

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Friday, June 2, 1972

INTRODUCTION OF GUESTS

MR. CHAIRMAN: Before we proceed this afternoon I should like to direct the attention of the honourable members to the gallery on my left where there are 9 students of Grade 9 and unfortunately they don't have the school listed here. But the students are under the direction of Miss Cindy Leishman. The school is located in the constituency of the Honourable Member for Assiniboia.

We also have 12 students of Grade 11 and 12 standing of Birch River Collegiate. These students are under the direction of Mr. Walter Dueck. The school is located in the constituency of the Honourable Member for Swan River.

On behalf of all members of the Legislative Assembly, I bid you welcome here today. Resolution 36(a). The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, I was concluding my comments in reply to some of the questions asked by members opposite.

The member for Assiniboia expressed his concern and referred to the Association of Universities and Colleges in Canada where they projected a double of enrollment by 1976 and a tripling of cost. Those figures, although they were printed at the time appeared valid, I suspect that those figures will not develop as projected because university enrollments generally have shown a decline from the projected growth patterns. In regard of the cost itself we certainly are concerned and that's one of the reasons we set up a Post-Secondary Task Force to see how we can best grapple with it. In my opening remarks I made reference to the fact that one of the problems that we face certainly is the notice by the Federal Government that the open-ended cost sharing formula which is now in effect will expire on March 31, 1974, and they have served notice that they do not intend to continue on that basis. And it's for this reason that this year and last year we have, perhaps I could use this word, have clamped down as hard as we have on post-secondary levels of education costs in order to try to force the institutions to evaluate their programs, to look at their structures, so as to best get the most that we can for the post-secondary dollars spent. And I share my concern with the Member for Assiniboia but I can assure him that we're not waiting for the axe to fall but that in fact in Manitoba we are trying to meet this problem by moving now instead of waiting until it's fait accompli and we are then faced with picking up more than the 50 percent share of operating costs then we were having to pick up in the past.

Mr. Chairman, the Member for Churchill brought up a matter which is of concern to all members in this House and he pointed out quite correctly that although there has been an increase in the number of students, native students, those from remote and isolated communities, there has been an increase in enrollments at the secondary and at the post-secondary level. He still makes the point, and validly so, that in proportion to the population, they are really a very fractional percentage. We share this concern, Mr. Speaker, and that's why we have initiated programs like the new Careers Program; that's why we've tried to develop university courses for northern Manitoba. But perhaps the problem will not be resolved until we can achieve the goal of placing teachers of native ancestry into the schools themselves. Until that happens I don't think we're going to be too successful.

And I hope the Member for Churchill is aware that under a teacher training program called Impacte, we are doing just that. We are training people of native ancestry who don't have the normal and traditional academic requirements. As a matter of fact we don't care what their academic background is if they are working in schools now as teacher aids, we bring the program to them, their field base training that we are trying to develop. They come in for certain courses in many cases; the instructors go out to communities where a number of these students can be brought together, and it takes a little longer, it's true, but at the same time these people are working. They can and will earn degrees as teachers. This should go a long way to overcoming I think the problem of the alienation which native students, young children particularly, feel when they enter what has been up to now called the white man's school. They didn't feel it applied to them; they didn't feel any identification with it. I think when we get teachers who are able to speak the native language, who can relate to the children, to whom the children can look to as an image of success, and who can try to emulate these people, then and only then will we achieve the goal which I share with the Member for Churchill.

(MR. MILLER cont'd) . . . . . But I can assure him we are trying very desperately to meet this need.

Another example is the example of dental auxiliaries. We know that there is a shortage of medical manpower and at community colleges we will be starting a program of dental auxiliaries this fall where we hope that many of the students that will be brought in will be students from the various communities, who can then go back to their communities to act as dental auxiliaries in the general health care of the communities from which they come.

The Member for Emerson asked about the bursary program. He mentioned that the maximum last year was \$500.00, which he didn't feel was adequate, and we share this concern as well. Our aim this year will be that the maximum would be a thousand depending on the needs of the students, what his resources are, the distances that he has to come in, whether he's from the city or from rural or remote area, and therefore his costs and we hope that we can achieve a maximum bursary of around \$1000.00.

MR. CHAIRMAN: The Honourable Minister has five minutes.

MR. MILLER: Okay I'll be through.

The question of Manpower purchasing of space at the community colleges, this has been a matter of ongoing discussion between the Manitoba and Federal Government, as well as all the provinces through the Council Ministers and the Federal Government. We are not happy with the Manpower Program. The Council Ministers established a committee to study and we hope to have the results of that study sometime in June. In the meantime, the Federal Government, the Prime Minister wrote to our Premier indicating that changes in the Act are being contemplated and will be introduced hopefully to make the Manpower Program a little more flexible to eliminate one of the greatest inequities of it, that is the three year gap, so that a student who might be able to qualify is prevented from qualifying because he hasn't been on the so-called labour market for three years. It means really that quite a young person has to kick around for three years and do nothing before he can qualify for Manpower placement into the colleges.

The Member from Emerson was concerned with, and he gives the example of the Steinbach office recommending someone and then that student was finally rejected. The fact is the various Manpower offices apparently throughout Manitoba do make recommendations but in the final analysis the Manpower Regional Office, the main one, buys a specific number of slots in the colleges. Let's say there's 30 places, they may pick up 20, or 15, and so they determine in the final analysis how many slots they'll pick up and therefore how many students they will support. It isn't the college itself that makes that determination. I hope that clears up the question that the Member for Emerson had.

Mr. Chairman, I know other members want to speak and I don't want to dominate the time nor take up too much time. Thank you.

MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. SHERMAN: Mr. Chairman, -- (Interjection) -- I promise, yes. The government House Leader reminds me, Mr. Chairman, that I promise to be relatively brief. Relatively brief.

I want to commend the Minister on the approach he has taken to the departmental responsibilities which he carries and on the information he has supplied during the consideration of his Estimates, Mr. Chairman.

At the same time I'd like to remind him that as important as the provision of education is for our young people and our populace in general, surely is the development of an efficient and an ongoing means of absorption of those educated young people, and not so young people, into our society and into our economy - and its really this aspect of the Minister's broad field of responsibilities that I wanted to speak about for a few moments this afternoon.

I have occasion, as do all members of this House, to talk formally and informally with students, secondary school students, post-secondary students, in my constituency and in other constituencies, and notwithstanding the various other subjects of interest that are on their minds, and of course many subjects of variety of interest are on the minds of our young people. Notwithstanding all the rest, the main concern, the main topic of conversation, the main subject of anxiety where most of the students today are concerned, I believe, Mr. Chairman, is the question of how they are going to fit into the economy of this province in this country, how they're going to make their living. Where and when and how is a job going to be available to them. Now I recognize that the Minister's responsibility does not extend specifically to the

(MR. SHERMAN cont'd) . . . . provision of jobs for the young people and others whom he is trying to educate but as a member of the government, and certainly as a member of this Legislature he and I, and all of us, have a responsibility to address ourselves to that subject and I don't think the two can be divorced.

The question today is a question of how practical, and how efficient, and how realistic, we are in the approach we take to education of our young people if in fact, substantial percentage of them is going jobless, going unemployed after they graduate, and if in fact a substantial percentage of them is becoming disenchanted during the course of their pursuit of their academic studies, because of the pessimistic climate in the job market. The question of jobs and where such jobs will be available I suggest, Mr. Chairman, is topic No. 1 in students' minds, and I would hope that it's close to topic No. 1 in the mind of the Minister of Colleges and Universities and his colleagues and my colleagues in the Opposition in this House.

I would ask the Minister what if anything is being done to dovetail the education system and the labour market, the needs of both. What, if anything, is being done to integrate our education programs and our education philosophy into the facts of life in our economy, and vice versa. For 20 years we had no such problems. For 20 years we were continually bombarded with persuasive argument that suggested that anybody who took the time and trouble and made the effort and went to the expense to get himself, or herself, a higher education was going to be all right. There was going to be something else there in the great wide world for that boy or that girl, and it was going to be pretty good, and there was a tremendous emphasis placed on the need for advance and specialized education, because there was a tremendous emphasis placed on demand for professional, managerial, and technical expertise in business and in science and in industry. But, Mr. Chairman, we all know that the demand has tapered off, the market has levelled off, and the economic boom has cooled out, and we are today confronted with a series of studies and reports that appear before us through the media in all our constituencies here and in all parts of the country pointing up the job situation urgency, the employment urgency where students are concerned, and the relative uselessness of some of the academic achievements which they have attained. I have with me copies, Xerox copies of a number of recent articles in the Financial Post and other nationally known newspapers, underscoring the emergency situation, the crises situation where student jobs and post-graduation jobs are concerned.

