

**LEGISLATIVE ASSEMBLY OF MANITOBA**  
**Thursday, 9 April, 1981**

**Time — 8:00 p.m.**

**MR. SPEAKER:** The Honourable Government House Leader.

**HON. HARRY ENNS (Lakeside):** Mr. Speaker, I move, seconded by the Honourable Minister of Northern Affairs that Mr. Speaker do now leave the Chair and the House resolve itself into a committee to consider of the Supply to be granted to Her Majesty.

**MOTION presented and carried** and the House resolved itself into a Committee of Supply with the Honourable Member for Radisson in the Chair for the Department of Education; and the Honourable Member for Virden in the Chair for the Department of Natural Resources.

**CONCURRENT COMMITTEES OF SUPPLY  
SUPPLY — NATURAL RESOURCES**

**MR. CHAIRMAN, Morris McGregor (Virden):** Resolution No. 107, 9.(a)(1) — the Honourable Member for St. George.

**MR. BILLIE URUSKI:** Thank you, Mr. Chairman. I have a bit of information I would like to get from the Minister and his staff. I have in my hands an envelope. I think the staff would know that it's an application for a draw under a hunting licence and I'd like some information.

This envelope was sent with the names of the applicants and returned to one of the applicants in this way, as being unsuccessful. Is this the way the draws are made or is this envelope within another envelope when the draw is made, in terms of the applications for an elk, and I refer specifically to an elk licence?

Mr. Chairman, the envelope is going to the Minister. I have ripped the top open but it was sealed in that condition with the names on the outside, and when the draw is made — at least the comment was made to me, why is our name on the open of the draw when a draw is made — is our name sealed in another envelope when the application is made? When the draw is made it should be within another envelope so that there is as in this case, a suggestion that all applications could have been looked at without the draw being made with the names on it. I am assuming, and I want the Minister to correct me, that envelope would have had to be mailed in another one and would have been kept in the draw and then when it's torn open then of course you know and this is mailed back to the applicants, I don't know. What is the procedure?

**MR. CHAIRMAN:** The Honourable Minister.

**MR. ENNS (Lakeside):** Mr. Chairman, I thank the honourable member for bringing this to the attention of myself and the staff. I will ask the staff to have that information clearly made available to all of us and sent back to you.

Perhaps, Mr. Chairman, just while I have the mike, the other day, as has been my practice, I was asked to supply a certain amount of information, and I of course try to supply that information, I believe it was the Member for Rupertsland that asked for the Forest Management Plan 1980, the particular terms of reference for that study that was carried out. I would like to, if the Clerk can provide that information to him. Also, I thought it was clearly understood at least by most in this room that I was prepared to forward some information about the Abitibi arrangements. I would want to make that available to the honourable members. As well I was asked to, in a more general way, provide information about forest revenue, that is all the timber permits, timber sales, timber berths, timber seizures and, generally, the revenue questions about that. I'd ask the Clerk to, I don't know, Mr. Chairman, how many copies there are available but I'm assuming that if I provide this information to the Member for Rupertsland that he will distribute that to whatever other members of his caucus that requested it.

I should indicate to the Honourable Member for Rupertsland it would be my intention to provide further information with respect to Abitibi; we had agreed to provide the copy of, or terms of, the specific management agreement. That has not been made available to me but I will undertake to make that available to the honourable member at a very early occasion.

**MR. CHAIRMAN:** The Honourable Member for St. George.

**MR. URUSKI:** Mr. Chairman, the Minister I believe indicated yesterday that he would be presenting, I think he said it would be available for Wednesday, the Water Resources Program, in terms of maintenance and construction for this year?

**MR. ENNS:** Mr. Chairman, I note that Water Resources personnel are available to do that. I indicated to you that would be presented at the Capital section. I would, if I can be allowed a moments consultation with staff. Mr. Chairman, I'm advised that it'll have to wait until tomorrow.

**MR. URUSKI:** Yes, thank you, Mr. Chairman. Mr. Chairman, I wish to raise with the Minister, and I know that he was not at the meeting, an issue that was dealt with in his own riding dealing with the area of what is known as Marshy Point. I was invited and attended a meeting at Oak Point along with his staff and the Member from Emerson, I believe.

Mr. Chairman, I would ask the Minister what his departmental recommendations are with respect to this road at the present time? There's been great concern expressed at that meeting. There was a brief presented, I believe, to his staff by the East Meadows Ranch by a Mr. Paul Vincent who indicated that if that road is maintained — and I will just use portions of it — or at least left in place for this year and I quote from the brief. He says, "to adequately protect this area and its wildlife resource and at the same time leave the road in would require a person

stationed at Deep Creek seven days a week to ensure that only a hay-making crew used the road."

Mr. Chairman, the concern is, and I believe the Minister is aware of it, that any trespassing and travel in this area will severely effect the nesting area for geese around Lake Manitoba. That is only one issue, Mr. Chairman. When this road was installed last fall, which was apparently installed after the haying season came into being, in fact farmers who had intended to cut hay, built a barge and had already barged themselves into the area. At this meeting it was brought out that part of the justification for the construction of this road, or these three crossings over these creeks, was that this area was an untapped source, or at least a source of hay, of some 5,000 tons, at least that was brought to the attention of the people at that meeting by the Member for Emerson, as being a departmental justification.

Mr. Chairman, the farmers at that meeting indicated that approximately 1,400 bales, some of which were round and some of which were the small square ones, were taken out of the area, with an approximate weight of 500 tons of what can be considered even by the farmers as being poor quality rough hay, Mr. Chairman. The expenditure of some \$17,000 in this area to move out this 500 tons of hay is to say the least, almost irresponsible in terms of those crossings. The farmers themselves, when this information was brought to them, one of the farmers who happens to be a councillor and others said someone must have been dreaming when they gave an estimate that these three crossings would give access to this quantity of hay, which was not the case, only approximately 10 percent of the hay in the area.

What happened was that when these crossings were left in over the winter months, because of the nature of the area, which with the north-west winds, this area seems to be a kind of a flow-through for Lake Manitoba waters, and happens to be a very good fishing ground for fishermen in the area. Fishermen throughout the winter, because of the restricted flow in these creek areas because of these crossings, cause such severe currents that fishermen at the meeting complained that at least 100 nets were frozen into Lake Manitoba as a result of the swiftness of these waters.

So there's not only been a problem with the hay situation or the irresponsibility or near irresponsibility of the cost investment, which farmers believe was for the benefit of maybe one or two farmers in the area, because the others who had wanted hay took the initiative and barged themselves in. The question has to be raised as to why some agreement wasn't made with those farmers who were prepared to barge themselves in, and why were these crossings constructed for very little benefit to the people of the area.

The other question is, what is the department and the Minister's position with respect to the losses sustained by the fishermen of that area, who because of the severe currents, in fact a bill was given and the Member for Emerson accepted a bill from one of the fisherman for nets which were frozen. He was to hand them over to the Minister of Agriculture, but seeing that it is your department that would have had to give the approval to have these

crossings built, I think there is an explanation that is necessary in terms of what you intend to do with these crossings; whether or not what concerns the department has with respect to the impact on wildlife; and if those crossings are not removed, what's the impact on the natural resources of the area.

**MR. ENNS:** Well, Mr. Chairman, I am very familiar with the situation that the honourable member is discussing and bringing to the attention of the committee at this time. I can only indicate to him some sequential order of events that took place.

We did, as the honourable member is only too well aware of, have an acute pay shortage last year as a result of the drought that called upon the Minister of Agriculture and the Department of Agriculture to expend substantial dollars of freighting in hay, from distant points, Southern Ontario in particular. The Department of Agriculture was pressing the department for making available, and the department responded in a way that the honourable member was urging us to respond during last spring's drought season, to make available lands that were otherwise set aside for wildlife purposes, wildlife management purposes, whether it was lands of this nature or in the north such as the Saskeram, to make available to farmers to meet this emergency situation.

So I remind the honourable member that it was at the initiation of the Department of Agriculture, supported by resolution of the local council, that provided the basis for the provision in the building of that road.

The honourable member is also well aware, since he and I come from the same part of the country, that the latter part of the haying season, we ran into very adverse weather, extremely heavy rains that saw indeed many of the same round bales that he speaks about, submerged half way in water, and I think he displayed some pictures of that happening in his constituency and the same thing happened to some extent in the area in question. So that accounts for the less than optimum harvest.

I'm aware that that area has been hayed. The kind of tonnage that was purported to the department as being available, was hayed in the Thirties, the Forties, most laterally, intensively in the Sixties, from the years 1961 to '65. I'm told that seven or eight farmer-ranchers in that area, hayed that particular area of land, indeed built their own makeshift crossings over the same channels that now have some admittedly makeshift culverts in them, and I personally inspected them and know whereof I speak.

Now, Mr. Chairman, as Minister of Natural Resources I want to assure the honourable member that under no circumstances will any situation be allowed to continue that could act to the detriment of the wildlife concerns in that area. There is by the farmers and by the local people themselves, a very deep and understanding concern, as well as by the department, about the maintenance of the wildlife in the area, notably the Canada Geese.

We are concerned about the fisheries, of course, but, Mr. Chairman, I think the honourable member, if he were candid, would have to acknowledge that there may be a fair amount of emotion and rumour at this stage. I have instructed the Department to monitor the situation throughout the breakup season

this spring, to pay special attention to that area with respect to some of the wildlife concerns, trespass concerns that he mentions, and as well to the actual work that is done.

There is some concern on the department that what is in place may well not be acceptable, although we would want to confirm that by actual field work and field monitoring of the situation, and there may well be reasons for some change in what's taking place. That's the only comments that I can make about that situation. I would be well-advised not to add further comments that I happen to know of as being relatively close to the situation that have contributed to some of the controversy involved in that particular situation. But I want to assure the honourable member that the concerns that were expressed at that meeting will be taken into very serious consideration. The assistant Deputy Minister, Mr. Surrendi, was personally on site, took the time to inspect the road in question and then attended the meeting, as well as of course other staff members of the department have very clear and factual knowledge of what's going on in that area, and I give the honourable member my assurances that there will not be a situation allowed to develop that will act detrimentally to the fisheries, to the habitat of the Canada geese and to the general preservation and enhancement of that area for the multi-use purpose which I believe that area can sustain.

**MR. URUSKI:** Mr. Chairman, I thank the Minister for his remarks. At least I gathered within the tone of his remarks that he is indicating that he and his department have made a mistake in terms of providing this access. He didn't answer the basic question that I posed as to why was no agreement made with the farmers who had already built a barge, had spent money to barge themselves into the area. That question really should be answered. I think the Minister indicated, and quite rightly so, and maybe I am putting words in his mouth but that the estimate of 5,000 tons is highly exaggerated to say the least as to the capability of that immediate area.

I think the Minister, if he is well aware of the situation and has been there on site, would well know that this area that we are talking about, where those three crossings were built, there is no way, at any time, that kind of situation, that kind of crop can be made. I think the Minister really should be prepared to indicate to us here and to the people there how he proposes to deal with, what does he specifically propose to do with these crossings in the short term and in the long term? How is he prepared? I mean he can give me all the assurances that he wants that he has the interests of wildlife and the like and he should be aware and have great concern, he has indicated that.

How is he prepared to deal with the situation in the next few months, Mr. Chairman, when the break-up will be over? You will have the camping season beginning. What does he intend to do?

Mr. Chairman, the owners — and they are just one of those — the owners of East Meadows Ranch make quite a case in terms of the situation. They make six points and I think it's probably worthwhile putting it on the record as to their feelings in terms of the situation in this area. I will read the six points. Its a page and a-half, Mr. Chairman, and I quote:

"The area to which the road provides access provides two-thirds of the brewed rearing and

molting habitat utilized by Marshy Point goose flock. The presence of man or man and machinery during the critical brooding and molting period will deprive the geese of this area as they require complete privacy. Geese nesting throughout the marsh take their young to this area and to the lakeshore ridge south of section 29, township 18, range 5 west, to feed on the narrow meadow grasses of the type the young require.

"The lakeshore on section 29 and to the north has high course vegetation that is useless to young geese. An annual count is taken by East Meadows of young geese on the lakeshore from south of section 29 to the southwesterly point of Marshy Point and then east to Channel Creek. The count averages out at about 1,500 young with 1,000 of these in the area of West Channel Creek. This count was verified by Dr. Dennis Ravelling of the Canadian Wildlife Service prior to 1973.

"There are a great number of ducks of almost every species that nest and raise young in the area. Human activity will result in a net loss of this habitat to them. Foxes den and spend the summer in the area. The beneficial effect they have in controlling mice and the prairie dog population far outweighs their slight effect on waterfowl. Again, human access and activity would most certainly force them to abandon the area. This would also result in an economic loss to trappers in the community over a much larger area.

"To adequately protect this area and its wildlife resource and at the same time leave the road in would require a person stationed at Deep Rock, Deep Creek, seven days a week to ensure that only a hay-making crew use the road. A steel gate or removal bridge would not be a deterrent to anyone with a Honda ATC, for example. Such a person merely crosses on foot and floats its vehicle to the other side.

"Does the community want the area to turn into a picnic ground for drinking parties and legal shooting of wildlife? We cannot expect C.O.s and the RCMP to spend the time in the area that will now be required to protect it. There's also the very strong possibility that the now restricted out-flow at the affected creeks will cause flooding due to wind tide. Aside from the damage done by flooding waterfowl nests, there could be a loss of existing hay cropping on Marsh Islands and East Meadows land adjacent to the east side of the marsh.

"Conclusion is that the East Meadows Ranch was established by W.A. Murphy in 1945 until his death in 1968. He was dedicated to preserving his holdings at Marshy Point as a wildlife sanctuary, first and foremost. We the Curry and Vincent family, Mr. Murphy's successors will continue to give wildlife top priority at East Meadows.

"The success of my grandfather's efforts was largely a result of community support and shared aspirations for waterfowl at Marshy Point. We hope that now and in the future we will continue to enjoy your support. It would be sadly ironic that a municipality which has built a reputation on the continent for its conservation efforts and chosen the Canada Goose as its community symbol were now to withdraw its support for what took so long to build. Marshy Point is unique but it is also an extremely fragile ecosystem. We believe gentleman that one

small road can cause serious damage to our wildlife heritage at Marshy Point. Paul Vincent on behalf of the owners of East Meadows Ranch".

Mr. Chairman, there is one man's opinion, admittedly, but certainly the farmers are nevertheless equally as concerned and the Minister of course, as well, did not comment on the economic loss that fishermen sustained as a result of those crossings being put in. So, Mr. Chairman, I think the Minister owes these people some explanation as to how he intends to specifically handle this situation in the months ahead.

**MR. ENNS:** Mr. Chairman, I have already indicated that.

**MR. URUSKI:** Mr. Chairman, is the Minister indicating that there will be compensation to the fishermen who lost their nets as a result of the increase in currents as a result of these crossings being put in?

**MR. ENNS:** Mr. Chairman, that hasn't been established as a fact. Mr. Chairman, there have been many reasons for difficulties that Lake Manitoba fishermen have had, one of them because nets have been sold that were undersized when found by my inspectors and I happen to know that in excess of 100 or so nets were lifted for that reason and we are not compensating for that loss. Regulations happen to be regulations; fishermen are aware of those regulations. We have worked diligently, in this case with the supplier that's been involved in the supply of those nets; he's agreed, under appropriate circumstances, to make refunds to fishermen for these nets, but, Mr. Chairman, simply somebody stating that something has occurred doesn't necessarily make it a fact, particularly in a situation such as this. I have indicated to the honourable member that I have asked the Department and the Department has, of its own initiation, and in recognition of their responsibility in this area, taken the necessary steps to ensure that the situation will be under additional review and attention will be paid to it. We will monitor very carefully as to what actually is taking place.

Mr. Chairman, it should be noted that at this particular point, whether or not it's the particular works in question have caused substantial change in the water flow, there has been no water flow yet, the ice hasn't broken up; this is all conjecture at this point. The concerns, and they are valid concerns, I am not for one moment brushing them aside, that there can be some disturbance to the other wildlife in the area such as wild geese; they have to be of concern to the Department and they will be attended to.

**MR. URUSKI:** Mr. Chairman, can the Minister indicate whether he intends to have this road remain in place for this season?

**MR. ENNS:** Mr. Chairman, I am not prepared to make any final decision with respect to the maintenance of that road until such time as the necessary field work is done by the Department. It may well call for its removal; it may well call for structural changes to the road, structural changes to the types of culverts installed but this will be decided

upon after the kind of resources that the Department can bring to bear, with respect to enforcement problems, with respect to the fishery problem when we have it monitored in the coming year. These are the kinds of considerations that we'll look at and future decisions will be based upon.

**MR. URUSKI:** Yes, Mr. Chairman, could the Minister indicate then under what conditions did his Department allow the Department of Agriculture to construct this road? What were the conditions as set by his Department to the Department of Agriculture who I understand did the actual construction work on the advice of Water Resources engineers but on also, I believe, the access and the determination would have been given by your own department?

**MR. ENNS:** Mr. Chairman, again, the honourable member is well aware the basic and principle condition by which the agricultural interests were met in that area, and it was initiated, I remind him, by the Department of Agriculture that there was a very dry summer last year and the province was expending sums of money that went into the millions of dollars for the in-migration of hay, if you like, to put it that way. At the request of the Department of Agriculture the particular work in question was sanctioned by this Department.

**MR. URUSKI:** Mr. Chairman, was there any time limit that was put on? I believe the Minister cannot put all the responsibility on the Department of Agriculture. There is no doubt that your department, who has the primary interests of the resources in that area, would have had to concur with the recommendations put forward by the Department of Agriculture for the immediate purpose. And the other question is, why was there no negotiated agreement made with the farmers who had already built a barge and had, at the time of the construction of this road, or even before the road was being constructed, had already barged themselves into the area and had already put up the hay, or were in the process of making the hay? What explanation can there be for neglecting and even bypassing the local initiative of the farmers in that area who had already barged themselves in?

**MR. ENNS:** Mr. Chairman, I am not personally apprized of all the specific details involved. I am aware that's a fairly substantial and large area, and my understanding is, and I don't necessarily hold that to be correct, that the area in question and he talks about the farmers barging themselves in, is in a different section of the land in question. As to the conditions that were laid down, I am aware that certain conditions, with respect to some repayment per ton mile, but again, Mr. Chairman, these were conditions laid down, to some extent by the Department of Agriculture, and I will have to undertake to find out more precisely what, if any conditions, were attached to the construction of that road.

**MR. URUSKI:** Mr. Chairman, can the Minister indicate whether it was the intent of his staff, when they gave permission to the Department of Agriculture, that this would be a "temporary" road?

**MR. ENNS:** Mr. Chairman, I am advised that was the intent of the Department.

**MR. URUSKI:** Mr. Chairman, could the Minister indicate how long does he view the word "temporary".

**MR. ENNS:** I am not aware of that specific information. By the same token I am also aware the department has received equal representation to retain the road, and I am sure the honourable member knows that there are always two sides to a

equal representation to retain the role, and I'm sure the honourable knows that there are always two sides to questions such as the one that we're discussing right now, and that is being considered. I'm giving the honourable member the assurance that any retention of the road will be taken only under circumstances that safeguard the department's interests in that area.

**MR. CHAIRMAN:** The Member for St. George.

**MR. URUSKI:** Mr. Chairman, it's quite clear that the words of the Member for Emerson at the meeting, where he indicated that the decision was a hasty move on behalf of the department and as well that an analysis made by some of his people, wherein they indicated that looking back at the situation it would almost appear irresponsible to have constructed a road in that area for such a negligible or small amount, not negligible, but small — the word negligible I use wrongly, Mr. Chairman — because there was some benefit. Approximately 500 tons of hay were moved from the area. Admittedly, at least the Minister should admit that in retrospect the decision was hasty to say the least and I hope that his assurances that the resources of the area will not be hurt by the hasty and almost irresponsible decision of he and his colleague, the Minister of Agriculture.

**MR. ENNS:** Mr. Chairman, I should not really be concerned about the honourable member's future welfare, but I do caution him that particularly with the Ides of March upon us and past, the kind of summer season that we may have. There may be well good reason, sound reason for us to be looking for every bit of forage, every bit of hay, to sustain our cattle herds in this province, again this summer.

