in Baldur in the constituency of Rock Lake, they came to Winnipeg and the next day they were guests of the Minister of Agriculture and they gathered in Room 254 in the afternoon. I was sort of in the middle of the audience there, and the Minister of Agriculture after he had received them all very graciously was asked to speak, and I want to say to him that I was very appreciative of the fact that - and I think I recall correctly, Mr. Minister - that he was telling the people of Iceland - you know, he had some Icelandic friends on his side, but there was one lone Icelander in the Opposition and he wondered where I was, so I put my hand up, and he said, "Well it would be nice, Henry, if you could come and say a few words after I have completed." I appreciated that very much. The Member for Wellington was asked to act as interpreter, and so Mr. Speaker, when I was asked to say a few words to my friends, I indicated to them and said that as the Minister of Agriculture has told you, there's one lone Icelander, and I don't want to appear to be all that brave, but you know it takes an Icelander to have the broad shoulders to stand up to these socialists. And I do want to say, Mr. Speaker, that I was interested in finding out what the reaction of that group was and I found it very favourable, Sir.

However, Mr. Speaker, I want to say a few words in regards to our Agricultural Department. I think that it is one that has equal importance in all areas of our government. I noticed in the Throne Speech that there was very little about the agricultural industry other than the Minister to make mention of that beef promotion program, I think, that the present government have indicated as being the greatest agricultural assistance program ever offered to the farmers in the Province of Manitoba. Well, Mr. Speaker, the problems of the beef producers certainly have been made known to the Minister over the past year and a half, and particularly to the cow-calf producers who were indicating to him their problems over a year ago. And I can understand the measures that they took last summer - or last fall I guess it was - certainly were in order, because in the Interlake country and around Dauphin and all through that part of the Province of Manitoba, certainly Mother Nature wasn't kind and I can understand the real dilemmas that they had.

You know, Mr. Speaker, with all due respect I listened to the Member for Ste. Rose and his comments about that particular program and he was saying that, if I understood him correctly, that he was a farmer had a thousand acres of land and was finding it very very difficult to look after himself and I guess his wife. Well, Mr. Speaker, having been a farmer all my life I can only say that sounds like typical socialism and the kind of success that they must have. And I want to say, Mr. Speaker, I have a few pointers that I want to make mention of in my remarks tonight that will point out something to that effect.

You know, Mr. Speaker, I too am as concerned about our beef producers as the Minister of Agriculture, and the one concern I have is that - and I think that the Member for Neepawa--(Interjection)--Gladstone - Pardon me, Mr. Speaker - made mention of it, and that is the length of the program. You know he has created a program that is going to last for five years and I believe that it would have been better if it had been, say, a two year program because, you know, it's very difficult to predict what is going to be ahead, say, three years hence or four years hence.

You know, Mr. Speaker, I'm not going to dwell too much on that subject but, you know, I want to say, having received a letter from the Canadian Cattlemen's Association, and Mr. Speaker, the Canadian Cattlemen's Association I think is the authentic voice of the beef growers, not only in Manitoba but across Canada. And I think, for what it's worth and I know I've heard . . . I listened to the Minister of Mines and Resources and he was the only speaker on that side that decided he was going to talk about the different philosophies, and he wanted to espouse what socialism meant to him. But the rest of them, I'm not sure where they stand. But insofar as the Cattlemen's Association is concerned, I think that they have offered some good constructive criticism to not only the Federal Minister of Agriculture of this country but to the Minister of Agriculture in Manitoba as well as all other provincial Ministers of Agriculture across Canada. Unfortunately, and I could point out if I was to take the time some of the instances that had he listened to the Canadian Cattlemen's Association, federally and

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(MR. EINARSON cont'd) . . . . maybe provincially, we wouldn't have got into some of the problems we did, as we've had in the past few years. But insofar as the Cattle-men's Association is concerned, in the letter that we received, I would like to quote one paragraph, Sir, and then I will leave it at that. And the quote, one paragraph, and it reads as follows: "Many will protest that we are deliberately raising false fears. However we believe that we need only look at the history of some of other agricultural commodities to see how relatively small levels of assistance or interference can commit the industry to a course from which there is no return, and one which finally culminates in a federally controlled board or commission with complete powers over the production and price of the commodity.

MR. SPEAKER: Order please. Subject to our Rule 35, Sub-section 2, I must now put the sub-amendment to a vote.

The amendment as proposed by the Honourable Member from Portage la Prairie to the amendment by the Honourable Leader of the Opposition to the original motion.

QUESTION put, MOTION declared lost.

MR. PAULLEY: Ayes and Nays please, Mr. Speaker.

MR. SPEAKER: Call in the Members.

A STANDING VOTE was taken, the result being as follows:

YEAS

Messrs. Axworthy	Johnston (P. la P.)
Patrick	

NAYS

Messrs. Adam	Johansson
Barrow	Jorgenson
Blake	McBryde
Bostrom	McGill
Boyce	McKenzie
Brown	Malinowski
Burtniak	Miller
Cherniack	Minaker
Craik	Osland
Derewianchuk	Paulley
Desjardins	Pawley
Dillen	Petursson
Doern	Schreyer
Einarson	Shafransky
Emms	Toupin
Evans	Turnbull
Ferguson	Uruski
Gottfried	Uskiw
Hanuschak	Walding
Henderson	Watt

MR. CLERK: Yeas 3; Nays 41.

MR. SPEAKER: In my opinion the nays have it. I declare the amendment lost. The Honourable Member.

MR. PAULLEY: Mr. Speaker, I believe that there's an inclination having just had the vote to call it a day and proceed tomorrow morning with the amendment. If that is the case and there's no objection, Sir, I would beg to move, seconded by the Honourable the Minister of Agriculture, that the House do now adjourn.

MOTION presented and carried and the House adjourned until 10 a.m. tomorrow morning. (Friday)