These are clippings that mainly were accumulated last year but I don't think that the situation has changed that dramatically between 1971 and 1972. One or two of them in fact are 1972 clippings but the majority of them are from November, December, dates of that kind of last year. These are some of the headlines, I'd like to read them into the record, Mr. Chairman, there are just a few. One of them reads: "Business starting to make use of surplus PhDs". That's from the Financial Post. Another one also from The Financial Post last December 18th, reads: "Tough times ahead for Grads - Fewer Jobs but Better Pay". Another reads: "Mostly it's Bad News for Grads". That's March 11, 1972, The Financial Post. From the January 23rd, 1971 Financial Post, that's more than a year ago, "Jobs, Pay, Level-off for Canadian University Grads". And from the February 13, 1971 issue, this is also the Financial Post report on labour: "Pity the Job-Hundry PhD - a BA might have been better".

Well there are many BAs, or many Arts graduates on campuses across the country and in communities across the country who would challenge that suggestion, Mr. Chairman. The BA today is having an extremely difficult time finding a place for himself or herself to fit into our economy at all; however, the obvious implication of this article was that at least a BA had only spent four years or three or four years in obtaining the education that fitted himself or herself for no job, whereas the PhD has spent upwards of seven years acquiring his academic credentials and it's just as difficult for that post-grad student to obtain work, particularly meaningful work as for anybody else today.

These are just a sampling of the kinds of things that come across our desks as legislators every week of the year. I know that I'm not telling the Minister anything that he's not fully familiar with when I say that graduates and those on the threshold of graduation in our academic institutions -- and that includes those that provide more purely technical training -- are finding themselves in an emergency situation and questioning and querying the whole system of values to which we've been geared in our educational approach in the last 20 years. They face a danger in my view, Mr. Chairman, that perhaps some of us in the Legislature have not thought about fully. They face the danger of becoming disillusioned with themselves and with their own abilities. I think that meeting frustration and rebuff in the job market after

(MR. SHERMAN cont'd) . . . . having followed the challenge and the charge offered to them by our society in the past 20 years to get out and get educated, meeting frustration and rebuff they're likely or in danger at any rate of withdrawing inward upon themselves and accusing themselves of having failed, of having not been able to cut it in the economy.

This I think is a very serious potential injury to our young people, this danger of interpreting what's happening to them as an individual act of failure; this danger of saying to themselves well I can't get a job, I can't get a job I want, I can't get any kind of job that is even halfway meaningful, therefore there's something wrong with me. I've bombed out somewhere along the line; I'm a failure, I just can't hack it.

Well in reality you know, Mr. Chairman, and the Minister knows and all of us know that nothing could be further from the truth; that it's a combination of events, it's an evolution of a situation that is at fault here and not the students themselves. It's an approach to the system that we developed in the 1950s and the 1960s, that fitted the 1950s and the 1960s but that does not fit the 70s and the 80s that is at fault and there is no reflection in the situation in any degree on the individual capacity or ability or dedication of our students themselves. But I reiterate, Sir, that I fear that, through the conversations at any rate that I've had with some of them, that there is liable to be that kind of an interpretation placed on the situation by some students and that would be a critically injurious thing for our society.

Mr. Chairman, an economist at the University of Toronto, Abraham Rothstein, has put it this way and I quote: "We created a myth that we needed everybody, as many engineers, as many teachers, as many political scientists as we could get and everybody fell for it." By "everybody" Rothstein means everybody. He doesn't just mean the students who went out and enrolled in these courses, he means government. He means people like us in legislature; he means industry; he means labour and business, and he means university faculty members, and the young people who rushed out to enroll in the courses.

He goes on to say and I quote again: "The failure of the young to find jobs now is the result of having no organs of economic planning in this country and so we have graduate engineers who must be draftsmen and we have political scientists working as clerks." A colleague of Rothstein's on the Faculty of the University of Toronto, an Assistant Professor of History, says of today's young college graduates who can't find a job: "They want to hear that their troubles are temporary. They want to hear that if they go away and wander for a year or two or three they'll return to find that the mess has been all sorted out for them. "But" - - and it's this same professor speaking -- "in all honesty I can't give them the reassurances that they crave. This isn't going to get better. Even in boom times we won't need the number of graduates we now have. I don't think we'll ever need them again." Well, Mr. Chairman, the situation as I've said is of course true all over Canada, it's not unique to Manitoba and I don't suggest for one instant that it is, but we are concerned primarily with life in Manitoba and if we can solve any part of the problem for ourselves we do Manitobans a favour and we do Canadians in general a favour.

I think a very excellent article on this whole subject is probably known to many members of this House, it appeared in Maclean's Magazine issue of June, 1971, by Barbara Froom and it was entitled "Class of 71. The Graduates Nobody Wants". I suggest that the same title, the same kind of story could be written in June of 1972. There may be some fragmentary improvement that the Minister may be able to acquaint us with but I think we could say the same thing this year, "Class of 72. The Graduates Nobody Wants". That writer was not talking just about the halls of academe. She was talking about our technical and vocational schools as well as those that are purely academic. She was talking about the utter uselessness in relative terms in the minds of many students of post-graduate work in Masters and PhD fields because of the total inability now of our economy to absorb their energies and their talents. And then there's the corollary to that problem, Mr. Chairman. Even if you can find them a job or even if they can find themselves a job, what kind of a job is it? How meaningful is it? How much scope is there in that job for the self-realization and self-fulfillment and growth of the person concerned? What kind of gratification and fulfillment can a PhD derive from digging ditches or driving a taxi? Those jobs are certainly as important in our economy as any other and I don't denigrate them or minimize them, but surely it's a bizarre sense of values and a bizarre situation that we've come to if one winds up doing that kind of work after getting a PhD.

If one were to start out in life wanting to be a cab driver or wanting to dig ditches that's as honourable an ambition as any other, but after he or she has been seduced into pursuing

(MR. SHERMAN cont'd) . . . . higher education for anywhere up to 20 years on the pledge that this economy, this society of ours is going to be able to offer them fulfillment and realization and gratification for what they've done and once they get their degrees in their hands they can go out in the great wide world and make it in a fascinating job, that is what I challenge, what I question, what I object to. Because that has been pure distortion of the situation, pure myth and it's been totally misleading and irresponsible from the point of view of our society where those young people are concerned.

We had it relatively easy in our day when we came back from the war or came out of university and started looking for jobs. The country was booming as we know, the immigration waves were pouring in, the financial capitals of Toronto and Montreal were really getting started, the resource development of Manitoba, Alberta and B. C. was really getting started and jobs were relatively easy to get. But even at that you know, even at that there were salaries being offered in those days that were pretty inadequate in terms of either the sacrifices that had already been made by the people who'd been away in the armed forces serving overseas or in terms of the time that university students were putting in, even then the values weren't entirely satisfactory but jobs were available, I don't think very many students, very many veterans had to look very long or very hard either for summer jobs or for jobs after they finished the courses they were taking. So we got into the mood and the feeling that Rothstein describes, that we needed everybody and there'd be something for everybody. And with that build-up for 20 years, and it was perfectly legitimate, perfectly logical and defensible in those two decades because the great boom was on and we had to have these skilled and technically expert and professionally expert people. The problem is that that now is over, finished, done with, the chapter is ended, we're into a levelled out period, we're into a new decade, we're into a new 20-year period and we don't know where we're at. We haven't got any answers, we haven't got anything for the students and the kind of disillusionment and disenchantment that sets in among our young is perfectly understandable and I think can be easily recognizable as one of the factors, one of the factors contributing to some of the general unrest and general difficulties that we feel we have from time to time with our young people today.

So, Mr. Chairman, my purpose this afternoon in speaking on these Estimates is to remind the Minister, if he needs any reminding, of the urgency of that side of the education question. I commend him for what he's done particularly in respect to our community colleges. I think the community college in many ways is the answer, is the answer of the present and the answer of the future in terms of our educational requirements. But once again-- and I was at Red River Community College just the other day speaking to a graduating class -- once again the cry went up "where are we going to go to work". Even though they haven't been taking academic courses they've been taking courses that are more applicable, more readily usable, even they are asking, where are the jobs? Where are you going to use us? Where are we going to be able to go to work?

I think that it's no waste of anyone's time, Mr. Chairman, in this Chamber to address himself to that question and to reason together and ponder together the possible solutions that might be available to us. I think that when Rothstein said there were no organs of economic planning available in this country to solve problems like that that he was guilty of a major oversight. I think there's an organ of economic planning that is capable of attacking a problem like that and working out a solution, and that organ of economic planning is called "government". I think that governments, provincial, municipal and federal have a responsibility to function as organs of economic planning in that sphere when a social crisis, a social emergency is involved -- and there is a social emergency when we're educating thousands and thousands of young people and we can't fit them into jobs in the economy, they don't know where they're going. All they know is that they've got a summer travel program available to them, but what kind of future at the end of that summer is total mystery to them and to us and it's a total waste to our taxpayers and to us as citizens and parents.