If the honourable member wants to talk with the benefit of hindsight, because of extreme heavy rains that prevented us from harvesting the amount of hay that was available in that area, that's one thing. But he was standing in that House and charging us on what we were going to do about drawing the water on the Saskeram, which many of my wildlife biologists were deeply concerned about, which Ducks Unlimited gave me hell about, but on behalf of the Farmers' Association of The Pas, the government, the Department of Agriculture said yes, under these circumstances, ducks comes second, the livestock and farmer's welfare come first and I make absolutely no apology for that.

If the honourable member wants to call that an irresponsible decision, I want it on the record, Mr. Chairman, that the spokesman for the New Democratic Party has that little regard for the farmers in this country, in this province, that he is prepared now to speak from both sides of his mouth because he was telling us a different story when he

was in the House last spring when the drought was threatening.

Now I want to ask him, yes, we made a hasty and a fast decision to draw down the water on the Saskeram marsh, certainly not in the interests of wildlife management in that area, but we had to take options under those circumstances and, Mr. Chairman, the situation on Marshy Point was identical, on a smaller scale and I'm prepared to allow the farmers of Manitoba and the wildlife interest in Manitoba, whom I deem to be responsible people, to make that judgment about that action in the future.

**MR. URUSKI:** Mr. Chairman, it would be only this Minister's statements that would be irresponsible and deemed as such.

Mr. Chairman, the Minister seems to forget the one issue, that access was there to the farmers. The farmers did get in, before you even built the road, Mr. Chairman. That's what the Minister so conveniently seems to want to bypass.

The fact of the matter is, Mr. Chairman, no one is opposed to the use of the area, no one said that, but the fact of the matter is and a lot of people in his own area are upset, that there was access to farmers to that area. They had already barged themselves into the area. No one on this side objected to the use of that land. Not at all. In fact it was hayed as the Minister said, in the Sixties. We do not object to that. The Minister better realize that the fact of the matter is, he misses the fundamental point that there was access and access was provided by the initiative, not of the government but of the farmers themselves, and if his Minister had looked beyond his nose, Mr. Chairman, he would have seen and he could have co-operated with the farmers in that area and assisted them in much of the lesser expense than he was prepared to undertake, Mr. Chairman.

**MR. CHAIRMAN:** The Member for Ste. Rose.

**MR. A.R. (Pete) ADAM:** Yes, well just before we leave that item, —(Interjection)— Yesterday I believe the Minister made light of the suggestions that I made in regard to a loss of an animal during the hunting season and the Minister ended on a flippant note, I believe, and there was some glee or laughter from members of the government in regard to the problem that this farmer faced in the loss of a valuable animal, approximately a 1300-pound animal, which is quite a serious loss for anyone to sustain. I was a little bit surprised to see members treat the issue very lightly.

I have assisted in every way I have been able to, to see that justice is done in regard to this farmer, who feels that he has been not dealt with justly. With those comments, Mr. Chairman, I am prepared to move on to the next item unless my colleague wants to continue.

**MR. CHAIRMAN:** 9.(a)(1) — pass; 9.(a)(2) — pass; 9.(b)(1) — the Member for Ste. Rose.

**MR. ADAM:** Yes, I wonder if the Minister could advise what the dry year, what effect did that last year's drought have on waterfall in regard to this?

**MR. ENNS:** Mr. Chairman, I'm advised by staff that in general terms what it meant was that birds tended

to overfly some of the more traditional prairie nesting grounds, to more northern portions of the province and the country. There was — as data is just now coming in — a decline in the production of waterfowl, generally across the prairies as a result of the drought, but not to the extent that we have very serious concerns about it.

There were as one would expect and we are concerned about it I think in the coming year, several incidences of botulism that received a fair bit of publicity and it's always a concern to wildlife enthusiasts and biologists when that occurs, but it takes place in some of our shallower bodies of water and marshes that aren't replenished with the kind of spring runoff that they have in a more normal year.

I'm advised that while you have an incidence of botulism occurring as we had on one or two specific areas, I believe the Oak Lake area being one specifically that received a considerable amount of attention and it tends to be a very high profile kind of occurrence when the media can go out to a particular site and actually photograph and film several hundreds of waterfowl, ducks, dying from that disease. It isn't however anywhere near as serious in terms of the overall impact in waterfowl production in the province. There are other far more substantial and major concerns about waterfowl production that the department has in an ongoing way.

I think, just in a very general way, the provision of habitat, the maintenance of habitat far exceeds these sporadic and occasional outbursts of disease which occur and have occurred long before man tinkered with wildlife or waterfowl in this part of the world and will continue to occur when we face those situations again.

**MR. CHAIRMAN:** The Honourable Member for St. Rose.

**MR. ADAM:** Yes, I wonder if the Minister has any figures as to the reduction in the total count?

**MR. ENNS:** No, Mr. Chairman, the staff advises me that no figures are available that I could use in any accurate way.

**MR. ADAM:** There wouldn't be any change then, Mr. Chairman, in the limits for the next season? Or is that too early to determine at the present?

**MR. ENNS:** At this point, and we're of course just in the process of welcoming all our feathered friends back from a sunny holiday in the south, we hope that most of them have managed to get by some of the heavy hunting pressure that they are under while they're in their sojourn to the south, that we don't anticipate any change in quotas, any change in the hunting patterns, harvest patterns at this particular time. Now that may well be refined should the season develop into another adverse season in terms of waterfowl production but that's the advice that my capable Director of Wildlife, Mr. Richard Goulden, is now giving me.

**MR. ADAM:** What are the greater concerns? The Minister mentioned that there were greater concerns in botulism that the department had in regard to waterfowl and I wonder if the Minister could

elaborate on just what he meant by saying that the department had much greater concerns than the problem of botulism maybe on an isolated basis.

**MR. ENNS:** Mr. Chairman, they continue to be the same, the continual erosion of habitat possibly leading the list, however we, particularly in Canada here and in Manitoba, shouldn't overlook the fact that the wildlife waterfowl population also has to have a home, and has to have a reasonable amount of habitat in their southern staging grounds. It was my privilege shortly after becoming Minister of Natural Resources to attend a symposium on waterfowl in New Orleans. It was my first occasion for me to be able to visit and see some of the winter staging grounds of the waterfowl in the State of Louisiana. There is after all a correlation there. We sometimes tend I believe in Canada that as long as we keep the duck factory going in producing the ideal circumstances to maximize the production of waterfowl, unless there is an equal effort made down south, in the southern states and including Mexico, where the birds summer all that can be for naught. Imprudent practices, disrespect for the need for habitat in the southern portions of the hemisphere can have, and there's reason to believe, very often severely limit the North American waterfowl flock as such.

So those are major concerns that I'm pleased to say the staff and the department is working co-operatively with. The department made, I believe, a relatively major initiative at that symposium in reminding our American friends that unless a serious effort is made at an item such as crop depredation, resistance to increasing emphasis placed on waterfowl production here on the prairies is going to be increasing, particularly in those areas where man improves the habitat; the most notable example perhaps being the Oak Hammock Project where in a very successful way we have provided a staging ground for many thousands of geese and ducks. But we have also brought them into an area where the farmers, up to now, did not have a serious crop depredation problem and unless I can find, or the department, the government can find some way of adequately compensating farmers for crop depredation, public pressure will make it difficult to expend the kind of efforts, the kind of public dollars into the work that we would like to see go forward with respect to waterfowl management and waterfowl development.

These are generally, Mr. Chairman, the kind of comments that I could add at this particular time.

**MR. ADAM:** Yes. In the symposium trip to New Orleans was there any representation there from Mexico? I'm wondering what are the regulations insofar as conservation and protection of waterfowl that migrate.

**MR. ENNS:** Mr. Chairman, just very briefly. It was an important meeting. Both the Saskatchewan Minister and Alberta Minister were invited to attend and to give major addresses to the symposium. We dwelt principally on the question of crop depredation and its consequent difficulties that it presented to the Canadian and Provincial Governments. There was as well a representation there from the country of Mexico. I'm advised that Mexico is really just

beginning to get into the necessary regulatory field of assuring the continued well-being of our wildfowl flocks.

By and large, the control or better put, the lack of control, is having its effect in countries like Mexico and even I would say some of the southern states. That's a political problem for me and for any government here on the prairies. We have, by and large, through the efforts of the department, through the extension efforts of the department have by and large educated most of our citizens to accept the responsibility of limiting themselves to the bags that they can shoot, accepting the fact of limited seasons and yet by the very nature of the bird itself and geography, we have some of our species leave the Canadian prairies after having been bred and born here and we have provided a habitat for them. Some species we get little or no opportunity to harvest.

The mallard is probably the only species that we get a reasonable harvest from upwards to 18-20 percent: 90 percent of the birds that we raise on the Canadian prairies are harvested by Americans. My message to the Americans was simply, look, we're prepared to do our job, we're prepared to tax our people to some extent to enhance and maintain this desirable wildlife resource but don't expect us to do it entirely out of our well-intentioned thoughts with respect to this wildlife resource.

If I were to make the decision of simply ensuring that enough ducks were available for Manitoba hunters or enough geese were available for Manitoba hunters, my attitude towards the allocation of funds, the allocation of habitat would be entirely different than what it is today. No, we accept the global or the continental responsibility that geography has placed the Canadian prairies in a position that we are stewards of that resource.

By and large, I would have to say from the very marginal contact that I have had with the American hunters or the American associations, the Mexican people in this sense, that we are by far and large the leaders in this field. The activities of organizations such as Ducks Unlimited and others, and their interest in preserving and helping us to preserve wildlife habitat on the prairies, is largely because they've lost that opportunity; they didn't pay enough attention to that 30, 40, 50 years ago in many areas, particularly of the northern states that used to produce and provide habitat for a considerably higher percentage of the North American flock.

So I think that's something we can be reasonably proud of, that we accept that responsibility, but I think we have to take the time and tell particularly our American friends and our Mexican friends that this is a North American resource that we're involved with and that there should be a sharing to perhaps a somewhat larger extent of the responsibilities of keeping that resource healthy.

The fact that the genetics of the bird and our geography is such that we will continue to be the factory, the breeding grounds for these birds, places a particular responsibility on us.

**MR. ADAM:** I thank the Minister. It's encouraging to hear that the Mexican Government will be doing some management and control of limits I hope, similar to ours. I understand that the department is considering allowing hunting by owners of private land perhaps without a licence, is this correct?

**MR. ENNS:** Pardon me, I'm sorry.

**MR. CHAIRMAN:** Maybe the Member for Ste. Rose will repeat the question.

**MR. ADAM:** Yes, I think I'll repeat it. The Minister was getting some advice from his staff. Is it correct that the department is considering to allow landowners to hunt on their own land without a licence or is that for waterfowl, the high land game?

**MR. ENNS:** Mr. Chairman, you mean out of season?

**MR. ADAM:** No, no, in season. Is there any suggestion in that regard?

**MR. ENNS:** Mr. Chairman, I'm not quite sure whether I understand the member's question. There are special areas, for instance, elk hunting where landowners have — the advice that I'm getting is that they can hunt on their own land, they don't necessarily have to go through the draw but they have to get a licence, of course.

**MR. ADAM:** For what birds now?

**MR. ENNS:** No, this is now big game, elk, on their own.

**MR. ADAM:** I'm talking about waterfowl, migratory birds.

**MR. ENNS:** No such thing.

**MR. ADAM:** There's no such plan to go in onto that. The whooping cranes have made a remarkable recovery, are we involved in Manitoba in that regard?

**MR. ENNS:** Mr. Chairman, I'm advised that the Interlake is being considered as a possible area for re-establishing breeding, nesting grounds for the whooping crane but no specific decision has been made.

**MR. ADAM:** Are we involved in Northern Manitoba anywhere in collecting eggs, or monitoring, or keeping track of any in Manitoba?

**MR. ENNS:** I'm advised that they are not nesting anywhere in Manitoba at this time so there is no program, no activity that we're involved in.

**MR. ADAM:** How is the Turkey Program? Is that successful?

**MR. ENNS:** Mr. Chairman, I think every once in a while we do turn the clock back somewhat and recoup, and the Wild Turkey Program is one of those. We've been able to expand the hunting area to the St. Malo district of Manitoba. It's still a very limited hunt and run on the draw system. I know of one particular member of the Legislature who was fortunate enough to draw on a hunt. I know that he may not necessarily want to be identified but I assure him that it went through all the appropriate procedures and, Mr. Chairman, he actually shot a bird; he actually got a turkey.

**MR. ADAM:** I say that is not considered to be a conflict of interest to get into the turkey hunt.

**MR. ENNS:** Unless he had attached a particular wad of Wrigley's gum to his application and it got stuck on somebody's finger before it was drawn out of the drum.

**MR. CHAIRMAN:** 9.(b)(2) — pass; 9.(b)(3) — pass; 9.(b)(4) — the Member for Rupertsland.

**MR. HARVEY BOSTROM:** While we're on this section, I note the Minister has identified one area of particular concern with respect to wildlife in Manitoba and that's habitat erosion, habitat maintenance and habitat enhancement wherever possible. I'm wondering what his particular feelings are in this area.

I have confidence that the staff members involved with wildlife will be promoting this part of the problem and will be pushing the government to develop habitat wherever possible and to protect it wherever its under threat of erosion and will be pushing the government to bring in measures to enhance the habitat wherever they can. I'm wondering, in view of the Minister's personal preferences perhaps for the farm community, I wonder if he has any considerations in this area and what are his feelings towards the habitat problem and its effect on wildlife.

**MR. ENNS:** Mr. Chairman, insofar as the honourable member draws to the members of the committee's attention that my preference may be with the farm community and, of course, I have a very personal interest in the farm community, but let me equally assure him that three-quarters of my farm operation lies entirely within the game preserve and I have always found it to be a joy to have my farm in a game preserve and absolutely no detriment to the compatibility of both. I would have to say, and I don't have any illusions about whether I will be successful or not or whether I and the department can be successful during the period that I have the privilege of being the Minister of this department, but it would seem to me that if there was one thing that I would like to accomplish, and I know the department is charged with that responsibility and has been working in that direction, and that is to make a meaningful move in encouraging the maintenance of wildlife habitat on private land.

The member will be aware that we have that kind of control with respect to Crown lands, whether land clearing takes place or does not take place, or if it takes place under certain controlled circumstances and conditions which the combination of which can enhance the property. I personally have cleared a quarter section of Crown land but left some 30 acres, 35 acres of brush and bush standing and the combination of some tame alfalfa with wild brush I, without a biologist degree, happen to know that that has enhanced the quarter section from a wildlife point of view. That kind of control is available to government, has been available to government for some number of years now with respect to Crown lands, as it always was I suppose, but to be able to extend that to the privately held lands is I think a particular challenge that I am prepared to undertake.

I happen to believe that it needs to be accompanied, it can only succeed if there is some suitable inducement, some incentive on the part of the owner of that land, not to drain that last slew,

not to knock down that last brush cover on his land and at the same time understand the taxation pressures that are on any farmer, his only recourse being to attempt to maximize production on every acre of land that he has in his ownership. So it would seem to me that there needs to be some effort made and this is the direction that the department is going, that some co-ordination with Municipal Affairs, some recognition through the taxation system that would act in fact as an incentive to the individual landowner to maintain wildlife habitat on his private holdings. Now, that's an ambition, that's a goal. I would like to have a crack at trying to accomplish it.

**MR. CHAIRMAN:** 9(b). The Member for Ste. Rose.

**MR. ADAM:** Mr. Chairman, back in '79 there was a summary report prepared for the Whitemud Watershed Conservation District which proposed to develop the grassy marsh and develop the habitat for furs and migratory birds and fish as well into, I believe the report said here it was estimated that the use of the Chandler Cell for fish rearing would more than double annual walleye catches on Lake Manitoba resulting in increased commercial and sport fishing benefitting some 275,000 annually.

I wonder if the Minister could advise us whether that has been shelved or whether there has been any opposition to the program. I understand that in that particular area and I'm not sure whether it's involved with this proposal but I understand that the province or the watershed is involved in legal battles or court cases. I'm not sure whether they've been resolved yet but maybe the Minister could bring us up-to-date on those subject matters.

**MR. ENNS:** Mr. Chairman, I'm cognizant of the fact that the Member from Gladstone is present at the committee and I have to caution myself in what I have to say at this particular time and I would take this occasion to invite the Member from Gladstone to make some comments. I'd just indicate to him that the matter comes more appropriately under Water Resources, General Planning, which is an item that we dealt with, but ah, the Member has caught me again I'm trying to cop out.

**MR. ADAM:** Yes, I brought the item in, I realize that it may be flood control, or I don't know what the proposal is but I brought it in under the aegis of Wildlife Habitat in order to get some information, the latest information. I am not supporting it or opposing it, I'm just trying to get more information on the project and whether or not there are any problems in regard to this project. I know there has been some problems in other areas in regard to flooding in that area, I believe. I hope the Minister or his assistants could help us in that regard.

**MR. ENNS:** Mr. Chairman, I can only further advise the honourable member that there is currently the matter before the courts in regard to this overall situation and it would be ill-advisable on my part to make any further comments on the matter at this time.

**MR. CHAIRMAN:** The Member for Gladstone, I believe signalled.

**MR. JAMES R. FERGUSON:** Thank you, Mr. Chairman, this would be to do with what Mr. Adam

was talking about. There was a proposal there involving the purchase of about 50,000 acres of agricultural land developing various cells; one was for fish, I guess three were for wildlife management, that proposal didn't meet with approval. It was rejected, quite violently as a matter of fact. I attended a couple of meetings where there was considerable discussion and it was shelved.

The present proposal, and the Minister I'm sure is quite of aware of that, would be to build a channel from Woodside across to the lake. That was the outcome of the meetings that we had at that time. The other program was shelved.

**MR. CHAIRMAN:** 9(4) — pass; 9(c)(1) — the Member for Ste. Rose.

**MR. ADAM:** Mr. Chairman, the court case has nothing to do with this, it has some other problem?

**MR. ENNS:** Mr. Chairman, I would have to take that general question as notice and agree to supply the member with some additional information at some other time.

**MR. ADAM:** That information is not available at the moment. I see.

**MR. CHAIRMAN:** 9.(c)(1) — pass; 9.(c)(2) — pass; 9.(d)(1) — the Member for Rupertsland.

**MR. BOSTROM:** Thank you, Mr. Chairman. Just on Habitat Management, I wonder if the Minister could indicate if there are any particular problems with any species of wildlife at the present time, such as we experienced several years ago with respect to the deer herd. I wonder if there are any species that the department has identified as having any particular problem at the present time and if so, are there any efforts being made to deal with the problem?

**MR. ENNS:** Mr. Chairman, I'm advised by the Wildlife Director that the one possible area that is causing the department some concern is in the overall moose population in the province, but mother nature works in its own way. He also advises me that when the next generation of young saplings start to bounce up form some of the severely hit forest fire areas, that may well help in terms of correcting the situation and reversing a concern that we now have about the overall moose population. He does not draw any other specific area to my attention at this time. That's about all I can say, Mr. Chairman.

**MR. BOSTROM:** I wonder if the Minister would have any information on the caribou herd which is located on the east side of Lake Winnipeg. I think a portion of the herd, if not the entire herd, was wiped out by a forest fire. I'm speaking of the one which tended to travel back and forth between the Nopiming Park area and the Wallace Lake area.

**MR. ENNS:** Caribou is of a very serious concern to wildlife managers generally. They migrate considerably of course and move in and out of our jurisdiction. The several bigger herds that are located principally I guess in Saskatchewan and the Northwest Territories. They come in there. They have been the subject matter of discussion at ministerial

and wildlife conferences. There is some very serious concern about the maintenance of these herds. The herd that the honourable member mentions east of Lake Winnipeg is a relatively small one. We're concerned about it but I can't give him any further information at this time as to depredation of the herd to the extent of the losses that have arisen in the last year as a result of the fires that he mentions.

**MR. BOSTROM:** I wonder if the Minister could take that question as notice and perhaps provide me with some written information. I understand the department would probably be looking at in terms of aerial surveys and that sort of thing and when they do have some better information, I'd like it.

**MR. ENNS:** I'm happy to take that as notice and there are staff members making a note of that. We'll endeavour to provide the member with more detailed information when it's available.

**MR. CHAIRMAN:** 9.(d)(1) — pass; 9.(d)(2) — pass; 9.(e)(1) — pass; 9.(e)(2) — pass; 9.(e)(3) — pass; 9.(f)(1) — pass; 9.(f)(2) — pass; 9.(g)(1) — pass; 9.(g)(2) — the Member for Rupertsland.

**MR. BOSTROM:** Before we pass this section perhaps the Minister could indicate what are the objectives of this Northern Development Agreement — Community Wildlife Management.

**MR. ENNS:** Mr. Chairman, the general objectives are to develop management strategies for the barren ground caribou, woodland caribou and polar bear resources in Northern Manitoba in consultation of course with the local people; to identify alternate uses of wildlife resources and to assist and encourage in their development with and for the benefit of the local residents; to provide extension services for the purposes of making northern residents more aware of the wildlife resources and management of these; to develop a management plan for the Cape Churchill Wildlife Management area with the assistance of the local advisory committee — that is a relatively new wildlife management area and we are going through the birth stages of bringing in local advisory committees to assist us in the management of that area — to train and upgrade the guiding skills of local northern residents to enable them to meet the needs of tourists, etc. Some of the actual hard dollars of the program will go into I suppose what my colleague, the Minister of Labour and Manpower would call training programs.

Some specific programs that are being undertaken at this time under this agreement is the Polar Bear Project which consists of the management research and depredation components. A depredation program in Churchill was completed without incident. We are monitoring the woodland caribou in the Cape Churchill herd. A draft management plan was completed for the Cape Churchill Wildlife Management area incorporating provincial, regional and local concerns.

Through the Guide Training Program, courses were offered to local northern residents in Cranberry Portage and Thompson. Some major areas of concern relative to this part of the program is, we're undergoing population surveys that were done in

1980 to indicate that the Beverley and Kaminuriak herds continue to decline at an alarming rate. As I mentioned earlier those are the principle herds that touch us from time to time and are of a very substantial concern to wildlife interests, not just in Manitoba but across Canada.

We are particularly concerned about the unusually large harvest that took place in Northern Saskatchewan in '79-80 which received some national and international publicity.

Community consultation continued to be an integral part of Manitoba's program and is highlighted by the hiring of community representatives and a series of meetings by the Minister in these communities. We've had a meeting of provincial, territorial and federal Ministers that recognize the seriousness of this situation and outline steps to be taken immediately. Again this is relative to the concerns about the caribou herds.

Further under the Northern Program, and this is actually part of the Northern Flood Agreement, we have Wildlife Advisory and Planning Board. This board is only now starting to address problems which fall under its term of reference. The board consists of representatives from Cross Lake, Split Lake, Norway House, Nelson House, York Landing, Thompson Fish and Wildlife Association, the Manitoba Metis Federation and the Norman Development Corporation. The department has some designated advisors on that board as well. We anticipate that major wildlife issues will resolve around trapping and big game.

Again, dealing with the Cape Churchill Wildlife Management area, local residents have at times questioned what will be done in this area. A draft management plan has been prepared and will be reviewed by and discussed with them and the local advisory committee. The plan is pretty well in a state of readiness within the department but it has yet to be exposed or we will be taking it out to the local advisory board for feedback and consultation with respect to carrying out some specific policy objectives.

**MR. BOSTROM:** Just with respect to that Churchill Wildlife Management area, Mr. Chairman, my colleague the MLA for Churchill did have a special interest in this and wanted to be here tonight to question the Minister on it. So I wonder if he could give us as much detail as he could in writing on that. I note that he has a draft Wildlife Management Plan, and if he could give us some indication of what principles are being discussed in the plan; if it were possible for him to provide us with a copy of the plan I suppose that would be the best, but if that has not yet been discussed with the community perhaps it's not available for the public yet.

**MR. ENNS:** Mr. Chairman, we have no reason not to provide, certainly the honourable member, and particularly the MLA for the area and the constituency, with a copy of the proposed plan. I would want to put on the record though, that this is the draft plan as proposed by the department. It is now being circulated and sent to the northern area. In fact my understanding is, it's out there now. We have received no formal replies or comments to date from the advisory committee, although minutes of the committee meetings received in March indicate

that there is general approval in principle. I will again undertake, with the assistance of staff, to make sure that the Honourable Member for Churchill in particular and the Member for Rupertsland receive copies of the draft proposals for the Wildlife Management area in Churchill.

**MR. CHAIRMAN:** 9.(g)(3) — pass; 9.(h)(1) — pass; 9.(h)(2) — pass; 9.(h)(3) — the Member for Rupertsland.

**MR. BOSTROM:** Just on this, Mr. Chairman, perhaps the Minister could outline briefly what the program involves for this fiscal year he's asking for.

**MR. ENNS:** Well, particularly on activities that are being undertaken in the Wild Fur Management Development Program is the organization, administration and evaluation of trapping seasons; monitoring of fur-bearer populations in special trapping areas; development of new fur policy and regulations concerning the fur industry; design of an automated system for storing, handling and retrieving for fur harvest statistics; coordination of all trapping-oriented programs; communication with the Manitoba Trappers' Association and local fur councils and tribal councils on all matters related to trapping; and continuation of the laboratory and mechanical testing of new trapping devices.

As I indicated to the honourable member earlier, we have particular work being carried out on an experimental trapline system to field-test new humane traps, and of course the extension work, the public education work for promotion of new and humane trapping techniques. Issues of specific concern are the fox and coyote population in agro-Manitoba.

Over the past years several complaints have been received by the department concerning the status of fox and coyote populations in Southern Manitoba. The concern is in response to the heavy hunting and trapping pressure these species have experienced as a result of higher fur prices. In response to this concern the following measures were implemented: 1980-81 trapping season on coloured fox and coyotes was reduced by six weeks. These species are now classified as fur-bearers under The Wildlife Act, see Automation of the Fur Harvest stats for 1981; and implementation of a fox and coyote population monitoring system.

I think, Mr. Chairman, I've perhaps covered some of this other information when we earlier had a discussion on the general question of the fur industry and trapping, and I sense I'm repeating myself to some extent here.

**MR. BOSTROM:** One area of concern, Mr. Chairman, is the marketing of furs and it's something which I was investigating personally at one point during the year.

It appears that the availability of marketing furs through the auction outlets is not common knowledge, or does not appear to be commonly available to trappers. Many of the more experienced trappers are fully aware of the availability of marketing through the auction where they get the best price and minimal cost to them. There's a selling fee of course, but they receive essentially the majority of the market price of their fur if they put it

on the auction sale, which occurs several times a year.

One of the problems of course which they face in doing that, is that they have to wait for their money. Rather than wait for their money, many of them are encouraged to go to the local Bay Store in a northern community and sell their fur for perhaps half or less of what it would normally return to them if they put it on the auction sales.

While we were in government we had, in an attempt to overcome that problem, tried to establish or proposed to establish fur depots in various communities around the north, where the trappers could receive a portion of their money in advance. The furs would then be forwarded to the auction at which time the advance would be taken off and the trapper would receive the remainder of the funds.

Now the Hudson's Bay Company I believe, in response to the information that the government was planning to establish these depots, came out with a pretty good offer, I thought and that was that they would do essentially the same thing through their Bay Stores. In other words, they would offer this service to the trappers. They would take the fur, provide the trapper with some advance and undertake to put his fur on the auction, and when his fur was sold he would receive the remainder of his money.

Now it appears that while The Bay made this offer at the time that we were proposing the fur depots, they did not make it commonly known and I suppose there is some good reason for that. I know in talking with Hudson's Bay officials in this last year when I was investigating it, they did indicate to me that this service was still available but trappers were not all availing themselves of it for good reason, because I think when trappers did come into the Bay Stores with their furs, they were encouraged by the local Bay manager to dispose of them immediately for cash rather than put them through the system.

So I would suggest to the government that one very important service they could provide to the trappers is to get this message out and to put The Bay on the spot, so to speak, to ensure that they are making that service generally available to all trappers.

I think it's a very good system and it's one that's good for the trappers and good for The Bay. It's one which the trappers could very easily take advantage of, and all they have to do is demand the service of The Bay and I'm sure they would provide it because of the written offer which they made and which they confirmed to me in a verbal discussion with them in this last year.

**MR. CHAIRMAN:** 9.(h)(4) — the Honourable Minister.

**MR. ENNS:** I just want to acknowledge the member's concern. We acknowledge that he's by and large, describing the situation accurately as it exists in the field. The department advises me that we have very much included this aspect of the marketing of furs in our ongoing Extension Training Program with trappers. We acknowledge it's perhaps not meeting with the level of success that we'd like to see.

My further observation would be that it also would be a particularly worthwhile objective of the official Trappers' Association to be part of. It is after all, in

the individual trapper's interest to do that. I thank the honourable member for his information with respect to the Hudson's Bay offer; I was not personally aware of that and I tend to agree with him that unless pressed, unless there's some continual pressure to make it happen, it won't happen. It's too easy and perhaps profitable to do otherwise. But certainly that mechanism of marketing should be extended to the widest possible degree, to maximize again, and to meet very much what is a fundamental departmental objective here, and that is to maximize return to the trapper.

**MR. CHAIRMAN:** 9.(h)(4) — the Member for Ste. Rose.

**MR. ADAM:** Yes, I just want to ask the Minister about the wolf, how they're faring? It seems to me that I was looking through the report here yesterday on —(Interjection)— does somebody want to speak over there?

**MR. CHAIRMAN:** The Chair hasn't recognized anybody over there.

**MR. ADAM:** No, I noticed there wasn't too many royalties, 300 or something, 300 wolves for the entire province. That seems to me quite low in view of the fact that the pelt is quite high. It's a very valuable pelt. Is this species endangered to that extent?

**MR. ENNS:** I'm advised that the wolves are in a very healthy state in Manitoba. They are difficult to trap and that perhaps accounts for the low level of royalties, but they are not on the endangered species list by any chance.

**MR. ADAM:** Is that a normal catch for the province, 300 and some animals?

**MR. ENNS:** Mr. Chairman, to be accurate we would have to go back through the records. I can only indicate to the honourable member what staff has advised me, that wolves are in bountiful supply apparently. The Minister of Agriculture may have some other comments to make about what the wolves are doing to some of his calves, particularly up in Steve Lake community pasture and through such other areas where they've taken bountiful harvests of some of his beef.

**MR. CHAIRMAN:** 9.(j) — the Member for Ste. Rose.

**MR. ADAM:** I wonder if the Minister could advise, I believe the damage per acre has been increased. Is that correct?

**MR. ENNS:** Mr. Chairman, just very briefly, we are hopeful firstly, of signing for the first time an extended agreement. Up to now, the agreements have been signed on an annual or yearly basis. We are currently under negotiations to sign a five-year agreement, cost-sharing agreement with the Federal Government with respect to water fowl damage and we have increased the compensation paid to a maximum of \$50.00 per acre. This is an increase from \$35.00. Blackbirds, Mr. Chairman, are still not on the list.

**MR. CHAIRMAN:** 9.(j) — pass.

Be it resolved that there be granted to Her Majesty a sum not exceeding \$2,961,400 for Natural Resources — pass.

10(a)(1) — pass — the Member for Ste. Rose.

**MR. ADAM:** I wonder if the Minister could give us an overview of what's happening in Surveys and Mapping.

**MR. ENNS:** Mr. Chairman, under the direction of Mr. Hammerling, the objectives here are to direct and administer the Surveys and Mapping Branch programs; to provide the necessary support to branch sections; to provide expertise on legal land descriptions, real property procedures and related matters; to maintain and monitor all Manitoba geographical names. Some specific activities that are undertaken by this division is to co-ordinate and prepare the Branch budget and maintain Branch financial systems; prepare personnel documentation; provide secretarial services; provide studies, recommendations and legal descriptions for conveyances, leases and permits of Crown land and mines and minerals; participation in the toponymic research resulting in approval of 500 to 1,000 names annually; maintain up-to-date card files and supplementary name location maps; publish the Annual Directory, Manitoba Geographical Names; and to process requests for commemorative geographical names, certificates. That generally describes the activities of this division. This is Mr. Crandall is it, not Mr. Robertson, who is away on vacation, the Director.

**MR. DEPUTY CHAIRMAN, Bob Anderson (Springfield):** The Member for Ste. Rose.

**MR. ADAM:** What new programs are being undertaken this year outside of what the Minister has indicated? Are there any other programs underway this year?

**MR. ENNS:** Mr. Chairman, the honourable member will appreciate that this is a kind of division that carries on with the kind of general responsibilities and work that they are responsible for. The particular area of concern in this division is the state of affairs with deprecation, if I could use that term, of too many of our markers, monuments, surveys that were taken many many years ago and we have started this year a program of restoration in the general survey area. I won't say that it's at the level that perhaps I would like to see it at. It's becoming a bigger and bigger problem. Modern agricultural practices, bigger equipment have destroyed, obliterated many of the original survey mounds and markers. It's my hope with the co-operation of the Attorney-General that he will assist us in providing, and I know he has at the same time provided some additional funding in this area to help us in the restoration of survey markers for the purpose of making it easier in the legal description, the conveyance of titles, etc., when land purchases, land transfers are taking place. In some instances the survey costs as a result of the destruction of the monuments are becoming really unacceptably high. That situation is caused because a surveyor, when taking on an assignment today, very often has to go back many miles to find the appropriate markers from which he can then trace

back and provide the necessary survey information, legal description that is required for legal conveyance of land titles.

So that is a priority, if you like, a direction of the department that we hope we will be paying more attention to in providing more funds for.

**MR. ADAM:** I wonder if the Minister could advise what is the scope of the township surveys? I guess it's on the township basis I would think. How many townships are going to be resurveyed, redone, on a year basis or is there any . . . ?

**MR. ENNS:** Mr. Chairman, the present level of funds would make it possible. As I indicated it's a relatively modest program, not much more than one, one-and-a-half townships in any given year that can be resurveyed.

**MR. ADAM:** The department wouldn't have staff to that again.

**MR. ENNS:** Mr. Chairman, I can indicate to the honourable member that there are a lot of surveyors not within Government Services that are looking for work and we would be using both the resources of the staff as well as contracting out the kind of work that is done here. This is the kind of work that the legal surveyor in the private sector can do and they have had some lean years in the last few years and the government has been particularly hard pressed to find some additional work for them.

**MR. ADAM:** I wonder what is the policy for allocation or tendering for surveying jobs from the private sector. What is the policy? I don't mind telling the Minister that I have been receiving complaints for the last three years in this regard. For instance, the 1980 Throne Speech particularly mentions that it's going to be Manitoba first for any economic activity in the province. Last year I brought it to the attention of the then Minister. In regard to surveying outfits in my constituency, one I believe from Alberta, surveying in the constituency of Ste. Rose and another from Yorkton, Saskatchewan and on making some investigation I find that area surveyors are not even given an opportunity to bid. I don't think that local surveyors would object whatsoever if there is any outside surveyors coming in to do the job. I don't think there would be no objection whatsoever providing that they have an opportunity to bid, providing they have an opportunity to tender on a job, and it seems to me that this is why I'm raising the question. There have been some complaints that have come to my attention and again I repeat that as far as the township surveys are concerned that it's going to be done. I understand that there is only a few surveying outfits that are advised to tender, are notified to tender on these jobs to the exclusions of all others. I don't think that this is fair.

Now on the work that was done in the Ste. Rose constituency last year was on drainage. It was in the drainage area and in talking to some of surveyors in the province enquiring whether they had an opportunity to bid on those jobs and I'm told that they were not, that they were not advised. So I would like to have the Minister tell us what is the reason for that kind of tendering. As I said before I'm sure that

no Manitoba surveyor will object if he doesn't get a contract. He has only himself to blame if he can't compete on the tendering system but surely every surveyor should be given an opportunity.

**MR. ENNS:** Mr. Chairman, I think part of the problem is that we use the word "survey" rather loosely and it encompasses many different types of work. The legal land survey that we talk about when we're re-establishing markers, when we're doing survey work for the conveyance of title, is work that the private land surveyors are well suited to and are used and are employed. If we're talking about the kind of surveying that is required for various different engineering projects within, say, the department in its Water Management Water Resources Branch, that can very often mean quite a different kind of surveying activity, one that is not particularly suitable for contracting out in which cases usually departmental staff is used.

There is another, I think the particular question or perhaps without having mentioned the name, the particular surveyor that the honourable member is concerned about as to not having opportunity to get government work, that involves mapping and drawing the topographic for the features for development of different kind of maps that the department requires from time to time. That happens to become a relatively specialized area of work where it may well be possible that Alberta or Saskatchewan firms get involved. But I want to assure the honourable member that in terms of straight surveying work all private surveying firms are invited to tender. They don't all tender at the same time; there is a rotational system that is used. This is by agreement and understanding with the surveyors. A particular job comes up and three-four firms are asked to submit tender to it and if they do, they then drop to the bottom of the roster and another three or four will be asked to submit tenders. There is no exclusion of any particular firm or firms from an opportunity to tender on government work.

Now I've asked the department specifically because I am aware and I've received the same representations that the honourable member has received about the concern for lack of work by the surveyors in the private sector. I've asked the different directors within the department to examine their requirements and where applicable to consider the contracting out of certain surveying work and I'm satisfied that is being done. But I want to assure the honourable member that there is not a closed list, if you like. I think the honourable member said only two or three, or one or two firms have an opportunity to bid on government survey work. That simply isn't the fact and I must also put on the record on this occasion that this past year government funding for private surveying work was considerably higher than it has been in the past number of years despite the kind of representation that we have heard.

I can give the honourable member some particular information. We have a backlog of surveys, some 42 contracts were awarded on this program at a value of \$115,000.00. Throughout the year general increases developed in municipalities requesting survey assistance because of the loss of survey monuments defining legal property boundaries.

I want to again just remind the honourable member that while it is true that we maintain

substantial in-house survey staff, but certainly it is my direction to the department to utilize where possible and where the job lends itself to the utilization of outside surveyors; that is certainly the policy of this government.

**MR. ADAM:** Yes, Mr. Chairman, I find it very peculiar to listen to the Minister tell us that there is a lack of surveying jobs in the province and he has had those same complaints as I have had. Then I brought to the attention of the Minister last year, his predecessor, about two outfits that I was aware of; one from Alberta and one from Yorkton, Saskatchewan, ordinary surveying jobs of drainage, which anybody can do, any surveyor, and Manitoba surveyors were not, some of them were asked to tender but not too many. I find it odd when we have an economic decline in the province; architects leaving and a lot of skilled people leaving the province and we find surveying outfits from other provinces coming in and doing the work. I find that very difficult to believe and of course surveyors have told me, we're not saying that they should not come in because we have a lot of Manitoba surveyors that can bid on Saskatchewan jobs and Alberta jobs if they happen to hold the licences, but they want to have a chance to bid, that's all they're asking for, to see if they can compete.

I would suggest to you that it seems to me that a local surveyor would be able to compete with any outside surveying companies, particularly that have to come all the way from Alberta or wherever they come from.

**MR. ENNS:** Well, Mr. Chairman, we'll have to agree to disagree. I am continuing to be advised that with the exception of mapping and the surveying that is involved with that where we do go out across the country for tender, other surveying work that is contracted out is available to Manitoba land surveyors in all instances. Now, I must note the honourable member, that when I say to Manitoba land surveyors, that doesn't mean that all 14, or 15, or 18 that are active in Manitoba are invited to bid on each and every individual job. There is a rotational order, three or four are asked to bid as the jobs come up; but I'm advised that rotational order is in effect, and in the course of the work that is available all Manitoba surveyor firms, land surveyor firms, have an opportunity to bid on this work. It's simply not correct to place on the record, Mr. Chairman, as the Honourable Member for Ste. Rose is doing, that we are prohibiting Manitoba land surveyors from bidding on work to be done here in Manitoba to the exclusion of Alberta or other non-Manitoban firms.

I would invite the honourable member to, it's rather pointless if we disagree, but I would certainly invite him to provide me with the specifics of a situation in terms of specific work, the nature of the work, and names, and I would certainly undertake to investigate that on behalf of the honourable member.

**MR. ADAM:** Mr. Chairman, I raise this subject matter because there have been some complaints and we have my comments on the record and we have the Minister's response on the record and we shall now make this available to those surveyors in the province who are interested in our comments

here tonight and let them give us some reaction to my comments and to the Minister's comments. If they are not satisfied, well then we will hear about it next year, Mr. Speaker.