I don't suggest that government can do it all and I wouldn't be in favour of having government do it all. I don't think government could move a mountain of that kind if it were charged with the responsibility of doing it all. But I think that government working with, and half a dozen other essential arms and elements in our society, Mr. Chairman, could come up with some thinking that would cover the next 20 years. We solved the problem of 1939; the problem of 1939 was Nazi Germany. We solved that problem and it looked almost insoluble at the time

(MR. SHERMAN cont'd) . . . . but we got together and we went to work and we solved it. We solved the problem of the 1950s and the 1960s. We had a booming economy. It looked as though we couldn't produce the people we needed to manage it and run it and fuel it and feed it but we solved that problem. We built colleges and universities and community colleges and technical schools and we turned out highly qualified graduates by the thousands and we could feed and fuel and maintain that economy. Well we've got another problem in the next 20 years; the problem in the next 20 years is what to do now with the kind of surplus in talent and energy and youth and expertise that our institutions are producing when we no longer have the insatiable economic appetite that our economic machine had in the 50s and the 60s. And no one can tell me that we can't solve this problem, but I don't think we've really faced the problem or met it head on or attempted to solve it up to this point. I say to you, Mr. Chairman, that government together in concert with a number of other institutions and bodies and agencies could be doing something about it by looking now at the problems of the 70s, the 80s and the 90s in terms of our economy, in terms of our society, in terms of our educational programs and philosophy and the dovetailing and integrating of all those three elements of Canadian and Manitoba societies so as to make life meaningful and worthwhile to the young people who are out seeking educations. I think that a diagnosis of the directions of our economy and the requirements of our economy projected over the next 20 years is an essential first step, Mr. Chairman, in solving this problem.

I don't suggest that anybody is omniscient enough to be able to pinpoint specifically where Canada is going to be and where Manitoba is going to be in economic terms in 1980 and in 1990 but we have methods and means of coming fairly close, of attempting to come relatively close to the target when we pursue questions of that sort. We have sophisticated means and measures now whereby we can fairly successfully I suggest stake out for ourselves and determine for ourselves the directions that the economy of Manitoba and Canada are going to move in in the next 20 years, and having done so, once we have done so, we then would be in a position, Sir, to dovetail and integrate with our educational programs and our educational philosophies. The focus in that study should be on our educational system, on our educational institutions, both academic and technical, and how best those institutions can serve our young people and serve the economy of the next 20 years. I think . . .

MR. CHAIRMAN: The Honourable Member has five minutes.

MR. SHERMAN: Thank you, Mr. Chairman. I think that that kind of study could be and should be an ongoing exercise, that it should always work approximately 20 years ahead like the work of the Economic Council of Canada so as to anticipate social change and prepare for it insofar as that's humanly possible. And it should be carried on, Mr. Chairman, by a permanent body along the lines of the Economic Council of Canada that includes representation from the broad spectrum of our society and all parts of it that are affected by this question that I pose. It should include in its membership representatives of government, representatives of business, of labour, of industry, of the teaching profession, of the social sciences and of youth. I believe, Sir, that if that kind of institution and agency could be launched, if that kind of study could be developed, that the problems that we face today we would not face in 1990, in fact not even in 1980.

That doesn't do terribly much for the students of 1972 but I commend their plight to the Minister and ask him to think about them this weekend and see what he can do for them in the next two or three or four years while we're getting the major study for the future under way.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities. May I just before I let the Honourable Minister proceed, remind the honourable members that you have an hour and seven minutes remaining on this department. The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, I want to commend the member from Fort Garry for really looking at the problem which young people today face -- not just young, young and old both -- and he's quite right to point out that the problems today are so completely different from 1939 and the 50's. In 1939 we solved the unemployment problem by going to war. We hope we never have to solve our unemployment problems again that way. In 1950 the world was hungry for goods, materials. Canada was one of those untouched really by the war and was able to move from a wartime footing to peacetime footing by bending all its industrial activities towards filling the world needs. That spilled into the 60's and was given a boost in the late 50's when the challenge by the Soviet Union Sputnik suddenly made the western world realize that it had a major challenge to face and launched an all out effort in the field of science and

(MR. MILLER cont'd) . . . . technology to meet that challenge. That's what carried us through the 60's.

But something very real has happened in our society, Mr. Chairman, which I would like to share with the Member for Fort Garry and others. What the Member for Fort Garry really is talking about is a planned economy because he keeps saying, and quite correctly, that organs must be developed, he said organs of economic planning must be developed so as to get away from this boom and bust, so as to get away from this almost incredible turn of events that within a two-year period students are being urged to attend universities and within 24 months the job market is such that on completion of the university courses and programs they are suddenly left without a job to go to. I recall just four years ago travelling through the United States and seeing the huge billboards on the side of the highways with a picture of Uncle Sam on it, pointing down at I suppose some young person driving a car and saying - "A University Degree means three or four more zeroes after a figure in your lifetime income." Almost a guarantee that their income would develop in accordance with their educational experience.

I think we have to be very practical and I think I learned something last year in Europe when I attended a conference there, United Nations on behalf of Canada, and found that we in North America, for all our expertise and for all the fact that we are the leaders in the field of technology, computer science, forecasting, methodology, we lag far behind the European nations irrespective of their political stripe because they are planning and they know three and four years prior to the event what is going to be happening in certain sectors of their economy and they plan for it accordingly, both in their educational institutions and their retraining institutions and in industries themselves. And what is happening in the industrialized nations of the world is something that is inevitable because as our science develops, as our technology develops, as our ability develops, we turn more and more to development of machines that would replace people, and that's not a bad thing, I'm not critical of that, I'm not saying smash the machines and let's go back to handlooms - that's nonsense. If man's ingenuity has been able to bring us this far then we should welcome it, but let's recognize that in doing it we have to also re-think the old myth -- and the term that was used by Fort Garry was myth and it is myth indeed -- the old myth that somehow the only job worth doing is a job producing goods, that in fact that day has gone. It still lingers on in our own mind and in fact it still lingers on to some extent in Canada and in Manitoba because we are not as highly industrialized, highly automated as other parts of North America and Europe. But every time a new plant opens with great flourish and new equipment is brought in - and DREE grants and other loans are made available to convert from old equipment to new equipment. Every time that happens somebody's job is on the line and he loses it in the long run. It may be by attrition, it may be by outright firing, but that job is gone.

What has that got to do with education now? Let's not throw out the baby with the bath water; let's not say that because this is happening we have to discard our educational institutions or close them down. We have seen - in the last two years there has been a drastic lessening of the number of students going into the universities - and this I think is a good thing because I think students went to university not necessarily because they had an aptitude for it or a desire for it, but because there was no other avenue for them and they felt compelled this was the thing to do - and that's why I'm very pleased that the Community Colleges are there and are growing to the extent they have. And the enrollments are mushrooming because students who are going to the Community College might otherwise have gone to university and have fallen by the wayside there. Instead they are going to the Community Colleges to fill certain needs that are still needed in our economy, the applied courses, the technical courses that are there which can be used in the middle echelon of the work market, of the job market which still needs personnel. And the placement record of the Community Colleges insofar as the graduates are concerned is quite good, much better than the universities I can tell the Honourable Member from Fort Garry.

But what we do have to do I think is re-think our whole philosophy of what education is all about - and I blame us, not the young people - I blame us for equating education with jobs which are related only to the production of goods. We have to think in terms of education leading to a meaningful life, to work which is meaningful to the person himself or herself. And our future lies I think in work that is socially useful to the community and to people. We have to think in terms of the value to society and work related to working with people for people, rather than for the creation of goods itself; because those goods are going to be created with

(MR. MILLER cont'd) . . . . automated equipment more than we can possibly use ourselves, and in this day more than we can export. There is still a need - an unmet need in our society for many things - in the fields of health, in the fields of social services, in the field of education, in the field of arts and culture - there are great gaps and great needs. But for some reason or other they have had no value; they have been down-played. And we are to blame for that, because those services are usually made available through government and not something that the private sector usually goes into. And because they are government sponsored and are carried on under the government aegis, even though it's through some voluntary agency sometimes, it is funded by government - that kind of work is somehow not given the dispatch and the recognition that it should be given. I think that is where our error lies and yet I think that is where our future lies because there is where the jobs are, there is where the jobs will be. There will always be need for people to serve other people, and I think only if we recognize that this is the way to find for young people meaningful jobs in which they can find satisfaction; and in finding satisfaction they can then bring satisfaction to their work, so that the work they're doing and the service they're rendering becomes meaningful not only to themselves but to the recipients as well - for the community in other words.

Only if we put a value on that and a recognition of its value are we going to meet this problem. I don't think we are going to meet it any other way. I think that in fact the industrial world has passed, is really now in the post-industrial age. It's now in the cybernetics era, and there's no turning back from that. Even if we want to I don't think we should, and as I say I don't think anybody in this Chamber would want to do it. But I think this is the kind of thinking we have to do; I know this is the kind of thinking I am doing; I know this kind of thing is taking place in other provinces - my colleagues in other ministries across the country; and generally in the United States as well there is finally a recognition that the old syndrome of work producing goods just isn't going to keep us going any longer. It just isn't valid any longer; it's a myth by which we live, by which we still operate, but it is a myth with no substance.

MR. CHAIRMAN: The Honourable Member for Roblin.