**MR. DEPUTY CHAIRMAN:** 10(a)(1) — pass — the Member for Rupertsland.

**MR. BOSTROM:** Mr. Chairman, I wonder if the Minister could indicate what progress has been made on the survey the department carries out for severance lines with respect to Hydro developments around Lake Winnipeg and the northern rivers that are affected by Hydro development? For the Minister's information this is an ongoing program to develop maps, and in fact to show in the community where the severance line is which indicates the barrier between the area that Hydro is allowed to utilize as a flood plain and that which is considered available to the community for development. Some of the communities have been held back from development because their severance lines have not been marked out for their communities yet. So, I'd ask him what progress has been made; what communities have been done; and which ones are to be done and what is the time-frame for the ones that are remaining? He doesn't necessarily have to give me this information tonight. I don't expect him to have it at his fingertips but if you could take it as notice and provide me with a list of the ones that have been done, the ones that are in progress for this year, the ones that are planned for the next few years if he could indicate when they expect to have all of the severance line work completed.

**MR. CHAIRMAN, Morris McGregor (Virden):** The Honourable Minister.

**MR. ENNS:** Mr. Chairman, in a general way I can indicate to the honourable member the procedure that takes place here; that the department is involved in the mapping, in providing the mapping information which then is forwarded to the Hydro and Water Resource engineers to actually use that information to establish the severance lines. The mapping has been completed, from our point of view, for the communities of Norway House, Cross Lake, York Landing, Split Lake and Nelson House. We may then have some further refinements to that when the engineers apply their hydrological input into where actually, on the basis of the mapping information that we have provided, where the lines will be drawn. I will refer to staff if they are aware of any particular date, I imagine what the member is really interested in is when those actual severance lines will be drawn, that's where it gets to mean something to people in terms of their plans.

I'm advised that a number of these reports have already been completed and are now circulating in some of the communities but I will accept the honourable member's offer once again, perhaps I could ask staff to make note of that to provide the Member for Rupertsland with an update as of today, or as of now and some projection as to when these lines can be completed. I take it that we're principally interested in those communities that come under the aegis of the Northern Flood Agreement.

**MR. BOSTOM:** Not only those, Mr. Chairman, because I think possibly all of the communities

around Lake Winnipeg, one way or another are affected by this because Lake Winnipeg is considered to be a storage basin as well and I believe that there are severance lines to be marked out for those communities. So, I think we're looking at the entire Nelson River Watershed that's affected by the Hydro developments. So, I would appreciate it if they could provide that information for us on the progress that's been made and what the planned progress is to complete the entire job.

**MR. ENNS:** Well, Mr. Chairman, I am happy to undertake to provide as much information on this subject as we can. I would also take this opportunity to invite the honourable member to, himself if he wishes to attend, to visit the survey office where our staff would be more than happy to graphically indicate to him what progress is being made, particularly in the communities that he has a specific interest in.

**MR. CHAIRMAN:** 10(a)(1) — the Member from Ste. Rose.

**MR. ADAM:** Yes, I wonder, before we leave this, if I could ask the Minister to advise — I'm looking at the report under Legal Surveys, and it indicates 80 surveys as requested by Branches of Department of Northern Affairs and Natural Resources — request for surveys above the normal workload were contracted to private surveyors. I wonder if the Minister could give us the breakdown of how many were done by department surveyors and how many projects were contracted out?

**MR. ENNS:** Mr. Chairman, that information will be difficult for me to provide for the honourable member at the moment but we can certainly make an effort to find that for him.

**MR. ADAM:** Mr. Chairman, that would be satisfactory. The Minister has undertaken to provide me with other information. I wonder if we could, on the jobs that were contracted out, I wonder if we could have a list of who were requested to tender on the private contracts?

**MR. ENNS:** Mr. Chairman, that comes very close to bordering on the normal and acceptable request for Address for Papers, which the honourable member could make in the House; but again, Mr. Chairman, I will impose on staff to make a note of the honourable member's request and draw up a list. I'm presuming he's asking it, say for the year past or for the current year, or for the period covering the Annual Report that ended March 31, 1980. Yes, we can undertake to make that information available to the honourable member and I'll make sure that he has it.

**MR. CHAIRMAN:** Item 10 was read and passed.

Be it resolved that there be granted to Her Majesty a sum not exceeding \$2,558,000 for Natural Resources — pass.

11(a)(1). The Member from Rupertsland.

**MR. BOSTROM:** At some point in the Estimates, Mr. Chairman, the Minister indicated that he would be passing out to the members the Water Resources

Program for the year, in fact if my memory serves me correctly, the Minister indicated that they would have it ready by Wednesday. I wonder if he can indicate if he can provide that to members at this time.

**MR. ENNS:** Mr. Chairman, as I indicated to the honourable member at that time that is usually traditionally passed out on Resolution 13, the last and final resolution, other than the Minister's Salary, Acquisition/Construction of Physical Assets. I acknowledge that I indicated to the honourable member that information would be available today, or even yesterday afternoon I believe, however I don't have it. It will be available later on tonight but I don't think we want to sit that long. I'm wondering whether or not members of the committee are amenable to dealing with the Engineering and Construction Division, as such, which is essentially the Regional Services in the various areas.

I appreciate, Mr. Chairman, that the members would like to probably discuss that in context with the up and coming drainage program and I find myself sympathetic to that view and perhaps, Mr. Chairman, if I could solicit some indication from honourable members that we would deal with the Acquisition and Construction along with the Engineering and Construction Program as one.

**MR. BOSTROM:** Mr. Chairman, we're certainly prepared to proceed with the rest of the Estimates up to that point of No. 13, Acquisition/Construction of Physical Assets. We really have very few questions remaining for Sections 11 and 12; 11, as the Minister indicated, Engineering and Construction. However, I suppose questions related to that could probably be addressed in Item 13 as well in terms of . . .

**MR. ENNS:** Mr. Chairman, I appreciate the co-operative attitude that we've been able to work with in dealing with these Estimates. I would certainly give my undertaking that any questions relative to Resolutions 11 and 12 would be acceptable to me and I would have staff available to deal with them under Resolution 13. If that's agreeable then I would suggest and recommend that we attempt to pass Resolutions 11 and 12 tonight and certainly accept any questions, any information that honorable members wish to pose on 11 and 12 at this time.

**MR. ADAM:** I'm just wondering before we proceed to the a's and b's and c's in different sections if the Minister could give us an overview, give us a report, a general overview of 11 and 12. After all we're being asked to pass \$17 million, if the Minister could give us an overview of these two items, general overview of what he has in his documents we could just pass them very very expeditiously.

**MR. ENNS:** Mr. Chairman, under the organization that we are currently operating under this, of course, is the division that in essence carries out the field work, engineering and actual construction for both the Division of Water Resources and now it also includes all activities of this nature in the Park system throughout the province. It has contained in the Estimates the necessary funds to provide for the effective and efficient budgeting and accounting, payroll inventory, general administrative services. It

provides for the design to prepare all contract plans and specifications required by the Resources Branches for capital works. This is the delivery end of the department for the various capital projects that have been earmarked for work to be carried out in both Parks, Water Resources, etc.

The division of course operates out of a number of regions. We have how many regions in the province? We have five regions with District Engineers who are responsible for doing the actual field work. I don't know what else I can indicate to honourable members at this time. There has been a fairly complete melding or merging, if you like, of the different requests for this kind of activity to be carried out by this branch. I think that's traditional, the honourable members are more accustomed to or acquainted with the operation of this branch being more or less exclusively involved with Water Resources, as such. But they have now considerable expanded responsibility in terms of providing the necessary delivery programs as I mentioned for Parks, for Water Resources, for any other resource branch that requests specific works to be undertaken.

**MR. CHAIRMAN:** The Member for Inkster.

**MR. SIDNEY GREEN:** Mr. Chairman, looking at the item globally there appears to be, but it's only fictitious, a drop of \$5 million in expenditures. But when you go through the item you see that the last item, there is a fire fighting drop of 6 million to 1 million. So the entire \$5 million and more is made up by the drop in the fire fighting, if you look at the bottom of Page 103 you'll see the item very clearly.

If you look at your first figures you've got on the year '81, 15.7 million; the year '82, 11.9 million — it looks like you're saving all kinds of money. Then you look through the figures and you come to the last item, fire fighting, you go from 6 million to 1 million. So the entire \$5 million and more is in that item. Now that item reminds me of the snow clearing item at Metro. You put in an item and then you spend what you spend. My hope is that of course you'll stay within that 1 million. If the drought conditions are the same this year, and they are thus far I would think as bad or worse although I'm not wanting to over-dramatize, then what we know about that item I gather is that it becomes an actual item, it doesn't become an item of Estimates and Budget. There are certain items that are not really budgeted items. They are items that you spend what you have to spend. I repeat the Snow Clearing Budget of the City of Winnipeg this year will be embarrassingly low, as a matter of fact they probably did certain things just to do something, but it's offset by the fire fighting budget that the province will have. Am I right in saying that if we're so unfortunate, and I don't wish the Minister or the rest of the people of the province any misfortune, but if we're so unfortunate as to have similar drought conditions and fire problems then your item will go back to where it was and there will have to be Supplementary Supply or a Warrant for \$5 million if we have the same experience as we had last year.

**MR. ENNS:** Mr. Chairman, I don't dispute what the honourable member is saying. The figure of 6, or bordering close on \$7 million here, there was likely a

similar figure in the last time and a Supplementary figure of \$5 million was added to that; we have carried on in the same manner. In this instance we have no idea what the figure will be. I share the honourable member's concern that reality is reality and that it's going to be considerably higher, particularly if the year progresses as it does. I'm advised that the honourable member, who was a former Minister of the branch, will perhaps recall that for years just a nominal figure was put in there; for years the figure was \$5 million, \$500,000.00. In the last two years or last year we have bumped that figure up, still as experience has unfortunately shown us, in a nominal way to a \$1 million. But it is a figure that will be undoubtedly supplemented by Supplementary Supply, by Special Vote if we're sitting or by Special Warrant as the year progresses.

**MR. GREEN:** Yes, Mr. Chairman. Then it might be even a little worse than I thought in terms of getting an actual financial picture. I gather that what the Minister is telling me is that he didn't spend 6.7 million on fire fighting last year he spent 11.7 million; that there was another \$5 million in a Warrant. And that if our experience this year is the same as last year, then we're not going to add \$5 million to this item, we're going to add 10 million and then, instead of showing a \$5 million loss, there will be a \$5 million increase. This is not said by way of any form of criticism, I merely want some of my friends over there to know that part of that approximately \$25 million overspending in 1977, which they were so exercised about, 25 million and 1.3 billion. That was also a drought year; there was also fire fighting in that 25 million. I can't say that it was 10 million, I think it was more like 5.

But I think that's it's well to indicate that there are some sophistications in the estimate process which make, no matter how well you budget, that somebody can dispose otherwise and in this case, if the firefighting position is the same as last year, then this particular item would be increased by \$10 million, not by \$5 million, but by \$10 million. Although the last year estimate figure was \$6.7 million, you have to add \$5 million for a special warrant. If you're estimating this year \$1 million and you add a special warrant, you have to go to \$10 million. I wonder why the Minister would not put in — I'm going to be worried about these Estimates — if last year is \$6.7 million wasn't enough, why would we go down to \$1 million this year? Why wouldn't we put the same \$6.7 million, unless the size of the budgetary expenditure of 16 percent increase over last year has caused —(Interjection)— In this case it would be like water, because water is used to fight fires, so it would have to flow like water.

But we do have in one item a potential overflow of \$10 million, and let's all hope that it doesn't happen. But when it does happen, I hope that people will be more sensible about it than to say that the government lied to us about the Estimates, and that the money was hemorrhaging out a financial hemorrhage, when you had to fight fires.

**MR. ENNS:** Mr. Chairman, I make the point once again. We are budgeting twice as much in this traditional item than what has been the case over the years that the item has appeared in the Estimate book. Further than that, there is some reason to

suggest, why should we budget on the basis of the worst year of costs with respect to forest fire suppression on record, namely last year? I don't dispute the honourable member's figures for last year. The actual figure for last year was \$12.2 million.

**MR. GREEN:** Some say just put half, not put in \$12 million, put in \$6 million, then these figures come out the same.

**MR. ENNS:** Well, Mr. Chairman, I'm satisfied that there is no departure from — well there is a departure — the departure is that we are budgeting 100 percent increase over what we normally would have put in this appropriation because of our realistic concern about the costs that we may face in this area. I would have to say without taking issue really with the honourable member, we know — and I don't know whether the honourable member was here the other evening I think when we went through some of the efforts with the Member for Rupertsland — that the department is taking to gearing up for forest fire suppression in the coming year. I certainly wouldn't want to in any way, leave any impression that when the dollars are required, they will be spent as they were last season.

I submit, Mr. Chairman, that the provision of a figure of \$1 million is no departure for any other budgetary reasons such as the honourable member suggests by innuendo, that this represents any departure from the norm. Conservatives believe in the norm, and will behave in a normal way.

**MR. GREEN:** Well, Mr. Chairman, let there be no accusations of innuendo. I am going to say it directly so that there is no innuendo, that there is a departure. The departure is from budgeting \$6.7 million last year, that was in the Estimates; spending \$12 million which I won't make any criticism of that at all; but the budgetary figure this year is one-sixth of what it was last year, and that has appeared to make the Minister's Estimates on this particular item, reduced by a third and actually they're exactly the same as they were. If you go through these Estimates they're not exactly the same as they were, they're slightly higher and the only reduction is a Budget item on firefighting. The fact is that last year they budgeted \$6.7 million, unless that's incorrect.

**MR. ENNS:** Well, Mr. Chairman, I know the honourable member who is always concerned about putting factual information on the record, I'm advised, again with the assistance of staff, that in fact last year we budgeted the traditional amount. I suspect \$5 million. The additional \$6 million — (Interjection)— later on in the season and is now being shown. The member's arguments would have some validity to them if in fact we had budgeted, as it would appear now in the printed Estimates, if we had budgeted \$6 million last year under this item.

**MR. GREEN:** Mr. Chairman, I thank the honourable member, and therefore I will withdraw that suggestion that it's one-sixth. But what we will likely have is the same situation. What we will likely have if the weather stays as it is, is that before the Estimates are completed, Supplementary Supply will come in for \$5 million, and then you will have

followed exactly last year's pattern. I hope we don't have to do it. But I think that what is to be made a point of — and it's not a very big point, I will admit it — is that this year's figure in this item is the same or slightly higher than last year's, and that the real difference is an uncontrollable, impossible-to-budget item; mainly, what are you going to have to spend on firefighting?

**MR. CHAIRMAN:** 11.(a)(1) — pass; 11.(a)(2) — pass; 11.(b)(1) — pass; 11.(b)(2) — pass; 11.(c)(1) — pass; 11.(c)(2) — pass.

Be it resolved that there be granted to Her Majesty a sum not exceeding \$5,457,500 for Natural Resources — pass.

12.(a)(1) — pass; 12.(a)(2) — pass; 12.(a)(3) — the Member for Rupertsland.

**MR. BOSTROM:** Could the Minister perhaps indicate to us what the reason is for the rather drastic jump in costs listed under Problem Wildlife Control?

**MR. ENNS:** Mr. Chairman, I'm advised that this is a new program, one of those new initiatives that the department has taken under my direction and leadership that I referred to earlier on in the course of the Estimates. This is a new component included in the program Estimate and relates to improved capabilities to provide relief in problem wildlife matters. This program is designed in part to remove major responsibilities from municipal governments for problems created by beaver, for instance. Another innovative aspect of the program will be directed toward reducing and preventing deer damage to crops.

**MR. GREEN:** Mr. Chairman, is the Minister actually seriously going to embark the Provincial Government in the problem of removing beaver dams where they may exist?

**MR. ENNS:** Well, Mr. Chairman, just because the honourable former administration wouldn't face up to its responsibility when it comes to controlling beaver and their habits, let it be known.

**MR. GREEN:** I wanted to know whether the Minister is going to accept a global responsibility for the Provincial Government running around removing beaver dams wherever they may exist.

**MR. ENNS:** This Minister has never shirked any responsibility, and that includes beaver. Advice is pouring in at me from all directions and I must confirm, despite the doubting Thomases in this committee, that we do intend to assist what has — and let's not be facetious about this matter — I was chastized by the Honourable Member for Ste. Rose for not taking too seriously his problem with domestic livestock that was shot. I must indicate to the honourable member, particularly if he has attended any recent municipal meetings, the annual meeting of rural municipalities, that the question of beaver and their related problems with the damming of little creeks and streams and drainage ditches is a serious one.

I'm advised again by my capable staff, that we intend to tackle the problem that beaver present in

this province and attempt to assist municipalities with specific undertakings such as removal of dams where situations are called for; co-operation with the Manitoba Registered Trappers' Association to focus trapping attention to areas where that is a possible resolution to the problem; and I believe even in the actual transfer of beavers from problem areas to other areas where we believe they can create a different problem.

**MR. GREEN:** I was certainly not intending to be facetious and I frankly, do not have any criticism of the government moving into certain areas. My impression of the problem when I was more directly concerned and when I talk to the same people who are advising as the Minister is now speaking to, was that it was so widespread as to make it virtually impossible to have the province give the kind of undertaking that I was asking the Minister to give, that the province will give on a universal basis the guarantee to remove beaver dams where they are causing problems.

Now if the Minister says that we're going to assist, we're going to provide informational programs, we're going to try to have our water resource people do some preventive work, etc., then I understand that and I think that it makes good sense. But I'm asking the Minister whether he doesn't think the task of removing all beaver dams in every place where they cause a problem is beyond the power of the Provincial Government. If it's not, then I welcome it.

**MR. ENNS:** Mr. Chairman, debate on this little question provides an occasion to highlight the fundamental difference between my socialist friend, the Leader of the Progressive Party, and myself. This is typical of the socialist approach to resolving problems. Unless they can resolve them in a universal way, they throw up their hands and say it can't be done. On the other hand as a pragmatic Conservative, I'm prepared to go, beaver at a time, step by step, and attack it in such a way.

I'm not saying that I can resolve the problem on a universal basis, but I'm prepared to acknowledge the difficulty that it presents to municipalities in particular, and we have therefore budgeted a substantial increase, from \$12,000 to \$205,000 on our beaver control and Beaver Management Program.

**MR. GREEN:** Mr. Chairman, the debate has now become philosophical and I see that we have to indicate the difference between our so-called socialist and our so-called Conservative friends in a little different way. What the honourable member has said is that he is a beaver dam socialist, that he will use the public purse to provide assistance to private people who are having problems by virtue of beaver dams and that he won't say they will individually look after themselves; he will be a beaver dam socialist to the extent of looking after those problems. But he says that the difference between us and him is that we say it should be done universally. He says he will do it dam by dam. What he is saying is that he will do it Conservative dam by dam. When you start picking out where you are going to do it and where you are going to spend the money and saying that we will remove some dams and not others, then my inclination is that the Conservative way is that they

will remove the dams of the Conservative beavers and not remove the dams of the Socialist beavers.

**MR. CHAIRMAN:** (Item 12.(a)(3) to 12.(m)(1) were each read and passed.)

12.(m)(2) — the Member for Rupertsland.

**MR. BOSTROM:** I wanted to bring to the Minister's attention something which I raised in the question period today and that's related to the concern over the Canadian Forces helicopters and troops that were normally available for hazardous fire fighting conditions. I'm informed, by way of a news release of which I received a copy of from the Government of Saskatchewan, that no Canadian Forces helicopters or troops will be available for forest fire control this year from May 1 to July 31 and that this has been brought to the attention of the Saskatchewan Government. I assume the same condition will apply for the Manitoba Government. The indication is that we are going to be into a very dry season, a very hazardous forest fire situation and I think that this is something of very grave concern and it's something which the Minister should be bringing to the attention of the federal officials. When I asked him the question today, Mr. Chairman, in the question period he referred the matter to the Minister responsible for Emergency Measures. Well, I think that this may fall under his jurisdiction but it certainly should be a concern of this Minister as well since, if these troops and helicopters are not available to this Minister, he will have to make other arrangements.

Now I'm informed that the Canadian Forces from Western Canada will be involved in Rendezvous '81 exercises in Gagetown, New Brunswick, whatever that may be, and this involves removal of helicopters and troops from Western Canada at this time of the year, May 1 to July 31, a time of the year when it may be very hazardous here in Manitoba and a time of the year when we may definitely require these troops and equipment. So, Mr. Chairman, I want to know what the Minister is going to do about this and what alternative arrangements, if any, he is considering.

**MR. ENNS:** Mr. Chairman, the information that the honourable member relates to the committee is substantially correct. However, officials from this department, as well as from Emergency Measures, as I indicated to him in the House, have been in contact with the armed forces with Colonel Cunningham and he has assured us that despite the planned maneuvers in Gagetown, New Brunswick, that we will be provided with the necessary support troops and equipment that we may have to call upon should the fire situation require that.

I appreciate that there is close consultation taking place. We are drawing up a potential list of requirements; the Colonel is aware of them. It's not for me, I can't speculate or project how precisely or from where the necessary supplies, troops and equipment will come from, whether or not that will come from other bases. I'm advised again by staff that the armed forces are prepared to make sure that they are back from New Brunswick if need be and interrupt their exercises to assist in the valuable effort that they provided last year in the suppression of fires.

I might just, in this instance, indicate to the honourable member that I had the occasion to speak

about this subject matter directly to the Honourable John Roberts, the Federal Minister of the Environment. While he's not directly responsible for Defence Forces but he certainly agreed to carry the message to the Federal Cabinet and to his colleague, the Minister of Defence. Our concerns, and I did this in the company with my Saskatchewan colleague at a recent one-day conference that I had in Regina about two weeks ago now, so that at the local level here this matter is under active consideration. The armed forces are aware of our concern and while the planned movement of the troops and equipment to New Brunswick is correct; the maneuvers, as I understand them, will take place in New Brunswick as scheduled but we have been given the assurances that they shall return, as one famous general once said as he returned on one famous beach.

**MR. CHAIRMAN:** 12.(m)(2) — pass.

Be it resolved that there be granted to Her Majesty a sum not exceeding \$11,983,700 for Natural Resources — pass.

The Honourable Minister.

**MR. ENNS:** Mr. Chairman, I wonder before we conclude the sitting tonight if it would not be advisable if I provided the honourable members with several copies of the Construction Program, Capital Program for Parks, the Capital Program for Bridge Replacement and the Capital Program for the Water Reconstruction Program. I'll give these to honourable members in the Opposition who can pass them on and if we can have a few for members on this side of the committee as well, that will give members an opportunity of examining them in preparation for when next we meet.

Committee rise.

**MR. CHAIRMAN:** Committee rise.

## SUPPLY — EDUCATION

**MR. CHAIRMAN, Abe Kovanats (Radisson):** This Committee will come to order. I would direct the honourable members' attention to Page 48 of the Main Estimates, Department of Education, Resolution No. 53, Clause 4, Program Development and Support Services, Item (b), Curriculum Development, (1) Salaries — pass.

The Honourable Minister.

**HON. KEITH A. COSENS (Gimli):** Mr. Chairman, last day the Member for Rossmere had posed a couple of questions, one regarded the placement I believe, of a particular student that he had referred to. I must say to him, Mr. Chairman, that I would appreciate having many more details in regard to that particular student. Perhaps he could meet me sometime, in my office or someplace convenient to himself, and we could discuss this particular situation.

He also, Mr. Chairman, made reference to programs for gifted children. I don't think he included talented, but gifted and talented children certainly compose a segment of our school population that do deserve special consideration for I think obvious reasons. He had asked what was happening in this regard. I can tell him at this time that there are a number of programs in place in

various school divisions in the province that really are utilizing different approaches.

I think this is desirable, Mr. Chairman. Some are using an acceleration approach to challenge the child; others are using an approach where the children are taken out of the class and put in a special situation with others who are deemed to be either gifted or talented in some respect. As well we have the enrichment situation that takes place right in the regular classroom. So there are three models, if you wish, that are being followed and in some cases a combination of all three are being used.

If he asks me, Mr. Chairman, what is the best model, I would have to tell him at this time that the jury is still out in that regard. I refer him to a program that was utilized to some extent in this province back in the late Fifties and early Sixties — the Major Work Program that was widely utilized in the City of Winnipeg as well as certain other centres. This program fell out of favour. There has been a bit of research done on it, perhaps not enough and now it's getting a little late to conduct research on that particular program. But the research is conflicting and it is also conflicting if you talk to people who are part of the program and who reflect back on it and make some assessment of their own experience.

So I can say to the honourable member that this is certainly a concern that I do have about this type of child because certainly we are looking very closely at children at the other end of the spectrum and devising programs and services for them. It is not that we are ignoring children at the other end but we have not, to this point, come up with what we think is the ideal program. Perhaps there isn't an ideal program for them; maybe we should just accept that and stop the different type of — I hesitate to use experimentation because it isn't that, that's the wrong word to use, Mr. Chairman — but shopping for the right approaches may be another way of putting it. There is no doubt that these children require enrichment. Their abilities are such that they can master the normal program in a short period of time and unless they are self-motivated, have other interests, there is a danger that boredom can set in and perhaps make the child's school life a rather uninteresting experience.

But I have to say, Mr. Chairman, that many teachers throughout this province do have that perception that enables them to recognize this child in their classroom and to provide the type of enrichment and challenge on an individual basis, within the normal classroom, that enables that child to carry on in an interesting and motivated and challenged fashion in the classroom.

I might say that my department has been doing considerable research on this particular topic. We've been looking at models that are used, not only in our province but in other parts of the country; we have held a seminar with interested people in the Educational Committee on this particular topic. We're holding a conference on May 14 and 15, called a Gifted and Talented Conference. I have an application form here, I'm going to send it over to the Member for Rossmere, he may well be interested in attending this particular conference because it is dedicated and focused right on this particular topic, Mr. Chairman.

**MR. CHAIRMAN:** (1) — pass — the Honourable Member for Rossmere.

**MR. VIC SCHROEDER:** Thank you, Mr. Chairman. I certainly will take him up on the suggestion that I discuss the first matter with respect to the child who isn't in school with him; with respect to the conference I'll certainly see whether I'm able to attend, it would be interesting.

Again dealing with the talented and gifted, the Minister has indicated that there are a number of divisions providing programs and, as he also points out, individual teachers I'm sure across the province are doing what they can with respect to specifically enrichment and he's referred to also taking students out of classes and into special classes and acceleration. I suppose at this point in time the conventional wisdom is that kids should be as much as possible with other kids from their districts, in the same classrooms with the rest of them possibly, not only for their own benefit but also for the benefit of those others in the classes. However I would certainly agree with the Minister that we have to look at all alternatives.

There's one other area, in terms of curriculum, that I'm just wondering whether he could comment on and that is the whole question of streaming of our children possibly sometimes too quickly into vocational schools and into tracks where they are basically doing little or nothing with their hands. You might get on the one hand the scientific group who are into theory and that sort of thing, and there have been suggestions that possibly, without some manual addition, hands on approach or whatever you want to refer to it as being, that we are not providing a complete education, a complete opportunity for them when they go out into the world. The theoretical skills are of course important but the manual skills may well be the extra added ingredient that is required in order to assist those individuals in innovation later on in life, in doing things with the theoretical skills that they have learned in terms of practical applications and at the same time there are some suggestions that sometimes some of kids are put too quickly into straight vocational streams without sufficient academic training — and I'm familiar to some extent with the vocational schools such as the Kildonan East School in my particular part of the province — I'm just wondering whether the Minister could comment on those things.

**MR. COSENS:** Mr. Chairman, I think of course the concern expressed by the Member for Rossmere is one that all people would share. However, there is a basic principal in our society that people are free and are free to make choices based that we would give on the best information and the best advice that they can procure and that of course exists in our schools, particularly at the high school level where students do have a wide choice of particular courses that they can follow, particular programs that they can follow, usually starting these at the end of Grade 9.

I would hope, Mr. Chairman, that in most cases these choices are made on the basis of advice and guidance, counselling between the student, the parent, the teacher, the guidance counselor and anyone else who can help and assist the student in making the best choice. Based, of course, when I say on the advice of other people, based on an assessment of the student's interest, their aptitudes, their abilities that have been demonstrated up to that

point and I have to stress interest, Mr. Chairman, because I think that's what provides the motivation that enables the individual then to move along in a course and be successful in it, as long as that is accompanied of course by the required ability in aptitude.

So, I have to agree with the honourable member that there is a danger that exists where people have this choice, that they may in fact for a number of reasons make the wrong choice. However, our system is not such that it locks someone in, it closes all doors if in fact they do make the wrong choice. There is a flexibility, the ability to move from one program to another and still, during the process of three years in Grade 10, 11 and 12, amass the required number of credits to enable the student perhaps to change from a vocational stream to an academic, if necessary. We don't have a system that locks people in, so that if they make a choice when they are 15 years of age that they will never be able to change out of that particular stream and it's one that I think is the best of all worlds, Mr. Chairman.

We look at other systems in other parts of the world, students don't have that choice. There are some countries where they are locked in at age 13 and have no alternative after that and to me that is not an effective system at all. We do provide flexibility along with that choice and it is quite true that quite often an individual, not utilizing the best advice counselling and so on at his or her disposal, could make a wrong choice.

But I would say for the vast majority the system is working and working well and if, in fact, they find after a year of pursuing a particular program that that is not the program that suits them, it's not the program that interests them, it's not the program that suits their abilities or aptitudes or even their interest after they've been in it, they can change and pick up the required credits to move into another area; perhaps move from vocational to academic or perhaps move from academic to vocational or they might switch from vocational to business education. Any number of possibilities are there, Mr. Chairman, for the student who does, as the honourable member points out, on occasion, make the wrong choice.

**MR. SCHROEDER:** Thank you, Mr. Chairman, I want to just point out to the Minister that all of those freedoms of choices are of course within the established curriculum, that is, although we may have a great deal of freedom in terms of choosing, when the Minister decides not to put a program into the curriculum then that is one item that doesn't become available for this freedom of choice. In so saying, I've been talking about a number of different groups, I'm told by several teachers that there is another group that possibly is not receiving completely the kind of education that they in fact would like.

Well, I think I'll put it in the words of the individual who was talking to me, he indicated that very often those who are doing extremely well have, and I'm not necessarily referring to specifically gifted or talented people, just good hard-working kids, have no problems in the high schools, they are heading very often toward university, they are in that group, the ones who are having a great deal of difficulty wind up hived off into another area where they are possibly into the vocational schools. Then you have

the third group who may not be your brightest scholars or may not be all that interested in school but they are not doing badly; they are capable kids who are just not terribly excited about school and, in fact, I believe in the St. Boniface School Division there was an approach made last year by several teachers with the hope that this program would commence last September. I'm not exactly sure why it didn't commence. It had to do with allowing some of these kids the freedom of choice to work half days in industries such as the Aero industry in actual trade training.

These people took a fair amount of their personal time going to a number of companies and getting specific positions made available for kids to come in and get some apprenticeship training along with their regular curriculum in school and then, for some reason or other, and it seems to me it had something to do with the Department of Education, the program was torpedoed at least for last year. Maybe it will come up for review again for next year but I do know that the people involved in setting it up were very happy initially to get approval, in principle, for the program to go ahead and later were very much disappointed when the program was stopped. I'm wondering whether the Minister knows anything about that.

**MR. COSENS:** Mr. Chairman, when the honourable member first started his remarks I thought he was talking about Work Education, a program that has existed in many of our schools for some time where students spend part of the day in the workplace and part in the classroom. But I think as he proceeded I believe he's talking about a course that we have just developed and that will be starting this fall and will be starting in the division that he refers called Co-operative Vocational Education where the student spends a great deal of time in the workplace during their final year at school. I'd be quite pleased, Mr. Chairman, to go into some detail on that program, because it is a new program for this province, when we get to 4(e) Vocational Education because that is where the staff is and that is the section that's responsible for this particular program. But I'm pleased that the honourable member has mentioned this and I certainly would like to explain it in greater detail when we get to that particular section.

**MR. CHAIRMAN:** The Honourable Member for Logan.

**MR. WILLIAM JENKINS:** Thank you, Mr. Chairman. The item, it's not really here, but since it is now dealing with Vocational Curriculum I guess this is it. Perhaps I could ask the Minister the questions here. I know a number of years ago, when I was a member of the Winnipeg School Division, on the Board of Education there, that at the Winnipeg Technical Vocational School it was possible for children to take their Grade 10 and 11 in three years. They still kept up their academic stream but they were being schooled in two main streams; that if they decided they wanted to proceed on to university that option was open to them by proceeding to a senior high school for their Grade 12. I know that this has been in effect in the Toronto school system where from their Grades 9 to 13 they do it in a five-year period. They teach students in the academic stream, it keeps

them also in the vocational stream at the same time. In fact many of the students that enter schools of engineering, schools of architecture, schools of mechanical engineering and other of the technologies, do their high school training or high school program and is done through the Toronto Technical Vocational School.

As far as I know, no other divisions in the Province of Manitoba when I was a member of the school board that were doing it at that time. The program I think is a good one because I think it keeps the field open for students to be able to proceed. I'm glad to hear the Minister say that students are not locked into a system such as they were years ago where if they went on the straight academic stream it was very hard for them to deviate and go into a technical or vocational vocation if they decided or vice versa.

I want to ask the Minister, of the students that we are getting going to Red River Community College which is a college of further education, are the bulk of those students coming from the — and maybe that question should be asked here because we can deal with it later with the community colleges — but what percentage of the students we are getting into colleges of further education such as Red River Community, Assiniboine and the Brandon College, are coming from semi-technical vocational schools or vocational schools? Or are they, in the main, coming from straight academic schools?

My two sons both went to Tech Voc — they took the three-year course, took their Grade 12 and later decided not to go to university but to proceed through Red River Community College — they went into the technologies and both are successful in their endeavours in the world of work. But they had a big jump on other students who were in the same classes with them going to Red River at that time because they both had taken the electrical courses that were available at the Tech Voc School at that time.

I understand that the composite high schools that we have in place now are not as comprehensive a course as was, or as is in place I would imagine, at the Winnipeg Technical Vocational High School, which is still I think if we come down to the brass tacks is perhaps the only technical vocational high school that we have per se as such in the Province of Manitoba. Just for the Minister's information, when I first came on the board we visited technical vocational schools from the Winnipeg School Division, schools in the Toronto area, in the State of New York, the State of Michigan, Illinois, Wisconsin, Minnesota and the State of New York, we were in Buffalo.

Of the 12 major high schools in Buffalo at that time six of the high schools had that type of course that I explained to the Minister just previously that was in effect in the City of Toronto. Students who were graduates from those high schools, six were straight academic, six were a mix of academic and technical vocational. I remember asking one young lad while we were going around the classroom why he had picked — he said he was going now to university, the University of Buffalo — why he had picked the course through the technical vocational high schools rather than the straight academic ones. His answer to me was that the teaching was better, the equipment was better and the people that were

teaching the subjects were people who were dealing with industry such as it was. If the Minister realizes as well as I do, Buffalo is one of the major centres in some of the chemical industries of the United States. That was some of the answers that we received from students. It was a good course. It was one I would like to see that the Curriculum Committee would consider. I know it's costly. It's much more costly to have technical vocational courses than it is the straight academic courses. That was one of the problems we had at Tech Voc from getting students in from suburban school districts at that time because the cost was almost a third higher than it was for the straight academic courses.

Some of the school divisions were not in favour of having some other students come and share the facilities that were available there for them. I just wonder if the Minister and his Curriculum Committee have ever given any thought of perhaps having more than just one technical vocational high school in the Greater Winnipeg area and in the province. I think that these courses are just as much an important thing to students in other parts of Manitoba as they are in the City of Winnipeg — at least we have the Technical Vocational High School here. But as I say I would appreciate if the Minister has any thoughts on this subject.

**MR. COSENS:** Mr. Chairman, I appreciate the member's interest in this particular topic because certainly it's a vital part of our whole educational system. I would only say to him that the type of school, the type of course, the type of alternatives that he is referring to as existing only in the one particular high school actually exists in all of the comprehensive high schools that we have in the province. We do have a considerable number now across this province. I mention Sturgeon Creek in St. James, Kildonan East, Steinbach, Lord Selkirk, Swan River, Crocus Plains in Brandon, Dauphin and of course very shortly we'll be opening that type of school in Norway House. So it'll be the first in Northern Manitoba of that type.

So certainly the type of school that he's talking about, the type of opportunity that he's talking about is available in these schools in centres across the province. We don't just have one in the Greater Winnipeg area. We have the one in St. James; the Kildonan East School; the one just outside the city, the Lord Selkirk comprehensive, these schools now are providing a valuable type of training to young people. Many of them are going on into the trades and technologies. Some of them are becoming so interested in the technical aspect that they are saying I think I'll go right on into engineering in this particular area. They're going in fact to university having picked up those academic credits along with the vocational in the comprehensive high school.

Now they are not the majority of the students. The ones who make that particular choice are perhaps in the minority. But the choice is there. The alternative is there. The opportunity is there. So when we're talking about providing that opportunity it is available to many many students in our province today in most of the major centres in the province. There are other places where they have a much more modified program because they just don't have the school population. Our geography is such that we don't have the clusters of people all conveniently located.

The Member for Logan also asks about the percentage in the community colleges now from the vocational schools or comprehensive schools. I don't have that particular breakdown with me. That would be interesting to know and I'm sure that the community college people have that kind of information and I'll be asking them for it. Perhaps when we get to the Community Colleges I can give the honourable member that information.

**MR. JENKINS:** Thank you, Mr. Chairman, I thank the Minister for that education. I must also say, Mr. Chairman, that it behooves us all to try and impress — and that's one of the problems that we had, selling the technical vocational program — to our student population and in the main to the parents of our student population; somehow or other the idea had got out that this was a school for those not quite so bright. I think that's an unfortunate thing because there is a very good future for those who wish to proceed through that vehicle of getting themselves an education. I know when I was a member of the school board I spoke to many parents that asked me about the various forms of which children could proceed through the schools. I always spoke very highly of the technical vocational stream for them but with that option if they changed their minds. What I am saying to the Minister I would like see is an enhancement on the program, to make it possible, if it takes three or four years to do the three-year course or three years to do the two-year course for 10 and 11, let's make it available there, that they don't have to come back and pick it up, if it takes an extra year for those children.

I think it's a good idea and I just throw this out to the Minister for him to think about and, if they like they can check with the other school areas. The Toronto School Division is a good one to check with. They have an excellent program that has been in place for many years; it's a highly successful one. There are those who go on straight to the technologies, to the trades, they have that opportunity but also there is the opportunity for those who wish to further their education without having to go back; it's all taken in stride and it's there for them.

I remember when we visited the Technical Institute in Chicago. I was most impressed by a sign that we saw hanging in the shop area, "English is a good tool, keep it sharp". So they didn't neglect the fact that language and everything else that goes with it is part and parcel of technical and vocational education. Actually all I'm asking the Minister is that he consider that he put that question to the Curriculum Committee and ask them if it is possible to develop such a program. I don't imagine that it would cost that much but it would make it that much easier. I'm glad to hear that there are other schools besides the technical vocational school and do they go on to Grades 11 and 12 through those streams? That is fine, that is excellent, but I don't think that they should have to stop and pick up the subjects that they might not need but if they do need them, if they wish to proceed further, it should be there with them all the time; that two streams are open to them at all times. I sincerely suggest to the Minister that the Curriculum Development Committee take a serious look at it. Thank you, Mr. Chairman.

**MR. COSENS:** Mr. Chairman, the member is on a favourite topic of mine and I'll try to restrain myself

from holding forth at great length on it but certainly we have a problem in Western Canada that has really prevented, I would suggest, many young people from really utilizing this type of education. It's an attitudinal problem I would suggest, Mr. Chairman, one that's been recognized by one of our sister provinces to the west. I believe it's Alberta who have come out with a program called "Blue is Beautiful". There they are talking about the blue collar as being beautiful because I think the honourable member would —(Interjection)— well, that's beautiful, too, I suppose — admit that for some reason in our society we have never, or at least until recently, have not held the artisan in as high an esteem as he or she is held in Europe, for instance, or the British Isles. As a result quite often young people have not been encouraged to even become interested in some of the trades or technologies and quite often have ignored a certain career vocation that would have been very satisfying and enabled them to become very productive citizens in our society.