MR. McKENZIE: Mr. Chairman, on this particular subject matter I have a few remarks I'd like to draw to the attention of the Honourable Minister who I would like to congratulate for the fine job he's done in that department and for the manner in which he has taken all the fat off the Estimates that he's placed before us in this committee. I was rather interested in the remarks of the honourable member when he mentioned boom or bust, and I think that historically has been the economic history of Canada, North America and possibly Europe in the last four or five decades. But I become very concerned, and I'm certain that the Honourable Minister hasn't got all the answers or I wouldn't ask him to provide all the answers - but I think it's time that governments all across this country and the Federal Government would sit down and seriously discuss whether in fact education should be the jurisdiction of the Federal Government today because I just wonder how long can our young people wait for a boom or a bust? They are not getting either. How long can we leave them sitting in the wings with measures where they're out painting fences and doing government supported programs which has no future whatsoever for all their energies and all their talents and all their skills. And I well recognize, and I support the programs of the government and the Honourable Minister which are helping our young people to put some bucks in their pockets, even in fact if it's only painting fences and doing studies that already have been done sometimes five or six times before.

But it's funny, in history when you look back and you see the history of Japan and Germany - who were two defeated countries of the war that the Honourable Member just recently mentioned - and now come back to be the great industrial giants of this particular decade. And it's difficult for any man in his normal senses to realize that if you have to pay the penalty of being defeated in war to become the economic giant of the next decade; but historically that is the experience. And it's very interesting that as far as I can read, that both of those jurisdictions are practising the free enterprise system to build their economy, and build it fast. And I wonder if in fact, if government today would in some way start to walk closely or more closely with some of the economic expertise and dollars that we have available in this country to try and get that type of fusion working again, that's working today in Germany and is working in Japan - and I well recognize some of the government measures that we are seeing coming out of our Federal Government and across this country, and basically they haven't worked.

(MR. McKENZIE cont'd)

You know - how long can the Honourable Minister provide these young people with the desire, the money and the incentive to satisfy their needs when they are walking around with scrolls and academic degrees in their hands, because - and I wonder if in fact we are not getting ourselves involved into another Quebec where it's just open war. The reason down there may be a little different - but these young people are full of energy, they're keen, they're smart, they're nice people, they're good kids - but they've got all this energy and all these talents and all these skills and they can't seem to get any place. And I don't know, I basically, and I'm sure the Honourable Minister and I sympathize with him in his department to try and satisfy the needs - but I wonder, where does the Federal Government fit into the future of education in this country? Would it be better if education was handled by the Federal Government - and the Minister and others walk with him, or dovetail our programs and maybe we could get the economic incentives that are so necessary to provide jobs for these young people.

You know, I hear the government of the day talking about social justice, and social justice is not going to solve this problem that we face and that we are debating this afternoon. Social justice in my opinion, Mr. Chairman, I don't even know what it means, and I don't think that there's very many members in this Chamber today knows what social justice means. It certainly doesn't provide jobs of the quality and the dollar paying nature that these young people are looking for; and if we're talking social justice to our young people in this province today who have no jobs, they have no future - and so maybe we are on the wrong track; I don't know, but I am most alarmed.

I think Manitoba, Western Canada, Canada itself was built maybe during the boom years - and there was a recessionary period in there at that time. The Honourable Minister knows that we didn't certainly have as many university graduates in our society in those days as we have today; but it's basically - some fusion or some explosion or bust or boom - whichever the Honourable Minister - has got to be injected into our economy to provide the climate for our young people. And when we are debating the Estimates of the Honourable Minister of Finance, the taxation one - of course this is again my quarrel with the governments of Canada today who basically - governments think that they could do better the things for the people than themselves; and I sometimes think that that's the wrong approach because certainly government can do mass programs, but the economic climate that's desired in this country is one that takes a look at an individual. And I say that corporations or business people can take a look at the man that walks up to his office and interviews him individually and finds that he has a special skills, a special talent, and possibly provide him with the drive or the job that's needed so much as he starts out in his career as a new citizen just graduated from a university.

So I ask the Honourable Minister with in fact, that he is prepared to go and visit with some of the people that provide the economy for our young people. I know he's certainly providing dollars and cents; but the Honourable Minister of Finance well, at the other time he's attacking these people by taxing them so that they can't basically provide us with the boom that's so necessary to provide our young people with jobs. So, Mr. Chairman, very briefly I just ask the Honourable Minister, what is our future, what is the future for these young Manitobans who are walking around in this province today with a scroll in their hand - graduates of the finest educational institution I think that we could have in any jurisdiction, we have it right in this province.

. . . . . continued on next page.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, the Member for Roblin should have listened to his colleague the Member from Fort Garry in some of his remarks and he would have realized this is not a problem peculiar to Manitoba. But I find it interesting he refers to Germany and Japan who having lost the war are now the economic giants, amongst the economic giants in the world and he attributes it all to the free enterprise system.

I'd like to inform him that both those countries have a planned economy the type of which if we had here he'd be the first to scream. The fact is that Germany is able to do the kind of projections that the Honourable Member for Fort Garry was referring to and are able to control their resources both Manpower, raw material and financial resources, and do control them, so that they are geared to the projected needs of the world market, the European market and are closely tied into it. They make sure that their industrial complexes fit into it and they don't ask, they tell them. So if he thinks that it's because of the free enterprise system that these countries have achieved what they did, I'm sorry to tell him otherwise. He's suggesting that somehow if our Minister of Finance spoke a little more kindly to business that something would happen in Manitoba. I said during the course of my opening remarks this is a national problem and it cannot be solved by any one province; it's felt equally in Ontario, Quebec, Manitoba, B.C. It's a national problem and can only be resolved nationally, and can only be resolved by a national government who's prepared to tackle the problem the way it should be tackled. And it won't be resolved otherwise.

He asked the question which I frankly am sympathetic to, the one about where should the jurisdiction or the responsibility for education lie. Well in Canada traditionally and under the B.N.A. Act, and because this present government in particular has chosen to interpret it that way, the Federal Government is getting out as fast as it can out of the field of education, in the financing of education. They are still involved in the post-secondary level with the university and colleges and certain parts of the community college program. There, too, they have served notice as I have said, that two years from now the agreement will be ended and they want to negotiate a new agreement.

I am one of those who believe that education is a national problem. Whether a child is born in Newfoundland, B.C. or Manitoba, that child should be treated equally and should be given the opportunities irrespective of the resources of the province or the locality in which that child happens to be born. But that is not the position of the Federal Government and although a few years ago despite the B.N.A. Act, they were moving towards recognizing education as a national problem and were making funds available nationally, they reversed that position and today more and more of the burden of education is falling on the provinces. I don't think that can go on indefinitely. I feel the problem is much greater than any one province can handle or can live with if we're to have any sort of equality in Canada. I think if we persist in this route that has been laid out by the Federal Government in 66, that I think will balkanize this country more than ever, but that's a personal opinion. In the meantime, the Federal Government is pursuing the policy they are and until they change the cost of education will fall on Manitoba and Manitobans.

So far as the suggestion that somehow by having more students take post-secondary education, we have done them a disservice, I can't accept that. The fact is that the employment market today because it is shrinking has no place any longer for the casual worker. The young man who was prepared to go out after Grade 9 or 10 or 11 and simply take a job and be a labourer and was able to make a living at it, that kind of casual work, that kind of labour is gone. Our technology has eliminated it and as a result young people are going to have to be armed with far better education - not on the what of education but how of education. How to think, how to find out for themselves, how to adapt to change because the change is happening so rapidly that five years after they graduate they've got to go back for retraining. It's this kind of education with which we must arm our young people, and it's this kind of education which we must continue to give if we're going to serve the needs of young people in the 80s and in the 90s.

MR. CHAIRMAN: (The remainder of Resolution 36 was read section by section and passed.) Resolution 37 (a) (1) - - passed: 2 - - passed: (b) (2) - - passed. (c) (1) . . .

The Honourable Member for La Verendrye.

MR. LEONARD A. BARKMAN (La Verendrye): On Red River Community College, I just wonder if the Minister could give us the total number of administrative staff at the Red River Community College, perhaps at the level of Assistant Principal or higher.

MR. SPEAKER: The Honourable Minister of Colleges and Universities.

MR. MILLER: I think I want my staff. If that's all the member wanted I can give him the information later and perhaps - I wouldn't want to hold up the rest of the House. Although I can tell him this. In total there is 753.5 staff man-years, but that includes teachers as well as administration and I don't think that's the question he wanted. So that's why I can give it to him later.

MR. SPEAKER: The Honourable Member for La Verendrye.

MR. BARKMAN: I have a few other questions on Red River Community College. I understand in October 1971 a tape controlled drilling machine was bought for the college - a tape controlled drilling machine, maybe the staff knows about it - and I wonder did the specifications of this purchase call for a specific machine when it was bought or was it an open specification? That's one of the questions. Along the same line, I'd like to know the price paid for this machine and if it's done on a bid basis or otherwise. And a final question: If the purchase made was made on the recommendations of the Purchasing Bureau?

MR. SPEAKER: The Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, I think the honourable member recognizes that I don't have this kind of detail. I can just give him this kind of information. That the purchasing done at the colleges is done through the Government Purchasing Bureau, in which case it would be done through specifications being drawn up and as all specifications, although they may be quite detailed, there is always that sentence which says "or equivalent". The purchase would also be tendered either by public advertising or by invitation. That's the usual procedures as far as I know in the Purchasing Bureau, and since all purchasing is done through the Purchasing Bureau I assume it would have been followed in the case of this particular tape controlled drilling machine referred to. I don't know the machine he questions, I'm not sure when it was purchased and specifically I can try and get him the information as to the price outside the House.

MR. CHAIRMAN: The Honourable Member for La Verendrye.

MR. BARKMAN: My question - my information is that the Purchasing Department recommended against this type on this machine. I just wondered if the Minister had a reason or perhaps at the time his staff arrives will have a reason why it was recommended against.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: The Minister hasn't and the Deputy Minister sitting in front of him wasn't his Deputy Minister in 1971, so I don't think he knows about this particular machine. I'll get the information and get it to the member privately.

MR. CHAIRMAN: Resolution (c) (1) . . . The Honourable Member for Fort Garry.

MR. SHERMAN: Mr. Chairman, briefly, there was a question about size and accommodation at Red River Community College which I didn't include in my remarks when I was speaking on the Minister's salary a few moments ago. My understanding is that the facilities at Red River Community College are pretty well strained to capacity, strained to the limit at the present time and that there is not much available room left to accommodate any additional courses or classes or any substantial additional number of students. Yet there seems to be at least an unofficial campaign continuing to encourage people to go to Red River Community College and take the excellent technical and vocational courses offered there.

I'm wondering whether the Minister can comment on that and also comment on the alternatives available to his department for accommodating this additional overflow. Is he contemplating adding to the physical plant at Red River Community College or is he looking at what would appear to be a more practical solution at the present time, and that would be taking advantage of some of the facilities that are now coming open, coming available in the public school system and in the universities as a consequence of a reduction in student bodies?

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, to the Member for Fort Garry I acknowledge that the facilities at the Red River Community College are strained. On the other hand I am reluctant to keep building new facilities - I don't like to do that if I can avoid it - and what we've done is extended the use of the building considerably by using what is called the extended day. Classes are running there from 8:30 in the morning or 8 o'clock in the morning till 9, 10 o'clock at night. So we have people attending there in the day, people attending during the evening, and I hope to keep it that way until that place is being used all the time. There are changes in the study day and we're setting up hopefully a better time-tabling procedure to get - well 100 percent utilization of space is what I'm really after. So there is never an occasion where a classroom

(MR. MILLER cont'd.) . . . happens to be standing empty because that class is in a lab and there are academic classroom spaces simply being unused. What I'm hoping will be achieved is the kind of time-tabling so that students will be able to use all available space right through the day and avoid adding to the building in any meaningful way if I can.

On the question of using other facilities, I mentioned in my opening remarks that we are doing just that, we're trying it now. Assiniboine College in Brandon is going to be offering courses in Killarney and Dauphin, and the Keewatin Community College is going to be offering courses in Thompson and The Pas. We do it in co-operation with the school divisions so that we can use the facilities that are there and even some of the staff that is at these institutions. I would certainly look into and will try to if necessary, if we have to, to use the facilities of the new regional vocational schools, the secondary schools such as the ones in the west-end, such as Metro East in the River East School Division. If we can't use them during the day, we can use them during the evening and in that way get maximum utilization for the public dollar spent.

MR. CHAIRMAN: The Honourable Member for Assiniboia.

MR. PATRICK: Mr. Chairman, I just have one question in respect to the Red River Community College. It has come to my attention that there has been a request and I understand there is some demand in Manitoba for courses in plastics and plexiglass. I think it's a very large field, that many of your furniture manufacturers are getting into that field, many of your shelvings now in many stores and supermarkets are made up of plexiglass so you're getting into an area of furniture fixtures, shelving, even plumbing fixtures are today in - perhaps not in this part but in eastern Canada and I know in Europe is made up of plexiglass which is light, it's not heavy like the present is. It's very useful and used in many high rise apartments and so on and I understand there's no courses or instructions to work with plastics and plexiglass. I wonder if the Minister has had any request? It is my information that some of the community colleges in eastern Canada do offer this kind of course. I wonder if the Minister has any information on that?

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, no, I know there isn't actual courses on this and I'm not aware that there's been any great demand for it. There are mechanisms whereby new courses are introduced through the community college council, through the advisory councils that exist at the school and one of the things about the community college is that we have really in the last couple of years been able to react very quickly to market demands, job demands, industrial demands; react to set up courses to set up programs to meet these demands. This is one area, however, in which I have to admit I'm not aware that there has been any approach made to the college, unless it has been made and hasn't yet filtered up to me, but I'm not aware of any. If there is such a demand I think if the honourable member would tell me the details I would certainly check it out with him and have our people at the college contact whoever the member has in mind to explore the possibility and the feasibility of it. Because if there are fields in which there are jobs that might be available in Manitoba or there's a field that could be developed then certainly the Community College would want to respond and would want to develop programs for such a response.

MR. CHAIRMAN: (Resolution 37 was read section by section and passed.)

The Honourable Member for . . . Resolution 38 in the amount of \$42,982,800 . . .

MR. McKELLAR: Mr. Chairman, could the Minister indicate how much money was allocated to the various universities in the Province of Manitoba under Resolution 38?

MR. CHAIRMAN: Resolution 38 - University Grants Commission. Resolution 38 . . . The Honourable Member for Swan River.

MR. JAMES H. BILTON (Swan River): Just a brief word whilst the Minister is taking a moment to find out the detail to answer the honourable member. I wonder if he could give us some idea as to what this University grant is. It seems to me, Mr. Chairman, that over the last few years there has been a grant in the neighbourhood of 40 to 45 million dollars a year and I wonder when the people of Manitoba can expect this to get down to nil.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: I'm sorry I didn't hear the question posed by the Honourable Member from Swan River. I wonder if he could repeat it.

MR. BILTON: I just simply commented, Mr. Minister, on the fact that it seems to go through my mind that for some years now the grants to universities has been in the neighbourhood of 40 to 45 million dollars, and I wondered if he could give us some explanation as to

(MR. BILTON cont'd.) . . . . where that \$42 million is going and how soon can the people of Manitoba expect that to be nil.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, I'll answer both the member for Souris-Killarney and the Member for Swan River. But firstly I hope the figure will never be nil, Mr. Chairman, because I hope that the - and I really think that the Member for Swan River is kidding when he suggests that it would be nil because if the universities of Manitoba closed I think this would become a very poor province, a barren province. The figures for 72/73, Brandon University will be receiving two million - I'll give it to you in round figures - 2.7 million; the University of Winnipeg 4.3 million; the University of Manitoba 35.5 million; St. Boniface College 306,000.

MR. CHAIRMAN: Resolution 38 -- passed. Resolution 39 (a) (1) -- passed, (2) -- passed, (3) -- passed; Resolution (b) (1) -- passed, (2) -- passed . . . The Honourable Member for Roblin,

MR. McKENZIE: On (b), I wonder if the Honourable Minister would explain this program, the Youth Secretariat, just briefly.

MR. MILLER: Well Mr. Chairman, I did during the course of my opening remarks, I explained that the Youth Secretariat dealt in matters in certain areas; the Students Placement Office, the Summer Student Enrichment Program, the Travel and Exchange Program, the Student Summer Employment Program, the Cross Cultural Project, the whole spectrum of programs which are handled through this branch.

I don't know what details the honourable member might want but that's the nature of the programs that are being handled. The Honourable Member realizes the summer, this time of year in particular we get a tidal wave of applications for projects and jobs and one thing and another and we need Manpower to fill that need. Through the year the Voyageur, the training program of young children in schools, the planning for the summer programs, the Cross Cultural Projects, all of these take time and take a certain amount of manpower.

MR. CHAIRMAN: The Honourable Member for Roblin.

MR. J. WALLY McKENZIE (Roblin): Mr. Chairman, I thank the Honourable Minister. The acoustics - it's very difficult for me to hear the Honourable Minister and this is the problem of the room at times, and I regret that I didn't hear in your Estimates those facts.

The other point that I was wanting is the increase from 975,700 up to 2,658,800, so the program has been expanded considerably?

MR. MILLER: Well the largest jump - do you hear me now? The largest increase, Mr. Chairman, of course is in the Student Summer Employment of \$2 million and that really accounts for the bulk of it. There's small increases in some of the others but basically that's where the bulk of the money is.

MR. CHAIRMAN: The Honourable Member from Swan River.

MR. BILTON: Mr. Chairman, I don't wish to make it difficult for the Minister but could he tell us approximately how many students this \$2 million is going to take care of?

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Our target is between 3,900 and 4,100.

MR. CHAIRMAN: The Honourable Member for Souris-Killarney.