I deplore that, Mr. Chairman, and we are using every resource that is available to us to encourage young people, to look at these opportunities, to utilize these courses, particularly again of course if they have an aptitude. It's no use trying to make a mechanic out of someone who is not inclined that way and does not have a particular interest but certainly there are technical areas, Mr. Chairman, that young people are really, up till this point, have not been as interested in as they might have been. I suggest it's because our society has had this hangup if you wish about the blue-collar worker and to me that attitude can only be harmful. If we're going to have productive, happy, functioning people in our society, then we have to utilize all the abilities that exist there. Certainly up to this point we haven't been utilizing the abilities of people who have great skills and an aptitude to work with their hands, to make things that are useful and productive in our society.

Mr. Chairman, I'll stop at that point because, as I say, I have to restrain myself. It is a favourite topic of mine and one that I feel very strongly about.

**MR. JENKINS:** Mr. Chairman, I wish to thank the Minister very much. I'm glad to see that I have an enthusiastic fan or maybe I'm his fan, I don't know which. But anyway I'm glad to hear that the Minister is that way inclined and I would ask him to work in conjunction with the Department of Labour because I think this is where we have to try and get this idea across. I'm not knocking night classes or adult education such as has been set up but I think that we have to put more emphasis; I think the department has to; I think the Department of Labour has to.

I think we have to get our message across, and as the Minister has said, the Province of Alberta has already decided that they are going to make this effort. I know that the fact is Alberta has an burgeoning economy at the time, that the technologies are there, but I have always been a firm believer, Mr. Chairman, that we are not educating our students just to keep them here. We would love to keep them here, yes, but I am not one of those who say that we should just educate students to keep them here in the Province of Manitoba. I look

upon our students and myself as Canadians and I look upon them as people within the Canadian economy.

I know that we have a difficulty constitutionally of getting money into this branch. It is a tough one. I know that in the early 60s it was only because at that time — and I give credit to the Diefenbaker Government of the day that made the money available for the development of the technical and vocational educational systems in this country. The only complaint I have is that the Province of Manitoba unfortunately at that time was lagging, it was lagging, Ontario was the one that grabbed the bulk of the money. However we did get going on the program and I would certainly encourage the Minister as much as I can that he — another blue is beautiful, or whatever color you want to call it — something to sell this program, use as much P.R. and pizzazz as you can to try and make this facet of our educational program as appealing to our young people as possible because we have seen, in the past when we have turned and churned out the BAs, BSCs, they've been coming out of our ears and unfortunately these young people have been very disappointed because the jobs were not there for them.

For those that have proceeded through the vocational part of the program of our educational system and gone on to higher learning, they have been able to get jobs and I feel that somehow or other we have failed some of our young people. I'm not knocking the university program because I think that's a good program. There are those that are just destined for that program and they do very well in it. There are others that are being churned out almost like little square blocks and they are having a tough time.

I don't have to tell the Minister there have been surveys done on that in the past and the problems that some of these young people who went in there with high expectations and, lo and behold, when they came out they were given jobs that were very mediocre, didn't tax their skills and they were very disappointed, very disappointed because they were locked into that system. Some of them have been able to change into other vocations in later life but I would say, and I haven't got the Minister to say that he would consider asking the Curriculum Committee, let's try and set up, even if we only do it on a pilot course, the three-year academic program from 10, 11 and 12. Let's try and do it in four years and keep that student within that school system so he doesn't have to go back and pick them up, not so he does the three years, and I'll use Tech Voc as the example, and then have to go to Daniel McIntyre to pick up his equivalent of senior matriculation. Why can't it all be done at the one school rather than having the student move that one year to get the completion of that course. I think it would be good idea if he could stay within that same school where he has been for the three years; if it's another year to get the three-year course, then I think it should be done there and if the Minister would consider that, and his department, then I think he would make me very happy.

**MR. COSENS:** Well, Mr. Chairman, I only say to the honourable member that that type of opportunity is there now for young people and many are availing

themselves of it and, as the honourable member suggests, following a dual stream; not the majority by a long shot, but there are some students who avail themselves of the dual stream and keep the academic and the vocational going. Now, that's a little heavier load, Mr. Chairman; many of them can do it in three years; if they wish of course to come back for another year and add on academic subjects or vocational subjects and take that extra year that the member mentions, that option is there as well. Now, not many do avail themselves of that particular option to move into the fourth year, but the opportunity is there now to do it within three years, Mr. Chairman.

**MR. CHAIRMAN:** The Honourable Member for Logan.

**MR. JENKINS:** Thank you, Mr. Speaker, I'm not going to belabour the point. The point I want to try and get across to the Minister is this; that we try a pilot course where we're going to get the three-year program, 10, 11 and 12, we try it in four. It means setting up a special curriculum for a pilot course to see that they don't have to come back that extra year. If it's possible to do it in three, I think that would be wonderful, but I don't think it has worked anywhere else and I just suggest to the Minister that he consider that rather than, as the Minister said, there are some that are able to carry that load, they can do it in that three but you know when you have time off for the various shops or the various technologies that they might be taking within the school system, there are just so many hours of the school day, that it makes it very difficult for them to keep up their academic subjects in conjunction with the vocational subjects and if it is possible that a pilot course could be set up.

I urge the Minister to get in touch with the Toronto Board of Education and see what their courses are like. I know that they have a different system, they go from one to 13 which is, I think, the only place in Canada that does, but the four-year course is done in five and it works very well and I just urge the Minister to think seriously about it.

**MR. COSEN:** Mr. Chairman, I don't want to belabour the subject, nor minimize what the honourable member is saying, I only repeat that that opportunity that he is suggesting should be put in place is in place if a student wants to avail himself or herself of it at this time. Not many in Manitoba seem to want to spend that extra year, they want to get out into the workplace or into post-secondary education rather than spend that extra year. I know it's one of the problems that they sometimes encounter in Ontario with the Grade 13 or that extra year, they find that many students find that year a bit of a problem. They wish that they were finished and out, either into post-secondary education or in the workplace.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (3) — pass; (b) — pass; (c) Curriculum Services - (1) — pass; (2) — pass; (3) — pass; (4) — pass. — (Interjection)— Well, I don't like to be reprimanded for something that I am not guilty of. I looked at the Honourable Member for Elmwood to acknowledge him and he didn't seem to be trying to get my

attention at that time so I proceeded calling the numbers in order that they came up. I am prepared to acknowledge any member that will stand in his place and wants to be heard. If it sounds like I'm a little bit upset, maybe I am, I'm back to where I was before. Actually it's Day No. 35 in my not smoking and that might have something to do with it.

The Honourable Member for Elmwood.

**MR. DOERN:** Mr. Chairman, I would have described you as "bitchy", but that's unparliamentary, so I will resist that.

Mr. Chairman, I just wanted to ask the Minister briefly about one area that he might enlighten us on and that is the teaching of history, government and politics in Grade 11 and 12. It's been a few years since I've been in the classroom and the same holds true for the Minister, but what I really wanted to ask him about, and I was trying to catch the Chairman under Curriculum Development basically, but I was just wondering if one went into the high schools of the province today, what sort of area is now covered in the history courses that are being taught?

Now I want to draw a parallel for the Minister with the kind of history that was taught in the 1950s and the 1960s, wherein the fur trade was the old compulsory part, this being for the third time, I think Grade 5, Grade 8 and then 11 and by that time I think the students had heard enough, and I sympathize with them. History was sort of more or less progressed up to about 1914. Usually by that time at the end of the year, the teachers were unable to get any more material in, so they tended to cut the course. So therefore, the 20th Century was kind of left out. It's rather sad that the major events of the 20th Century tend to be left for people to pick up on their own, or for them to take at the university.

I want to simply ask the Minister, in terms of let's say the post-World War 1 period — I'm now asking again about Grade 11 and 12 in history in particular — are the students studying the major developments in Canada such as the Depression, of the Second World War and then the developments of the post-war period? I might just start there and then ask a few questions.

**MR. COSENS:** Mr. Chairman, we have been developing a new social studies curriculum that I think answers many of the concerns that the Member for Elmwood has. In Grade 10, they will be studying North American geography with an emphasis on Canada under the new social studies curriculum, and in Grade 11 Canadian history with an emphasis on modern issues in Canadian History. That I think, is one of the concerns that the Member for Elmwood had. That particular course will be piloted in January of 1982, the second semester in '82.

**MR. DOERN:** I note, Mr. Chairman, if I understand the Minister correctly, that only at this point in time, 1981, are such developments occurring and I would have thought that they are certainly overdue and I've seen some books along these lines. I recall seeing a book and buying a book written by a fellow that I went to university with named, Don Swainson, who is a Ph.D. in history in some eastern university, who has written some erudite textbooks, and has also I think, written a book either himself or with somebody, on the Prime Ministers of Canada. It

struck me many years ago when I was teaching that it would be a course in itself to deal with either the Prime Ministers or the Premiers in terms of their backgrounds, personalities and major problems, etc., which would be a lot more interesting than studying what students normally do, with the exception of the past few months, which is consitutional development.

That is how history tends to be taught, or used to be taught, namely the evolution of The BNA Act, and so on. Now of course, it has particular relevance at this point in time. That I believe is what I would regard as an accident or a coincidence. But in a normal year, a study of The Quebec Act and all these other acts and so on, tends to be for most students and most teachers, pretty dry stuff and nowhere near as interesting as attempting to look at some real people in our history. I think this is what tends to make British history more exciting for some and American history more exciting for some, studying characters like Andrew Jackson and Abe Lincoln, and so on and so on.

So I simply say that obviously these books can be used to supplement certain curriculum guides. But I wanted to ask the Minister whether any courses now include as a major component, the personalities of Canadian history, so that if I were in a classroom at this point in time teaching, I would like very much to deal at some length with people like John Diefenbaker and Lester Pearson, etc.

In Manitoba history, going back to John Bracken, etc., but particularly in modern times, I think it's quite plausible for a whole course to be taught on Premiers and/or Prime Ministers. There'd be a tremendously interesting area to take either the period in Manitoba from 1921 on, which happens to be Doug Campbell's period, or to even start with the postwar Premiers after Stuart Garson, Doug Campbell, Duff Roblin, Walter Wier, Ed Schreyer and on to the present.

I think this would be interesting to try to learn something about the personalities and the major issues confronted by these various men. That to me, would be something that a student and a teacher could get their teeth into as compared to the old fur trade for the third or fourth time, and the various acts that were prior to The BNA Act, and developments of that kind. Those are not very exciting and they are not easy to instill enthusiasm in students and the teachers.

So I'm simply saying to the Minister against the old charge that Canadian history is dull, which it is not, does the Minister have anything new to offer because it is not true that Canadian history is dull? It is true however, that it has often been dull as taught, and as the curriculum has been outlined in our high schools, I would like to see that corrected because of the fact that one of the things we want to do is make students interested and active participants in the political process. Whether or not they ever become municipal councillors or MLAs or Ministers or federal members, that's another question; that isn't the main point although that is important. What is important is that they be keen observers of the political scene, voters, good citizens and after that perhaps active participants and members in political parties, whatever political party they may choose. So I simply say to the Minister, does he have anything new or interesting to report about developments in the

teaching of history and government in the high schools?

**MR. COSENS:** Mr. Chairman, I can report to the honourable member that I'd be quite pleased to send him the outlines of the new Social Studies curriculum as being proposed for the high schools of this province and he can peruse them at his leisure. I'm sure that he will find they are new in many many respects and I would suggest do approach history in a much more interesting manner than some of the courses that he has made allusion to. Although, Mr. Chairman, in all fairness I'm not sure that it's the textbook or the course that makes history interesting; quite often it happens to be the particular history instructor that is delivering the course that can make the difference. But I will provide him with an outline of the new Social Studies curriculum and I'm sure he'll be interested in the approach that is being suggested there and of course a curriculum that has been structured by history teachers and social studies teachers in this province.

**MR. CHAIRMAN:** (1) — pass — the Honourable Member for Winnipeg Centre.

**MR. J.R. (Bud) BOYCE:** The other evening when we were discussing this particular item, Mr. Chairman, the Minister made reference to some changes that were being brought about in the teaching of health, that they were including some nutrition in it and they were going to change it. I wanted to commend the Minister for his approach to this particular problem and suggest to him at the same time that perhaps there should be developed a time line in how to further strengthen the input as far as nutrition and familiarizing people with our carcasses and how we can deal with them and how much we can abuse them.

We were talking about history a moment ago. The educational system, by and large, is captive to the people who are in it and the people who teach history will argue that you have to teach history and the people that argue that you have to teach mathematics and English and the rest of it; they're all out to protect their empire. There's really nothing the matter with that except when we deal with such things as health over the years that it's been by and large pretty Mickey Mouse.

The reason I was referring to this particular point, Mr. Chairman, was that exception was taken with not moving fast enough in this area. Having gained some experience in what can happen if you try and move too quickly, sometimes what you want to accomplish you can't accomplish, specifically Building The Pieces Together was a good example of that. The people who worked on that particular program I think were conscientious people and they wanted to bring about some changes and challenged young people to look at themselves and their relationship with others but time has proven that they tried to go too far too fast. So that the approach that the Minister was using in that nutrition it caught my ear and I wanted to compliment him because many of the authorities that you read think that the cost of providing health care services is reaching a point where we really can't continue to go on a straight line progression as we seem to be, in fact I don't even think it's a straight

line, I think it's expedient, it is increasing. That if we hope to keep a handle on it then we have to help people learn to take better care of themselves and perhaps in another generation or so they won't even smoke cigarettes, Mr. Chairman.

So it was just to that one point I wanted to make a brief remark, to suggest to the Minister that perhaps a goal could be set in five, ten years or so and each year, through negotiations with the people that are working in the system, that they will see the necessity of transferring some of the time available from the teaching of such a thing as history. I have no ax to grind with history teachers but as a youngster I certainly didn't think it was the most exciting thing in the world. I can see the basis for the suggestion that those people who aren't familiar with the mistakes of history are doomed to repeat them. But after generation and generation of teaching people such as the Battle of 1066 and the rest of it, we seem to go about the same mistakes anyway. So perhaps the validity of that argument, that by exposing young people to histories will prevent some of the mistakes in the present and in the future, doesn't seem to be holding up very well. I don't want to give the impression that I'm picking on history per se but it's just that it entered the debate here a few moments ago.

There has to be, in my view, a more significant shift in helping people learn about themselves. I speak with a little experience in this because when I first entered the teaching profession as a new teacher I had a course in health and, in trying to present it in a way which is interesting to the students, the system didn't support it being given in a manner which was challenging because there didn't use to be exams on it even when they had exams. So there really wasn't much of an emphasis because I think it was given one period a cycle or something like that so it was a pretty cursory look at the question of "health".

The long-range benefits of teaching someone something sometimes we can draw some good examples from the private sector. I remember when I was a youngster the Metropolitan Life Insurance Company use to sell insurance policies — I think it was 25 cents a month. These insurance policies were based on the actuarial probability of somebody dying plus the profit. So they were very shrewd; they hired nurses to go around and talk to the families who were their participants in this plan and so they increased the probability of them staying well. I mention that in that, from the time I was younger in the system until the time I was involved as teacher in the system, the necessity, the importance of having people learn about their keeping good health seems to de-emphasized. It was more important for people to learn such things as how to count in different bases other than 10, and how to work towards taking that kind of thing at the high-school level, the shifts in mathematics and the rest of it.

What has struck me, Mr. Chairman, over the past few years is the information which is available in Health and the demand for this information by the people in the population that are, oh, 30-plus, the health food stores and the health publications and all the rest of it which are increasing. The public is becoming more generally aware of the need of proper eating habits and the rest of it.

Having graduated in Agriculture in 1949, which is some time ago, even in this 30-year span we knew more about animal nutrition, how to feed hogs, cattle and the rest of it than we do how to feed people and how to get it across to all people as individuals that in our society it is up to them to avail themselves of the information which is there and to build it into their lifestyles. Nobody is saying that anybody has to eat this, that, or the other thing, or smoke, or non smoke, but nevertheless the information should be presented.

I said I was going to be brief; I just wanted to put on the record the support for the Minister in his suggestion the other day when we were talking about his Estimates, about changing the Health curriculum; and also, Mr. Chairman, thank the Minister for his continued provision of the information that his staff sends me in changes which do come about. I appreciate this information.

**MR. CHAIRMAN:** (1) — pass; (2) — pass. This is what I was saying before —(Interjection)— Okay. (3) — pass; (4) — pass; (c) — pass; (d) Native Education, (1) Salaries — pass — the Honourable Member for Fort Rouge.

**MS. WESTBURY:** Thank you, Mr. Chairperson. I brought this subject up sometime ago in the House and I would like now to come back to it if I may. The Minister asked me for specifics but unfortunately specifics aren't available at this time. What I'm concerned about here is when a child comes from one district to another — I'm bringing it into this area because this is the area under which we've had some complaints, some concerns expressed, Mr. Chairperson — when a child comes from a northern school into an inner city school, if the records are not requested, of course, they are not sent down. What I wanted to know at the time was, whether that is reported, how we keep track of the facts that these records are transferred from one school to another? In cases where truancy occurs in the second school, if the records aren't sent down, nobody ever becomes aware of the truancy even though the child might have been registered at the new school in the inner city area. Somehow children are getting lost out of the school system because of this lack of transfer of school records. I'm not making myself clear enough? —(Interjection)— I am? Okay.

Now I don't know if concern has been expressed about this before. We are getting word that this is a fairly serious problem. Now is it not a requirement when the child is registered in the new school that that school should send away to the former school for the child's records? Is this a requirement, please, Mr. Minister?

**MR. COSENS:** It's not a requirement, no.

**MS. WESTBURY:** It's not a requirement, it's a custom.

**MR. COSENS:** It's customarily done.

**MS. WESTBURY:** All right. You see if this custom is not being followed, then somehow the child gets lost out of the whole system it seems, because the child then not turning up nobody really shows any interest

because the records haven't followed. We would like to suggest that it would be an improvement if schools would notify the departments when records are not requested for a transferring child so that the department would become aware of the fact that the records have not been requested and perhaps a follow-up could be made through the Children's Aid or through some other department to find out why this child is not in school in the new area. (Interjection)— It's a social need. All right.

Perhaps then I could go on to another matter. This has to do with the Frontier School Division. I understand that the school division is funded 80 percent by the Federal Government and 20 percent by the Provincial Government or something like that. (Interjection)— No, not that. All right, the Minister can correct me on that. This was information I was given by a resident, not by the school.

Now the residents I am told have been involved in developing the budgets and developing curriculum and things like that but they would like to be able to obtain copies of the spending details or audit breakdown, and they tell me that they are not able to obtain that information. Now when I made inquiries from the federal people I was told that the details of the budget are not announced until the Provincial Budget is announced. The details of the school division budget are not announced until the Provincial Government Budget is announced, so I presume that after next week we will be able to get that information.

The people who live in Norway House and who have been working with the Education people on developing school budget would like to be able to obtain details of the spending and details of that audit breakdown, Mr. Chairperson. I was told they can see them at the Public Schools Finance Board at 1181 Portage Avenue but that extra copies cannot be sent to them. Is that the case? Would I have to go down and get xerox copies of the particular portions that they are interested in? There seems to be some mystery around this, how these people can get to see their own spending details, Mr. Chairperson.

**MR. COSENS:** Mr. Chairman, first of all on the student records, I think the honourable member realizes what probably is happening in these cases that a student's family moves from a particular northern community and perhaps end up in Winnipeg where they decide to live. In the meantime, they may visit several other locations in Manitoba on their way to Winnipeg and this may take a few weeks; during that time the students involved may not be in school and it's very difficult to trace where they are at that time.

Now, when they arrive in Winnipeg and do enroll in a particular school, at that point the receiving school should contact the original school and ask for the records, and certainly if that school is a Frontier School Division school they keep very excellent records, not only of the students academic progress but of their attendance and they have very detailed health records that they keep of each child in the system.

So there is really no problem as far as the record keeping is concerned; I think the problem is in tracing the child if the family is moving to a number

of locations, and this can take perhaps a number of weeks. It is not a situation that particularly pleases me; I think it must be harmful to a child who is out of school for that period of time, but I have no easy solution to how we overcome it. It is a matter of parental responsibility.

I'm sure the people in the sending school or the school of origin of the child are concerned about where the child has gone but they have no way of knowing, so they are very much in a quandary until they receive a letter in the mail from a school division elsewhere in Manitoba, or perhaps in Ontario, or perhaps in Saskatchewan, if the family happens to move there, asking for those records. I suppose they could notify the Department of Education after three weeks or after a month if they have not heard, then we would have a bit of a tracing job to do to try to find out what had happened to that family. We really have no way of knowing until the parents settle in a certain location and send that child to a school. In the interim we don't know where they are. I think the honourable member sees the quandary. I would be very concerned, if on receiving the child, the receiving school did not ask for the records because they do tell I think a valuable story and are most worthwhile not only to the receiving school but more specifically to that child so that the school understands what their particular school history has been.