MR. McKELLAR: Sir, I was looking at the bottom of the page there, and I guess that \$600,000 as a supplementary appropriation 1971 must be on top of the \$700,000, I guess. Would that be, or would that be part of the - it's 1 in brackets there on (3), (b) (3) Youth Secretariat. It's down at the bottom here, this note. It says - - \$600,000 voted in the Supplementary Appropriation 1971, I guess that's the year previous. But anyway on this \$2 million appropriation under (b) (3) Summer Employment, I was interested - I was just wondering - is this University Students or is this Grade XI & XII students, or what type of student qualifies for this summer employment. I understand in Killarney there's a program involving a number of students there in summer employment, and I was seeing some of it in the paper where they're getting \$72 a week. Do you set the wages, or who sets the wages on this particular program? Do you control that end of it or - and also is there any supervisors responsible for this employment in the various districts in the province.

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: Mr. Chairman, on that same item, I note there was an application made from our division in regard to a certain project and they were turned down. I would like to know from the Minister just what are the basis for approval of a project. It seems to me that

(MR. FROESE cont'd.) . . . . we should have this information so that we can determine whether the project has been given careful consideration and on what basis the project has been rejected. I think the people in our area should be as entitled to a project as anywhere else in the province, and some rather believe that we're not getting to all areas, that we're discriminated. Could the Minister give us . . . .

MR. CHAIRMAN: The Minister of Colleges and Universities.

MR. MILLER: Well, I can assure the Honourable Member for Rhineland he is not being discriminated against. I don't know what program he mentions when he says it was a project sent in by a school division. I can say this, that the criteria or the jobs are of two natures really. There's jobs within government, that is government departments whether they be agriculture, mines or highways or what have you. These are in-house jobs so to speak. Then there are jobs that came about through projects which are developed by the students themselves, were submitted to Ottawa as a matter of fact originally for OFY grants. Manitoba submitted approximately, well over a thousand grants, 1,000 projects to Ottawa, about 140 were actually funded, and then the Federal Government announced that it had run out of the funds allocated for Manitoba, so that 860 of the projects were turned back. What we did is take those 860 projects and salvaged what we could out of them and funded those. And our criteria was really this; how beneficial to the community were they, how many students were involved, what was the nature of the work. We tried to strike a balance. We didn't do this, now this is what perhaps the member is talking about - we did not fund a program for a school division or for a municipality as such. If it's programs which the municipality or school board feels is good and it's needed for its community, then it's a program that should be running in any case irrespective of the summer program by our Summer Employment Program being operated by the province. We were not in other words moving in to take over from the school boards and the municipalities, jobs and projects which they might normally be expected to do. The purpose of this program was to create new jobs where none existed before, not just to relieve the division or municipality of some costs.

Insofar as the question from the Member for Souris-Killarney is concerned the salaries are set through consultation with the Civil Service Management Committee, etc. to find some equality in the pay for the job in question. And as far as supervision we are very very concerned and very careful, and this year we will - last year we did it, but this year we are doing it even more - we are going to be monitoring these programs very very carefully and if we find that the program in any way does not live up to its expectations or that the students involved are not doing the job, are falling down on it, I'll have no hesitation at all in pulling the plug.

MR. CHAIRMAN: The Honourable Member for Swan River.

MR. BILTON: Mr. Chairman, I do not want to delay the Estimates, but I congratulate the Minister on his explanation. But we do hear in the fall every year of the farmers being unable to procure satisfactory help or help of any kind at this important period in the farming operations, and I wonder if he would use his good offices to pass the word down somewhere that these young people be given the opportunity on the farms in the fall during harvest season and I think that it would be an effort well worthwhile.

MR. CHAIRMAN: The Minister of Colleges and Universities.

MR. MILLER: Mr. Chairman, this is a question that we are going to look at perhaps for next year. The problem of course is that if we do it we've got to do it across the province, it's got to be province wide. And the problem too is the time of the year mentioned by the honourable member, the fall. When the students go back to school and they are not available unfortunately for the harvesting if it takes place, if it happens to take place after the first week in September. So these are the problems that we have to face up to and contend with. Once they go back to school well of course they are not available, they come into whatever city they are attending post-secondary institutions and they are not likely to then go out again, particularly since classes have started. It's a problem that as I say we recognize as may be acute; but it's also one that we have to look at it on a province-wide basis, not on a selective one. We can't pick farmer A over farmer B, because I'm sure the honourable member realizes the pickle we'd get into then.

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: In order to clarify what I was referring to earlier was not a division program; it was sponsored by a group from the Garden Valley Division School, and the project had been rejected - and this is why I asked the question before.

MR. MILLER: Did you say - submitted by the school board?

MR. FROESE: By a group - and I'm not sure whether they did it through the Division Office, but it was not the division that was sponsoring this project I am referring to.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. MILLER: Well, Mr. Chairman, again this is not information which I would have nor which my Deputy Minister would have. If the member will take the time to get me the information I will look into it.

MR. CHAIRMAN: Resolution 3 (b) -- passed. Resolution (c) -- passed. -- The Honourable Member for Souris-Killarney.

MR. McKELLAR: Mr. Chairman, regarding Special Projects, what qualifies under Special Projects, and could you indicate the amounts for each project?

MR. CHAIRMAN: The Honourable Minister for Colleges and Universities.

MR. MILLER: Mr. Chairman, the Special Projects are projects which are carried on, they're of a - some of an experimental nature. An example is the program we had last year or two years ago, the Extension Aids in the North. It was successful and now it's no longer in the special project category, it has been taken over by the University Grants Commission. But the special programs are what's known as the Special Mature Students' Program which I mentioned during my Estimates; it's \$115,000. --(Interjection)-- \$115,000 --(Interjection)-- Special Mature Students' Program.

The New Careers Program 380,000, and I've already explained that a couple of times. The Teacher Training Project known as Impacte - I-M-P-A-C-T-E - 257.2 thousand; and the new Innovative University Credit Course that we want to develop for northern Manitoba this fall, and we've set aside \$50,000 to start up for this program.

MR. CHAIRMAN: Resolution (c) -- passed. Resolution 39 in the amount of \$8,583,800 -- passed. That completes the Department of Colleges and Universities. --(Interjection)-- I would now refer the honourable members to Page 17 and 18, Resolution 53 (a).

. . . . . continued on next page

MR. CHAIRMAN: The Honourable Minister of Education,

MR. HANUSCHAK: Mr. Chairman, it's my pleasure to have the privilege of introducing the Estimates of the Department of Education, for which I am responsible and for which office I assumed in the fall of 1971.

Education as it seems always to have been, it's continually in the news. Education is very closely related to people and to our society. It involves so many in our society, both directly and indirectly, but it would be hard to conceive of any activity which encompasses more active members. Since the Estimates of the Department of Colleges and Universities Affairs have already been reviewed, there's no need for me to fully elaborate on the division of the former Youth and Education Department. It became evident that while there were still common concerns, the major roles of the two divisions within the former department were quickly becoming more and more distinct one from the other. And after serious deliberation and consultation it was decided to separate elementary and secondary school responsibilities from Colleges and Universities in order that each might develop their own distinct direction.

Now this division, Mr. Chairman, as might be expected resulted in a reassignment of senior personnel, with some going to the new department under my colleague, The Honourable Minister of Universities and Colleges Affairs; and may I state publicly a sincere word of thanks to those staff members who have left my department and joined the newly created one, for their dedicated service over the many past years, and at the same time a word of appreciation to my staff for the first-rate co-operation that I've received from each and every one of them during this period of readjustment which is somewhat more difficult than a year in the ordinary course of events of any department. Dr. Henry Janzen speaking as a quance lecturer in Canadian education began by saying: "There is little doubt that the educational revolution on which we are embarked will continue in the immediate years ahead with an increasing tempo of change. To meet this challenge it is important that those involved in education planning understand the past trends, assess our present status and resources and be ready to move with appropriate discernment into the future."

Before dealing with my Estimates in greater detail, may I comment briefly on the points which Dr. Janzen mentions because to a very large degree they reflect my own philosophy, my own views on the direction in which our Department of Education ought to move. It is a question, Mr. Chairman, whether we have ever really taken the time to assess an educational system which was developed to meet the requirements of a society which emphasized a certain set of values, which saw education as meeting a certain set of needs and producing a certain type of individual. Now this is not to say, Mr. Chairman, that the system has been completely unsatisfactory or unworkable, but it is to say that when society itself is subject to challenge, when the type of education being provided, the method by which it is being provided and the reasons why it is being provided, are all under question, it is vital that all of us develop a perspective that will help us to understand that what has been accepted practice may no longer be considered as such. Bearing this in mind we must be continually searching for alternatives to our present practice, not simply to change for the sake of changing but to redirect and to reorient our planning to a more positive and futuristic course. Closely linked to an understanding of the past is an assessment of our present status.