I don't have an easy solution to what the honourable member is suggesting; I really don't think she is suggesting that we should set up a special group of policemen or whatever you might call them to try to trace the whereabouts of young people whose families have moved from northern communities south. That, I think, would create some difficulty. But certainly I would deplore as much as the honourable member the fact that in some cases these young people may be out of school for some time while their families are in transition from one community to another and doing a bit of visiting during that transition.

On the other point, and I think it is quite important, on the Frontier School Division which we should have discussed under (3)(a) — but that's fine, Mr. Chairman, I have no problem with that. I think it's an important school division and I'm quite pleased that the honourable member has mentioned it. The total expenditures, I might tell the Member for Fort Rouge, for Frontier School Division in 1981 — and these are the proposed expenditures, this isn't a finalized budget — is \$21,234,472.00. I'll just repeat that \$21,234,472, and the revenues — and actually the honourable member doesn't have to copy these down. Mr. Chairman, I will send her a copy of this particular budget summary — but the revenues, just for interest sake are as follows: the Government of Manitoba provides out of that \$21 million some \$16,480,691; the Government of Canada provides out of that \$21 million, \$904,729; Municipal Government \$509,529; Manitoba Hydro \$785,384; opted-out-bands, these are bands that are not in the master tuition agreement, pay some \$1.9 million, and other sources of revenue provide some \$600,000, for a total of \$21,234,472.00. Actually Frontier School Division is a provincial school division and as a result, I think it's quite obvious the province has a very large part in the financing of that particular school division, it's assessment base is very very low.

The particular budgets for each community, I understand, are placed in the hands of the local community people, the Community Advisory Committees; however, if there is any problem in them receiving these, I'm sure that if the honourable member would like to refer them to the Frontier office, located here in Winnipeg by the way, there would be no problem at all because the local committees do have this information available to them. If the honourable member would like any specific information in this regard I would be pleased to provide it to her.

**MS. WESTBURY:** I thank the Minister very much for that information on Frontier School Division; I will get the information back to my contacts there and perhaps we will indeed be back to you.

I should point out that my first question was quite unrelated to the second question and did not necessarily refer to Frontier School Division. However, in going back to the first problem that we discussed, the matter of the child who comes from the north and eventually may or may not enroll in a school in the inner city or elsewhere.

Now, the problem is that if the child never enrolls in the second school, that's the ultimate problem — when I was first talking about it I was talking about the records not being sent down — that the ultimate problem is if a child never gets around to enrolling, and I understand it is a bit of a problem here in Winnipeg No. 1. I'm wondering, Mr. Chairperson, if the Minister and the department would consider asking those northern school divisions to report on any records that have not been requested over a period of say a month, more than a month, or two months or any length of time that the Minister decides, and just determine how much of a problem really exists. Possibly if it is an interprovincial problem maybe it's something that needs to be taken up with the Federal Minister of Northern Affairs and see if a tracing — you know, this is just a solution I'm offering off the top of my head — that if you find that there are 30 youngsters whose records have never been requested and they can't be found through one of the departments of the Provincial Government, possibly the Federal Department would have a system of tracing. Otherwise I'm afraid these children get lost to the system and end up in a delinquency situation, which is far more costly socially and economically than the cost of locating the child would be.

That's a suggestion that perhaps the department would be kind enough to follow-up on and perhaps next year if we're all still here we can get a report on what has happened in the interim on that, Mr. Chairperson.

**MR. COSENS:** Mr. Chairman, I'd be prepared to discuss this with the federal people who have responsibilities in this area as well and see if they have any solutions or particular strategies that they would suggest we could follow in this circumstance. Certainly it's a genuine concern and there may well be young people, who as a result of this situation, are not receiving education when they should and at the time they should be receiving it.

**MR. CHAIRMAN:** The Honourable Member for Burrows.

**MR. BEN HANUSCHAK:** Mr. Chairman, I would like to ask the Minister if he could explain his justification for the, oh about a 35 to 40 percent reduction in this appropriation as compared between what is provided for in the current Estimates and that in 1977.

In 1977, Mr. Chairman, when a dollar was worth somewhat more than what it is today, we all know that it's depreciated at the rate of about 10 percent per year, and at that time there was about 300 and some odd thousand provided for salaries under Native Education and more for Other Expenditures. I can go back and check the old Estimates but I just took a very quick glance and the total figure in 1977 for both Salaries and Other Expenditures was \$515,000.00. Now, that's 515,000 1977 dollars; translate that into 1981 dollars and you'll be looking at something in the order of 700,000, and without wishing to transgress the rules of the House, Mr. Chairman, but just getting back to, instead of looking at the total just looking at (d)(1) Salaries, that in itself would seem to indicate that if the level of service of 1977 were to be maintained that the appropriation under this item today should be bordering on \$400,000 or perhaps somewhat in excess of 400,000.00, whereas we see that it's still 333; and then Other Expenditures are considerably lower. But we can deal with that when we come to that item.

But anyway, Mr. Chairman, the point is that there does appear to be a reduction in the amount appropriated for Native Education for the year 1981-82 as compared with what had been assigned for this particular program for this item four years ago. Perhaps the Minister could explain that.

**MR. COSENS:** Mr. Chairman, it's very difficult to start going back four years. In any particular appropriation there is quite often a change in emphasis, are some functions that are performed in a particular section of the department that sometimes are transferred to another section and as a result the appropriation can diminish in that regard. As I remember, and four years ago is quite a while back, there were certain programs that existed under this section that I believe were federally funded, these were to my understanding pilot programs that ceased in 1977 and to my knowledge this in part would explain the dilemma posed by the Member for Burrows.

**MR. HANUSCHAK:** Mr. Chairman, to the best of my recollection the Estimates in 1977 reflected much the same as what they do now, namely, those dollars that the province is responsible for raising, and if there were some particular aspects or some functions within the program the Minister should remember what was transferred out because he was Minister for that entire period of time. Because when I'm talking about the 1977 Estimates I'm talking about the fiscal year 1977-78, and the Minister will recall on October 11, 1977 there was an election and 13 days later he became Minister; about eight or nine days later, not he, but his boss, the First Minister, fired the Deputy Minister of the day, so he will remember that. So, what had happened subsequent to that he should remember very well and —(Interjection)— Yes, Mr. Chairman, I'm addressing myself to this particular item because that fell under the jurisdiction of the then Minister of

Education and the Minister of Education of today, and we're talking about native education. So if there are some facets of the program which have been transferred elsewhere, perhaps the Minister could tell us what they were.

**MR. COSENS:** Not specifically, Mr. Chairman. It's my understanding that some of the functions that had originally been covered by this department now rest within Frontier School Division and are covered by that particular jurisdiction.

**MR. HANUSCHAK:** That's what I ask the Minister. To speed up the consideration of the Estimates, would the Minister then suggest that I contact Frontier School Division to determine those functions or those facets of the program which formerly were lodged within the Department of Education, which were transferred to Frontier? Perhaps Dr. Handley could provide me with that information. Would the Minister suggest that I take that route?

**MR. COSENS:** Well certainly, Mr. Chairman, the member is quite welcome to pursue that route if he wishes. That's open to him I suppose, at any time. Certain programs I mentioned that I believe were under the Federal Government or had been initiated by the Federal Government, expired at that time, and were not continued. I believe the Headstart Program was one of such programs. That is the specific one I can think of. There were certain programs to do with trapping and so on that have been taken over by Frontier School Division and they carry on these traditional individualized education programs as part of their program. These existed within the department before.

I believe the department at that time had particular functions that have now been transferred over to areas such as the Media Branch, that they used to perform at that time. So there has been some transferring to other branches and some transferred to Frontier School Division and in the case of the one program that I remember specifically, it expired I believe in 1977 — I'm sorry I don't remember the exact name of it — and was not continued.

**MR. HANUSCHAK:** . . . without wanting to transgress the rules of the House, but we'll be able to come back to this when we deal with the Minister's Salary, because now it makes it quite apparent to us that the additional dollars that the Minister claims that he has pumped into the education program may not be all that many dollars after all for some school divisions, and Frontier School Division may be one of them; that even if there may appear to be additional dollars that have been allocated to Frontier School Division, but tied in with that Frontier School Division is now assuming direct responsibility for the conduct and administration of a broader range of programs.

However, as I've indicated to you, Mr. Chairman, I do not wish to violate the rules of the house, and we will deal with that, having passed 3.(a), so my only opportunity to deal with that will be when we get to the Minister's Salary and I'll deal with it then.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (d) — pass; (e) Vocational Education, (1) Salaries.

The Honourable Member for Fort Rouge.

**MS. JUNE WESTBURY:** Thank you, Mr. Chairperson. The Minister announced in September, 1980, the establishment of a Cooperative Vocational Education Project, involving high school plus on-job training, to be implemented in September, 1981. We are very interested in the concept and wonder how progress is proceeding, how much money is allocated specifically to this project, how many students it's expected will be involved, and a breakdown of how many it's expected will be involved in the City of Winnipeg and outside of the City of Winnipeg, or perhaps by School Division, Winnipeg No. 1 or outside of Winnipeg No. 1; how many business firms are involved; what specific trades are being taught. That's my first question, Mr. Chairperson.

**MR. COSENS:** Mr. Chairman, I'm very pleased to comment on the Cooperative Vocational Educational Program that will, as the honourable member has mentioned, start this fall on a pilot basis with some 40 students in total being involved, and in two vocational areas, specifically metal machining and mechanical repairs.

Students in five school divisions will be involved in the pilot: Winnipeg No. 1, St. Boniface, St. Vital, Seine River and Fort Garry. It involves two SMYs, amounts to some \$60,000. In that regard the operating expenditures in the pilot program the first year some \$15,000. Mr. Chairman, the Cooperative Vocational Education Program is designed to provide vocational industrial education of a quality comparable to school-based programs, through the use of facilities and expertise of business and industry.

It has two essential purposes, to provide vocational education for students who do not presently have ready access to such opportunities, and to enable them to seek saleable skills and employment opportunities while completing their high school graduation requirements; and second, to strengthen articulation between the school and business industrial communities. To make that transition, Mr. Chairman, from school to work perhaps a bit easier. Sometimes that transition is a very difficult one for many young people.

The student involved in the program will be required to complete the same minimum number of vocational course credits as if he or she had entered a vocational program commencing in grade 10. In this program however, these credits will be concentrated in the grade 12 year, while students will earn eight vocational credits by spending, on average, four days per week in an industrial setting acquiring the skills of that chosen vocational area; as I mentioned earlier, either metal machining or mechanical repairs at this point. They will spend one day per week, Mr. Chairman, attending school to study theory related to those particular vocational areas.

Through this type of preparation, a student will require those required credits and an additional two credits should be earned, I might mention, prior to grade 12 in preparatory course work in career guidance and basic skill areas. Altogether these will complete the minimum courses required for vocational program credit. In other words, students in this program, Mr. Chairman, will, at the end of grade 12 or the third year in high school, end up with

the same number of credits as the student in a comprehensive high school or a vocational high school at the present time. Exactly the same number of credits; some 20 credits are required.

Of course, as I pointed out, the vocational areas selected for this course will be those where there exists an anticipated constant demand for skilled employees. I did mention that it starts this fall in five particular school divisions. The honourable member asked for a list of the businesses or industries that will be opening their doors to this type of training. I don't have that particular list at this time for the honourable member. I can get it. I might tell her that the reception from business and industry has been exceptional, most enthusiastic. Not only have we had tremendous support in that area, I also have to comment we have had tremendous support from the organized labour area as well. They have been most cooperative, most helpful and most encouraging in regard to this particular course.

Mr. Chairman, I could provide more details if the honourable member requires them. This I think, is a very worthwhile move in our educational system, it's another aspect in the educational system; not completely new, because we have had work education in the system for many years, but this now enables the student to complete all of their required credits for vocational education. It also enables them, Mr. Chairman, to complete the first year of apprenticeship. If they choose to write their apprenticeship papers at the end of that year, they then gain one year of apprenticeship credit as well. So not only will they graduate with a grade 12 vocational education, but they as a bonus would also have the first year of their apprenticeship.

**MS. WESTBURY:** Mr. Chairperson, while we're waiting for the list of businesses, could the Minister tell us approximately and for the record, how many firms are involved in the program, that more particularly what trades — I guess you said metal machinery and mechanical repairs are the two trades, is that correct — in a number of different firms?

**MR. COSENS:** Mr. Chairman, I understand it's some 30 firms that will be involved in the training in these two particular areas. Of course we expect that number to increase.

**MS. WESTBURY:** Thank you, Mr. Chairperson. My second comment and question refers to something I brought up last year, and that is the shortage in some of the skilled trades. I can remember particularly last year asking about the tool and dye persons and machinists. Now, Mr. Chairman, can the Minister give us some idea of how many students are now studying for these two trades, of which there is a critical shortage in the province, and what the forecasts are for job opportunities? Is there any study of that type done within the department?

**MR. COSENS:** Mr. Chairman, that would be properly handled under the Community Colleges where we provide the training in those specific trades that the honourable member has mentioned. I would be quite prepared to go into that in some detail at that time.

**MR. CHAIRMAN:** 1. pass; 2. pass . . .

The Honourable Member for Burrows.

**MR. HANUSCHAK:** Mr. Chairman, you will recall that when we were dealing with the previous item, I had asked the Minister to explain the apparent reduction, taking into account the relative purchasing power of the dollar of 1977 as compared with 1981. The Minister did indicate that, well one of the explanations was that some of the facets of the Native Education Program may have been transferred to other programs. Well now looking at vocational education, Mr. Chairman, I find something similar.

Perhaps the Minister could indicate what was transferred out of the Vocational Education Program, because here in 1977 there was a total expenditure of \$217,200; in 1981-82, the Estimates show \$216,900, which in actual dollars is a reduction, not even taking into account the fact that this is four years later and we've lived through four years of inflation. Could the Minister indicate, was there something transferred out of Vocational Education that appears elsewhere, and if there was, could he indicate where it is found?

**MR. COSENS:** Mr. Chairman, the member is quite correct, there has been a transfer from this particular appropriation. The ESL Textbook Grant has been transferred into 3.(a), under Other Grant transfer from this particular appropriation. The ESL Textbook Grant has been transferred into 3.(a) under Other Grants. An area that existed I believe back in 1977 called Vocational Alternatives as well has been transferred into the 3.(a) area where we have enriched the support in the vocational area rather dramatically, Mr. Chairman. So this accounts in part for the difference that the honourable member has alluded to.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (e) — pass; (f) Measurement and Evaluation (1) Salaries — pass — the Honourable Member for Fort Rouge.

**MS. WESTBURY:** Yes, thank you, Mr. Chairperson. I know that some questions were answered on Field Representatives on the 2nd of April. Unfortunately I was unable to ask my questions. I assume that under this division we can ask further questions on field representatives. No we can't?

**MR. COSENS:** Field Services are under 1.(d) on the first page of the Estimates. However, Mr. Chairman, I'm usually very easy to get along with. If the honourable member wants to ask a question on that now I'd entertain it.

**MR. CHAIRMAN:** As a bit of a guidance, I think that we would allow it except that if it's going to get down to something technical it wouldn't be available for the Minister to be able to answer.

The Honourable Member for Fort Rouge.

**MS. WESTBURY:** I accept the fact that it's in the wrong section and if the Minister cannot answer the questions at this point I'll accept that as well. He may be able to answer the questions.

I'm really interested in how these field representatives are working out. When they visited the schools that they visited in the past year were

they invited; we understand they're only supposed to go in when asked presumably by the principal. Was this followed? Can the Minister give us some idea of how many teachers certificates they were responsible for removing last year, or if any field representative in fact was in a situation where he recommended that a teacher's certificate should be lifted. How many school boards received recommendations from field representatives that teachers should be suspended or investigated for possible suspension? And eventually how many teachers last year had their certificates removed and what the process was for removing those certificates.

**MR. COSENS:** Mr. Chairman, I think I can answer those questions for the honourable member without seeking any detailed information. I know that no certificates were removed by field representatives last year. I think that was the main question that she had posed. I think that was perhaps her main concern as well. In fact, Mr. Chairman, without checking, and I can't be completely definitive, but it is a number of years since this has been necessary and as I point out last year only necessary in very extreme situations that I would hope would not happen. But of course if they do we must have someone in place to take care of them.

**MS. WESTBURY:** Mr. Chairperson, last year there was great deal of discussion about how the field representatives became invited into the schools. I would also like to know whether this worked out, whether in fact they only went in on an invitation and if they were kept busy all year responding to these invitations, or whether they spent a considerable amount of time praying for invitations.

**MR. COSENS:** Sorry, Mr. Chairman, I was occupied and did not hear the honourable member's last comment.

**MS. WESTBURY:** I wondered how the invitation system worked. Did they receive engraved invitations, you are cordially invited to come in and check out our teachers. There was a lot of discussion last year on this invitation process that the field representatives were going to operate under. I wondered if it worked out according to expectations, whether they only responded to invitations, as apparently they were intended to do, invitations presumably from the principal. If they got enough invitations to keep them occupied all year or if they were sitting around waiting for invitations to pour in.

**MR. COSENS:** Mr. Chairman, I can tell the honourable member that the demands on their time and requests for their services were more than they were able to supply.

**MR. CHAIRMAN:** The Honourable Member for Burrows.

**MR. HANUSCHAK:** Yes. Could the Minister indicate to us just what it is that he's going to be measuring and evaluating in the forthcoming fiscal year to the extent of 33 percent more than last year. There is about a 33 percent increase . . . well certainly more than a 33 percent increase in salaries and somewhat less than that under Other Expenditures. So it's

proportionately and appears to be quite a significant increase.

**MR. COSENS:** Mr. Chairman, one SMY representing \$33,000 is being added to handle the increased workload caused by the addition of more assessment programs and additional salaries, some 13,000 to cover the annual increase due to the two-year MGEA agreement. As well an additional 38.3 thousand required to cover increased operating costs caused by increasing our assessment programs and of course rising printing costs.

**MR. HANUSCHAK:** Could the Minister just refresh the committee's memories on the role and function of this particular branch because obviously this does not include the field officers, the field representatives or school inspectors, whatever they're called, but this is something else. So just that we'll know what this particular item is all about, could the Minister briefly indicate what it is that the Minister is measuring and evaluating.

**MR. COSENS:** Mr. Chairman, in April of 1978 we established the Measurement and Evaluation Branch to develop and implement a provincial program of learning assessment in the schools of this province, and the current provincial assessment purposes and procedures are based on the recommendations of a Joint Committee on Evaluation that was presented to myself in the spring of 1979.

This is the third year of the provincial Student Assessment Program as it's presently designed. To date we've conducted assessments in Writing, Reading, Science, with Mathematics and Chemistry to be assessed in the spring of 1981; so that we have an initial set of bench marks that have been established. Student performance has been assessed on a number of important objectives, skills in each of these areas. The results are provided for the province as a whole based on 10 percent samples of students at several grade levels.

The overall goal of the program, Mr. Chairman, is to provide information on two subject areas in each school year.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (f) — pass.

Maintenant nous devons parler en française c'est permis de poser votre question en française ci que vous; (g) Bureau de l'Éducation Française (1) Salaries — pass — the Honourable Member for Rossmere.

**MR. SCHROEDER:** I'm sure that whatever was said was well intended but it didn't sound French to me for some reason. I tried to watch part of the hockey game, the Montreal Canadian game and the announcer did sound different, but maybe the dialect in different districts is somewhat different.

Under this particular section I take it this is where the administration of the French Immersion Program comes in and the Minister I'm sure has within the last several weeks received representations from groups interested in the continuation of French immersion, encouraging him to do what he can to reach further agreement with the Secretary of State to provide for more of a long-term agreement between the Federal Government and the Provincial Government so that there will be continued funding

of the programs. I understand that about 10 years ago the first five-year agreement was entered into and there was another five-year agreement which expired last year or maybe the year before. There obviously has been some continuation because the estimate indicates that there will be of a total of \$2,523,000, \$1,420,000 recoverable from the Federal Government.