Naturally the first fact that we must face is the continually accelerating rate of change itself. It is well-known that science and the technologies have advanced far beyond the comprehension of most, therefore is the education which we are providing adequate for those who will inherit the future, which will undergo even more radical change than we have experienced? Are the values which we embrace sufficient to serve as stable guides in a world of such apparent impermanence? Now certainly we cannot educate our children to assume that when they become adults the world will be substantially the same as it is today. We must take into consideration that we are in a time now when leisure for the labour force is rapidly increasing. A 35, a 40-hour work week has become a reality for a large segment of our society so that a person now works less than half his waking hours. The significant feature of this increased leisure is unfortunately that the majority of people have not learned to use it wisely. Therefore with leisure time available our role at this stage is to encourage and in some instances to ensure that community use of school facilities is carried out to the fullest degree possible. It is fulfilling this objective that will guarantee to a greater extent that the citizens of Manitoba receive full value for the dollar investment they make in education through my department.

Other aspects of our present status to which we must address ourselves are those of

(MR. HANUSCHAK cont'd) . . . . urbanization, changing family life, the delicate balance between competition and co-operation and the very large problem of co-ordinating efforts for improvement in a society in which we expect a large scale participation, yet where we find so many who are not willing to accept community responsibility. Perhaps too little attention is being given in our schools to the learning of genuine respect for and understanding of other peoples, due in a large measure to self satisfaction with our own affluent country. And it is this considered attitude Mr. Chairman, that has caused us to broaden our optional programs markedly. It is because of our appreciation and concern for the acceptance of the need for individuals to develop in their own personal direction that has prompted us to enrich the subject matter in our school curriculum in an attempt to make learning more meaningful and more purposeful. We wish to make the educational process and our school community institutions rather than public utilities.

When we look back at the cost of education in the late 40s and the cost today, we can see what appears to be an almost unbelievable increase; and what has caused it? Firstly, enrolments have risen notably. In 1950 there were only 126,000 children in all the schools in Manitoba. By 1960 this has risen to 184,000, and last year it was 243,906.

And secondly, not only have the enrolments risen but the secondary school enrolments have risen by a higher percentage than the elementary ones. In 1950 there were about 11,300 students at the secondary school level; last year this number has risen to over 49,000 - more than a 400 percent change. Now this change in the mix between elementary and secondary students resulting from increased numbers of students and higher rates of retention in schools has of course contributed very substantially to the increased costs of education.

The schools have been characterized by new programs. Some of these new programs are much more costly than the ones offered previously. There was a day when the only choice that students had in secondary school was to take a university entrance course or to take the commercial course and far too many took the university entrance course when they had neither the ability nor the intention of going to university and were not really interested in that kind of academic program.

Last fall, Mr. Chairman, four new regional secondary schools were opened in the province, one in Selkirk, one in Dauphin, one in St. James-Assiniboia and one in River East, East Kildonan. This coming September two more will open, one in Swan River, one in Steinbach, and next fall one will open in Brandon. These schools added to the Technical-Vocational High School and R. B. Russell in Winnipeg are providing a variety of programs which were simply not available to many students beforehand. They are, as you are aware, expensive schools to operate. There are some who argue that we should not be giving vocational education at the secondary level at all. These people consider that students should continue with their general education and then move directly into a post-secondary vocational program. Now while this may seem an excellent theory and many do subscribe to it and I find it's one that I can support except for one thing: it ignores the fact that many students are not academically minded and they do not find the ordinary general course stimulating in any way. They do not have skills in that direction and they do not intend to engage in occupations with that kind of base. Vocational programs give them an opportunity to explore the world of work in a different area and prepare themselves for entrance into many occupations which are basic in our society.

The secondary school programs offered in these institutions are not narrow training but are rather broad programs which give students wide area of choice in a vocational field. Many students who would otherwise have dropped out now remain in school because these programs are relative to their needs.

Everyone agrees that the teacher is the key to education. However I feel teacher education must undergo grave change to meet differing conditions and student objectives. Faculties of Education in this province and others are constantly evaluating their programs with a view to updating and redirecting their efforts in the instruction of those training to become teachers. There is little doubt that emphasis will change, that there will be greater attention paid to developing techniques in the teaching of our native children, for example. Presently little experience is gained by the undergraduates in teaching in rural and remote areas. We look for this kind of experience to become again as it once was an important part of the training process. Further, we shall also expect to see methodology presented which will make our beginning teachers more familiar with the needs of exceptional children who will more and

(MR. HANUSCHAK cont'd) . . . . more be found not in special institutions nor in related settings but in the classrooms in which we teach the bulk of our school population, where they can learn with other children not just the skills of mathematics and science but where they can experience the essential tasks so important to all children who are just growing up.

Another characteristic of today's schools is smaller classes. During the 1930s classes in many schools in Manitoba were composed of 40 or more pupils. While some consider the smaller classes result in better instruction this remains a highly debatable issue. However, it is probable, Mr. Chairman, that a teacher who had 40 or more students simply could not cope with the individual problems that the students had and will have. Such classes may have contributed significantly to a high dropout rate. We simply cannot afford to have school classes all of 20 or fewer pupils so that numbers will always be a compromise between the desire of teachers to have smaller classes, so that they can do a better job for each child on the one hand, and the necessities of our society which require classes to be large enough to keep education costs within bounds.

For many years school boards in Manitoba were building schools as fast as they could have money by-laws passed in order to keep pace with the growing population. That requirement has now slackened. The demand now is to build new schools where populations are developing, for example, the fringes of Winnipeg or in some of the known growth centres found elsewhere in the province and as well as to replace old worn-out schools.

As you are aware, Mr. Chairman, all schools in Manitoba are now built by the province. We have dispensed with the necessity for money by-laws. Further, we are constantly examining the quality and the cost of construction. Presently I have two studies under way in my department related to these concerns. One is investigating the costs of schools and basic guidelines relative to construction of schools; the other study is examining a rather wider area with respect to the types of schools which might be built and the relationship of these facilities to other community functions.

As I said earlier, our society is constantly looking at the cost of education. Of this we are cognizant; undoubtedly we must look at the costs of education in the proper perspective. That perspective, Mr. Chairman, needs to take account of the development of our society, of the needs of students and of the kind of services which need to be provided in the entire social field. It is obvious, for example, that proper medical care is needed to ensure that children have adequate health to profit from their school experience. It is equally obvious that some of the money which we have been spending on special education for handicapped children can be limited in the future if such handicaps are related to conditions which prenatal and postnatal care can help remedy. Our programs of social assistance are also related to education and because these societal issues form a singular concern, you are aware a special committee of Cabinet has been established to deal with health, education and social policies, and the purpose here is to integrate the services that are provided in these areas by our government throughout the province.

It may be asked, Mr. Chairman, what is the purpose of education. Because of our limping Canadian economy this question has arisen with increasing frequency. If young people are to be faced with unemployment they naturally tend to be skeptical about an educational system that is preparing them for a life in which they will have nothing purposeful or meaningful to do. The Government of Manitoba has taken firm steps to ensure that the situation in our province would not reach the state of certain other provinces. We feel with justification that we have been more than a little successful in these efforts. It is my view, Mr. Chairman, that most people, and this especially refers to young persons, still want to work, and most young people want to have an education which will help them not only to work in their communities but also to live full and complete lives of responsibility and service.

My department has assisted schools to continually re-examine programs of study in modifications and experimental curricular programs are under way in many centres. Those who plan school programs must be consciously aware of the changing world, have some knowledge of likely trends in that world of tomorrow and be in a position to suggest contents and method that will lead to the kind of responsible participation idealistically desired. It is this that has caused our elective program to broaden markedly. Innovation in education represents a factor for change; a means of challenging existing realities and ideas, a means of proposing new solutions; a method of developing critical attitudes; ways of developing methods for invention and discovery. Motivation can only be derived from desire and it is my hope that my

(MR. HANUSCHAK cont'd) . . . . department and I can provide the leadership necessary to stimulate that force.

In order to do this, Mr. Chairman, I have taken the initiative and instituted a thorough review of the structure of my department together with an analysis of the educational services being provided by the various branches. This is not to say that I am in any way dissatisfied with the present structure or that I consider it unworkable. It is to say that I wish to know whether a restructuring would assist us in meeting the needs of a society undergoing fundamental change. I have, therefore, established a task force to analyze the structure and role of the department and to recommend to me any changes which they see as being beneficial. Because I consider this to be a matter of extreme urgency I've instructed the task force to report to me within the next few weeks. It is hoped that any reorganization or restructuring will be completed over the summer and the department be in its new operational form by the opening of the 72/73 school year.

And now, Mr. Speaker, I would like to say a word or two about the major divisions into which my Estimates fall. In the few minutes remaining, I would just like to skim over very quickly because no doubt there will be more opportunity as we deal with my Estimates section by section. But to highlight some of the branches, some of the programs: the Planning and Research branch instituted under my predecessor will continue to provide the major thrust in identifying innovative practices. During the past year the branch has undertaken a research project designed to elicit from Manitobans a relative statement of goals for the school system in an attempt to develop a system of evaluation and need; assessment within the schools themselves.

Grants have been made to school divisions to enable them to test out alternative approaches to problems connected with inner city schools, community school relations, individualized instruction and the need for individual humanistic relevant teaching and learning. A total of 14 projects are under way and they are being constantly evaluated.

At this juncture, Mr. Chairman, I would also wish to mention the activities of the branch in the areas of early childhood services, differentiated staffing, volunteer program and new careers. New careers which is under the direction, under a joint responsibility of my Department and Colleges and Universities Affairs. Early Childhood Services was developed as an inter-departmental program to produce a basic philosophy as well as funding guidelines for alternative methods of providing services in the years prior to kindergarten.

Experimental projects related to day care, nursery schools have been inaugurated and these will be continued and expanded as they prove their value to the education system in general. As a means of allowing for more individualization of instruction through a smaller teacher-pupil ratio we are looking at differentiative staffing and for a curriculum more individualized than that which is possible in the traditional classroom situation.

In the area of volunteers it is estimated that as a result of our efforts in encouraging the use of volunteers there are now over 800 working at least one-half day per week in the Winnipeg schools alone. This is estimated to be an increase of better than 100 percent over the previous year, and further expansion and activity in this area will continue.

Self-evident is the issue of educational costs continuing to rise sharply over the last decade, whether because of increasing enrolments, improved programs, higher salaries or lower pupil-teacher ratios. However, throughout this period there has also been a substantial increase in provincial support: During the past year the new Block Grant of \$18.00 per pupil; the change in the division of costs of the Foundation Program -- 75 percent from provincial funds; the provision of a tax credit to all owners and tenants during the year 72; and the recently announced Education Property Tax Credit Plan have been significant items.

In keeping with the trend to greater local autonomy free textbooks were discontinued and a per pupil grant of \$12.00 for print and non-print instructional material was provided. Earlier I mentioned the province continues to pay the full cost of new schools and additions plus the full cost of major capital renovations or replacements.

In a most significant area of instructional service special attention will continue to be given to new programs and procedures with respect to Indian and Metis children. We will continue to assist school boards in improving and extending whatever special programs may be required in an effort to overcome the handicap posed by sparsity of population in much of the province.

It is expected that recent legislation regarding residual costs will be used extensively

(MR. HANUSCHAK cont'd) . . . . in encouraging neighboring divisions to co-operate and collaborate in providing these valuable and vital resources. Now while there has been some re-education in the rapid rate of curriculum change there will be no letup in our effort to suit education to the differing needs of Manitobans.

I should also mention that we have undertaken the development of a new branch within the Department -- the Professional Development Branch. The prime purpose of which is to provide greater opportunities for all of us in education. To improve our administrative techniques, explore untapped leadership potential and to recharge our energies that we may continue to cope successfully with the changing patterns that face us.

In closing, Mr. Chairman, may I say that there are no doubt many other areas, Child Development Services, which is not the responsibility of my department, and about which more debate may arise during further consideration of our Estimates, and other concerns which I have not mentioned. This is not because I consider them less important but simply because of time constraint I have had to make a definite selection of a few.

If members wish to raise questions concerning both the items which I have outlined and those which I have omitted and referred to in the Estimates, I'll be happy to answer them and deal with them as best I can during the consideration of the Estimates of my department.

MR. CHAIRMAN: Committee rise and report. Call in the Speaker.

Mr. Speaker, the Committee of Supply has adopted certain resolutions, has directed me to report the same and ask leave to sit again.

#### IN SESSION

MR. SPEAKER: The Honourable Member for Logan.

MR. JENKINS: Mr. Speaker, I beg to move, seconded by the Honourable Member for Osborne, the report of the Committee be received.

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

MR. SPEAKER: The Honourable Minister of Labour.

MR. PAULLEY: Mr. Speaker, after listening to the statements of the Honourable the Minister of Education on the introduction of his Estimates, I'm wondering whether or not there may be some inclination on the part of the honourable members in the Assembly that you, Sir, would call it 5:30 on this Friday afternoon. I realize, I realize quite fully that at this stage we do go into Private Members' Resolutions. I am guided, and can only be guided by the inclinations of all honourable members of the Assembly. If it is agreeable then I would suggest Sir, that we do call it 5:30 and on agreement, if there is agreement, then I would as is required under our rules give a general outline of the order of procedure for next week. But first of all we must have agreement.

MR. SPEAKER: The Honourable Member for Morris.

MR. JORGENSEN: Mr. Speaker, I hope that the House Leader was not doing an injustice to his colleague, the Minister of Education, by suggesting that after listening to his speech the rest of us would be inclined to go to sleep and go home. But this is Private Members' hour and it's private members that are affected by the business that would be taking place in the forthcoming hour. I have no objection to adjourning at this stage provided that everyone in the House is agreeable to it, and of course that is the only way that we can adjourn at this time is that we have unanimous consent. If that is given I have no objection.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, it is quite agreeable to me.

MR. SPEAKER: Do we have agreement? -- (Interjection) -- Very well. The Honourable Minister of Labour.

MR. PAULLEY: Then, Mr. Speaker, may I suggest that the prime order of business for next week will be a continuation of consideration of the Estimates. As House Leader I am most hopeful that I can get agreement to go into some more of the second readings of Bills in order that the work of the Committees of the House can be proceeded with. I'm sorry that I can't at this particular time say precisely what Bills we will be dealing with but I will be more than pleased to consult with the Honourable House Leader of the Official Opposition on Monday as to more detailed procedure.

MR. SPEAKER: The Honourable Member for Morris.

MR. JORGENSEN: The House Leader didn't say whether it would be his intention to proceed with the consideration of second reading of those Bills on Monday or would it be some

(MR. JORGENSEN cont'd) . . . . other date other than Monday. Do I understand clearly him to say that on Monday we will be going into Supply?

MR. PAULLEY: I believe that to be so and I will discuss with my honourable friend on Monday second readings. If you recall, Mr. Speaker, the Honourable Member for Portage la Prairie at one stage this week asked me not to call Committee meetings on Monday for certain reasons. He may have a more valid reason for next Monday not to proceed, but I will be discussing this with my colleague the Member for Morris.

A MEMBER: I move we adjourn.

MR. SPEAKER: The hour of adjournment having been agreed upon the House is accordingly adjourned and stands adjourned until 2:30 Monday afternoon.

---

Mr. Allard's speech, with translation, of June 1, 1972.

M. le Président, je tiens à faire quelques commentaires au sujet Département de l'Education. Je tiens premièrement à féliciter le Ministre pour le beau travail qu'il a fait et je tiens à discuter un peu des problèmes qu'il a à enseigner le français à Swan River. Enfin, Swan River est une de ces places qui a été établie depuis longtemps. C'est un beau paysage d'ailleurs. Swan River est une de ces places registrées il y a quatre mois je crois et qui a . . . Swan River . . . la dernière fois que je me suis arrêté à Swan River, la dernière fois que nous étions à Swan River, il y avait là . . . . Voici les . . . . Nous étions à examiner la possibilité d'établir un aéroport à Swan River et je tiens à dire au membre de Swan River . . . oui . . . je crois qu'à Swan River ils ont une des meilleures écoles au Manitoba. Enfin . . . le membre d'Emerson me dit que j'ai raison, n'est-ce pas? . . . et je suis certain que les citoyens de Swan River les plus jeunes auront la chance d'apprendre à parler français comme il faut. Est-ce que . . . évidemment . . . .

(Translation):

Mr. President, I would like to make some comments about the Department of Education. I wish, first, to congratulate the Minister for the beautiful job he has done and I would like to discuss a little the problems he has with teaching in French at Swan River. Swan River is one of those place which has been established since a long time. It is a beautiful place, besides. Swan River is a place which was registered four months ago, I think and which has . . . Swan River . . . The last time I stopped in Swan River . . . the last time we were at Swan River there was . . . We were examining the possibility to establish an airport at Swan River and I wish to tell the Member of Swan River -- (Interjection) -- Yes. I believe that they have at Swan River one of the best schools in Manitoba. The Member of Emerson tells me that I am right, isn't it? And I am sure that the citizens of Swan River, the youngest ones, will have the opportunity to learn to speak French very well . . .

Je suis certain, M. le Président, que le membre de Swan River saura se référer au Hansard qui est traduit ces jours-ci et que demain, il saura ce que j'ai dit ce soir. Il n'y aura aucun problème, je suis certain. Enfin, M. le Président, avant de terminer, je tiens à répéter mes félicitations au Ministre de l'Education de la Province qui est, à mon avis, sinon le meilleur, du moins l'un des meilleurs ministres du Gouvernement aujourd'hui et je tiens à lue dire que je ne suis pas d'accord du tout avec les commentaires du Membre de Swan River.

(Translation):

I am certain, Mr. President, that the Member of Swan River will refer to the Hansard which is translated these days and that tomorrow he will know what I said tonight. There will be no problem, I am sure. However, Mr. President, before concluding, I wish to repeat my congratulations to the Minister of Education of the Province who is, in my opinion, if not the best, at least one of the best Ministers in the government today, and I wish to tell him that I do not agree at all with the comments made by the Member of Swan River.