Parents organizations make the point that so long as this program is funded federally on a year-to-year basis local school divisions become a little bit concerned about initiating any programming. Although notwithstanding that concern I understand that in the last year again we've had an increase of 30 or 40 percent in enrolment in French immersion courses in Manitoba. I also understand that the Minister is one of the five people involved as a delegate from the Canadian Minister of Education Committee, CMEC who are to be discussing this issue of further agreements with the Secretary of State's Department. I'm just wondering how they are making out with agreement renewals to ensure long-term funding of this program. The reason we're concerned is that in this country people keep saying that we should be moving toward bilingualism and we all recognize that the only way we're going to do that is through the school system. There is very few adults who are prepared if they are unilingual learn either the English or the French language whatever it is. If you don't get it in the school system you're not going to get it later on. So how are you progressing.

**MR. COSENS:** Mr. Chairman, the Member for Rossmere is quite correct. The Council of Ministers of Education Canada have been negotiating with the Secretary of State on this matter for some time now and we feel as of our latest negotiations that we are making some headway. The Secretary of State in reflecting the federal position is very concerned that provinces are able to establish their additional costs quite clearly. That has been something that has created a bit of a problem, not a problem for our province, Mr. Chairman, because we feel that we can do that — we have done it and we can continue to do it and present those figures that certainly justify the need for that particular funding. It will may be a problem in certain other provinces.

However I can assure the honourable member and those who have an interest in this particular area that we have some assurance at this date from the Secretary of State that the funding will continue, and under the new guidelines that we will receive as much funding as we have received in the past. In other words, we at one time feared we might be looking at some rather severe cuts in federal funding in this regard. I don't think we're going to feel them to the extent that we at one time anticipated. Certainly they have told us and I'm sure they are going to stand by it, that they are not going to provide maintenance funding to the provinces; they will still remain in the developmental area. But they have certainly taken the position and I imagine will stick with that position of cutting back on maintenance funding. In other words for programs that have been established for some time they are prepared to stay in the developmental area.

As a result, Mr. Chairman, with so many of our programs particularly in the immersion area, being in that developmental stage, we are not going to suffer

unduly at this point. I can only say to the honourable member that should that happen then, of course, the burden will fall on the province and I can only give the commitment to those who have children in the program that the province would not see the program flounder as a result of the Federal Government withdrawing from what we feel is its obligation. After all, it started in the program, it said it would provide those supports; for it to withdraw from the program we feel would be certainly an abdication of its responsibility if it feels it is a partner in the support of bilingualism in this country.

**MR. CHAIRMAN:** The Honourable Member for Rossmere.

**MR. SCHROEDER:** Mr. Chairman, I thank the Minister for that answer. He indicates that where there is a program being developed the Federal Government is assisting, but am I correct in understanding that it doesn't provide any kind of a maintenance grant. If it does that, if it doesn't provide a maintenance grant, I'm thinking for instance my own school division is currently in the process of establishing a French Immersion Program for Kindergarten and Grade 1. Together with that program they are providing bussing inside the division. Now that it would seem to me will always be an extra expense of this type of program. If you don't provide the bussing, you don't provide the program to anyone other than at least a middle-class, two-parent family. You don't provide the bussing to those who are in the lower economic stratum and therefore in my division, as in many others, inside the division bussing is occurring and I certainly am happy with that. But when the Minister indicates that there is no funding to maintain the program, I'm just wondering whether he's including in that no-funding statement that the Federal Government is not providing funding for the added costs of bussing. Also, does the Provincial Government provide extra funds for the added costs of bussing within school divisions?

**MR. COSENS:** Not specifically, Mr. Chairman. Divisions, of course, that are involved in these programs do receive additional moneys as a result of having the programs. I suppose some of these moneys one might expect would be directed towards those costs of transportation.

**MR. SCHROEDER:** Could the Minister describe how those funds are allocated? For instance, if you have a new program starting at Kindergarten with, say, 22 kids and a Grade 1 program with another 20 kids and obviously you will require at least two classroom teachers, what is the process? How does the department determine what kind of money is paid to that division because it has this new program as opposed to just having these kids in a regular program?

**MR. COSENS:** Mr. Chairman, it's really not a very involved matter. It's just a matter of the school division reporting the number of students involved in the particular course and, of course, our French Bureau would be well aware of the course being established. I'm sure they would be part of the establishment process having been consulted. The

school division would then send in an accounting of the number of students involved in the course and would receive grants accordingly.

**MR. SCHROEDER:** Thank you, Mr. Chairman. Could the Minister then tell me how much more the grant is per pupil for this program than for other programs?

**MR. COSENS:** Mr. Chairman, I think the member understands that all students receive the same grants under the Education Support Program, all students in the province. Those who are taking French receive additional funding under this particular provision as follows: It has two components, the development component would allot some \$357 per full-time equivalent student at the elementary level which is K to 9, and \$81.50 per student credit at the secondary level, 10 to 12. That's in the developmental area. In the maintenance area it amounts to some \$190 per full-time equivalent and \$35.60 per student credit at the high-school level, 10 to 12. A full-time equivalent of course is a student taking 75 percent of his instructional time in the French language. I hope that clarifies that particular aspect for the honourable member.

**MR. SCHROEDER:** Just one other question on that area. What percentage of the funds provided to the school divisions in this way come from the Federal Government or are recovered from the Federal Government by the Provincial Government? What percentage actually comes out of the Provincial Treasury?

**MR. COSENS:** Mr. Chairman, we disperse some \$2.9 million in this particular area and recover some \$2.1 million.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (3) — pass — the Honourable Member for Burrows.

**MR. HANUSCHAK:** I note the Item (3) is Bilingual Agreements, which is shown as a separate item. Could the Minister indicate the number of years that this has been in effect?

**MR. COSENS:** It's my understanding, Mr. Chairman, they've been in effect since 1975.

**MR. CHAIRMAN:** (3) — pass; (g) — pass; (h) Manitoba School for the Deaf. I would at this point offer to any of the honourable members, if they care to pose their questions in American sign language, I would be prepared to accept the questions in American sign language, just to show you how talented your Chairman is.

**MR. HANUSCHAK:** What is that again?

**MR. CHAIRMAN:** Thank you, the Honourable Member for Fort Rouge.

**MS. WESTBURY:** I'd be proud to ask my questions in American sign language if I could, Mr. Chairperson, and if you can understand it, I am proud to congratulate you on your facility in a number, it appears, of languages.

**MR. CHAIRMAN:** Thank you.

**MS. WESTBURY:** I'm not even prepared to take you on in French yet, let alone in sign language. Mr. Chairperson, earlier in the Session I addressed a number of questions on the School for the Deaf to the Minister and he referred me to his Estimates, so here we are. My first question was whether the department has a definition of deafness, which they apply to children in the school system in Manitoba and how this is broken down by categories, please?

**MR. COSENS:** Mr. Chairman, I understand that we do have guidelines that distinguish between the profoundly deaf and different grades of deafness from that point. If the member wants the particular decibels and so on, I don't have them right at hand but I will get those for her perhaps tomorrow if that's all right with the honourable member.

**MS. WESTBURY:** Principally I'm concerned, Mr. Chairperson, with how the definition is applied within the individual schools or within individual school divisions and how the assessment is made; how the definition is applied and how the child is assessed according to the grade of deafness; the degree of deafness, within the school division? Is the child brought into Winnipeg for assessment or do people go out to the school divisions and grade the children according to their degree of deafness? Also, having answered that, would the Minister tell us how many deaf children there are in the school system in Manitoba?

**MR. COSENS:** Mr. Chairman, I understand that the testing is always done by professionals in the final analysis. It may be done by aides, who have been trained in the initial stage and if they detect some problem, then they call in the professionals for the more refined testing aspect. It can also be done at the Manitoba School for the Deaf at regular testing centres through the province established by the Department of Health and by the SCCA. Now as to the total numbers in the province, Mr. Chairman, that will take a minute for us to compile that particular information. I can tell the honourable member that we have approximately 120 at the School for the Deaf this year but, of course, we have many others throughout the school system and I will get that figure for her as we move through the Estimates.

**MS. WESTBURY:** Mr. Chairperson, I would appreciate hearing from the Minister how much training the staff at the Manitoba School for the Deaf, what kind of training do they have to prepare them for the work that they are doing, please, and I'm talking about the teachers at the School for the Deaf?

**MR. COSENS:** Mr. Chairman, that varies, of course, with the individual. Some have been trained in Canadian provinces; some have received their training in the United States at schools that really are dedicated to that specific type of training. They all have teacher certification plus at least one year of training in the care and teaching of the deaf, or more, Mr. Chairman, at least one year minimum.

**MS. WESTBURY:** Mr. Chairperson, studies in the United States and Canada indicate that about 20 percent or more of deaf children have emotional

problems. Would the Minister tell us whether there are any psychiatrists or psychologists, residents, full time working at the School for the Deaf?

**MR. COSENS:** No, Mr. Chairman, we have resident nurses at the School for the Deaf, but we rely on the Society for Crippled Children and Adults to provide the type of services that the honourable member mentions.

**MS. WESTBURY:** Well, does the Society provide psychiatrists or psychologists to do assessments of the emotional needs of the children on a regular basis? Do they come in or are they referred? On the discovery of a problem, are they referred then to the Society for Crippled Children and Adults? I think the Minister is ready to answer.

**MR. COSENS:** Yes, they do, Mr. Chairman, and we also hire on a fee-for-basis qualified medical people to provide that service as well.

**MR. CHAIRMAN:** The Honourable Member for Burrows.

**MR. HANUSCHAK:** Yes, Mr. Chairman, the Honourable Member for Fort Rouge asked for the number of deaf children in Manitoba, and I presume the entire school system, I would hope that the Minister would give us the figure of those who can't hear and will not include those who won't hear, because there are also those in the school system and those of us who have taught school know that they are there. (Interjection)— I think that the Honourable Minister got verification of that in his own back bench.

Mr. Chairman, this item of \$1.8 million or \$1.5 for Salaries which we are dealing with now, these are expenditures strictly related to the operations of the School of the Deaf? Am I correct in that?

**MR. COSENS:** As well, Mr. Chairman, there are two off-campus classes at Grosvenor School and I believe the other is at Gordon Bell, just Grosvenor, pardon me. And, of course, the School for the Deaf also provides I believe it's two meals a day to the Youth Centre.

**MR. HANUSCHAK:** The reason why I was asking that is because I think that I heard the Minister mention the enrolment at the School for the Deaf is —(Interjection)— 123 and \$1.8 million, so you're looking at an expenditure of about \$15,000 per pupil. However, in the light of what the Minister has just said, obviously the per pupil expenditure at the School for the Deaf must be something less than that because that \$1.8 million also includes a range of other services which the Minister has just mentioned.

Well, I'd like to ask the Minister two questions, on the basis of the Minister's surveys of deaf children in the province, what is his projected enrolment for the School for the Deaf for the next four or five years or as far in advance as he is able to predict? That's question no. 1. No. 2 — how do the per pupil expenditures at our School for the Deaf compare with expenditures at other similar institutions in other parts of Canada or the United States, and I realize that this is becoming rather difficult to compare, but

if the Minister is able to offer some comparative analysis of the two, I'd appreciate it.

**MR. COSENS:** Well, Mr. Chairman, I can't give him that definitive analysis at this time, I understand that we compare rather favourably, but I think the honourable member wants something more specific than that and it would take some time to get him that information. If he really wants it, then I can ask our people to attempt to provide it.

The other question, of course, about the anticipated enrolment, I'm informed that the enrolment will be declining in the next two or three years, Mr. Chairman, and I'm quite pleased to be able to announce that. Apparently during the mid '60s we did have more young people born with problems in hearing due to an outbreak of rubella at that time and thankfully we've not had a repeat of that and will be seeing a decline in the number of young people with serious problems in hearing.

**MR. CHAIRMAN:** (1) — pass. The Honourable Member for Fort Rouge.

**MS. WESTBURY:** Mr. Chairperson, one of the concerns that we have is that not only, as we've been told, are there no psychiatrists or psychologists on the staff at the School for the Deaf, they are referred to the Society for Crippled Children and Adults, but there are no psychiatrists or psychologists on the staff at the residence, which is the same facility as the deaf, and in fact this whole business of the staffing problem there, which relates to the children who go to the School for the Deaf as well, is one over which a number of people are expressing a concern. I'm not sure if this comes under the aegis of this Minister at all or not or whether I should be referring these somewhere else, but I would be interested in hearing whether the Minister can tell us why it is not considered sufficiently important in view of the large percentage of children of emotional problems in deaf children which have been established through the studies to which I referred earlier. If he can tell us why it is not considered sufficiently important for all of the people who are visiting that facility whether the school or the residence continually, to have some sort of psychological or psychiatric assistance on duty at that particular building?

**MR. COSENS:** Mr. Chairman, I mentioned earlier that the total enrolment is some 123, of course not all of these students fall in the category of requiring that type of assistance. It is quite true that there would be certain individuals who would, and as I mentioned earlier we do hire on a fee-for-service professional help to certainly provide treatment for those who require it. So, it is not really apparent to us that there is a lack of service, certainly we don't have people standing by waiting for something to happen that would require treatment right away, but we can call on the services of professional people as is required. I have some problem in seeing that there is a serious deficiency in service in this regard at all, however, the honourable member may take issue with that point.

**MR. CHAIRMAN:** The Honourable Member for Burrows.

**MR. HANUSCHAK:** Mr. Chairman, in view of the fact that the Minister has indicated that the prediction is that the enrolment of the School for the Deaf will likely decline in the years to come, I ask the Minister what his plans are for the future if the enrolment should decline, and for the sake of argument let's say that it should decline to 75 or 80 pupils and would appear to sort of taper off or level off at that level, would it be the Minister's intention to continue operating the School for the Deaf at the existing location or provide some other facility for them and convert the use of the School for the Deaf to some other purpose? The reason why I'm asking the Minister that, I'm sure the Minister is just as familiar with the physical lay of the land over there as I am, I'm not sure whether he was a student there? He was. Then he shouldn't be all that familiar with the top two floors because those were the women's residents, I'd like to remind the Minister, or maybe he too found his way up there on occasion. (Interjection)— That was a fun year.

As I have said the Minister is quite familiar with the physical layout there. Now, it may be that to operate a School for the Deaf take into account the fact that you're working with smaller classes, take into account the fact that you probably need additional equipment to work with them, electronic equipment, whatever, which takes up space that you may need all of that space.

But I really don't know, I'm speaking as a layman. Mr. Chairman, but maybe, you know, the utilization of the present space can be justified for 120 pupils but if the enrolment should drop and I think of the structure of the main building, the classrooms, and the rooms over top and then the old dining hall, there are rooms over top of it and then over the past couple of decades the dining hall building and the main building were joined by, you know, there is a structure in between, the enclosed passageway and I can't recall what the rooms off it are used for, but I believe there are some meeting rooms or something, and of course there is the old hangar that is used as a gym. I think it's still used as a gym for the students. I believe those are about the only buildings that are used for the School for the Deaf. Most of the old-age huts, when it was no. 3 wireless, were demolished and I think one or two have been taken over by the Department of Public Works or the city or somebody. But anyway, the physical space that is utilized appears to be quite substantial and even though there may be ample justification for the use of it for the present enrolment, but my question is, if the enrolment should decline, is the Minister thinking in terms of continuing using that facility or if it should drop below a certain point, would he then think in terms of relocating the school elsewhere?

**MR. COSENS:** Mr. Chairman, I think that's probably a valid consideration although we are not looking at dramatic drops. It will be a very gradual decline and certainly some Minister of Education at some time in the future may have to look at that very seriously, but I only mention to the Member for Burrows that we also have some other plans for utilization of the space in that particular location and I think I alluded briefly to them in my introductory remarks. We are looking at a diagnostic centre for children with learning disabilities that would utilize at least some of that space as well and would probably solve some of

the problem that the Member for Burrows sees, or at least he suggests there may be some underutilization.

**MR. CHAIRMAN:** (1) — pass; (2) — pass; (h) — pass; (j) Child Development and Support Services (1) Salaries — pass — the Honourable Member for Fort Rouge.

**MS. WESTBURY:** Mr. Chairperson, I was wondering if we could have a breakdown of the expenditure for learning disabilities and the number of students in Manitoba suffering from specific disabilities, a breakdown of that please, and not only the numbers, but the amount of money allocated to specific learning disabilities?

**MR. COSENS:** Mr. Chairman, I don't have that particular breakdown at this time. I'm not sure it exists in my department for every type of disability. It will vary for some that have been identified. When we move into the area of the learning disability, the definition becomes a difficult problem and in some cases the money is being allocated, I suppose, on a special needs basis but not necessarily being identified as a learning disability. It's being identified as a handicap and so I don't have that particular breakdown that she requests at this time, Mr. Chairman.

**MS. WESTBURY:** Would the Minister tell us if the MACLD Lions Centre is funded under this particular line, the Manitoba Association of Children with Learning Disabilities Lions Centre at Preston Street, please?

**MR. COSENS:** No, Mr. Chairman, I have to report to the member that the Lions Centre has not been funded at any time by my department.

**MS. WESTBURY:** I wonder if the Minister knows whether it receives provincial funds at all? It was our understanding that it is provincially funded and that it was funded out of the Education Department. If he can help me I'd appreciate it.

**MR. COSENS:** Mr. Chairman, again without having the figures in front of me, I can tell the honourable member that the funding for that particular centre is derived from Winnipeg School Division No. 1 and also from some other school divisions, although Winnipeg School Division No. 1 is one of the main contributors, as well as the Lions organization, but as far as government funding, it has not been provided to this date.

**MS. WESTBURY:** Well, Mr. Chairperson, we hear of great benefits being provided by this centre and apparently they have very long waiting lists, and I wonder if the Minister would look at the possibility of establishing a second one, perhaps in another part of Manitoba. I understand they've been asking for one in Brandon.

Is the department looking at being the instigator, the initiator for a second centre similar to the MACLD Lions Centre as I said in another part of town, remembering, Mr. Chairman, what has been said by people active in the field in Winnipeg that in treating learning disabilities for each year that passes

before a child is discovered to have a disability, it costs twice as much to achieve half as much. The importance of early detection, the Minister has stated that he hopes to have an early detection unit in the School for the Deaf, a facility in the not too distant future. In the meantime, what precisely is being planned? He has an answer. Thank you.

**MR. COSENS:** Mr. Chairman, I'm very pleased to have the opportunity to perhaps clarify this particular point. The Diagnostic Support Centre, that we are in the process of putting in place at the School for Deaf now, is a support service that is designed to assist school divisions in developing programs that will maximize the learning opportunity of students who have extreme learning disabilities. So I think in part that is answering what the Member for Fort Rouge is inquiring about at this time. This is a learning disability diagnostic centre and remedial centre, so it will be looking at learning disabilities or learning problems particularly for students from the rural areas of this province, those who have extreme learning disabilities or learning problems. It'll assist school divisions in identifying specific techniques, resources and programs that a student will require. We'll be working very closely with the divisional staff and support personnel in those divisions to make these available to the students within their particular system. Again I reiterate that it will be geared mainly to provide services to students from rural Manitoba. It will be staffed, Mr. Chairman, with a co-ordinator, a psychologist and learning specialists and these professionals will work co-operatively with school personnel and existing support persons to diagnose problems and develop programs at the school division level.

Where intensive diagnosis and program development, program evaluation are required, Mr. Chairman, students will be able to attend the centre. It has a residential aspect as the member realizes. While students are at the centre they'll be thoroughly assessed and programs will be developed and evaluated for them. We might expect that a student would stay in Winnipeg for approximately three weeks, although a longer diagnostic period may be required for some students. As I've mentioned they have the residence facility available to them free of charge. Parents and teachers of these students, who are attending the Diagnostic Centre, will also be encouraged to visit so that they can meet with our staff, discuss the child's program, familiarize themselves with his or her program, work with the student on that new program. I think that's one of the strongest aspects of the centre as I see it, Mr. Chairman, that there will be that close liaison between the child, the parent and the child's teacher. So that the child does not just come to the centre, be diagnosed, receive a program that works very well while he's at the centre, then goes back to his home school and falls into his old problems again. We will do everything in our power to make sure that the receiving teacher, his home teacher, has those supports that will enable the program of remediation to carry on. As I've said we'll be working very co-operatively with the school personnel and the special ed support people in the school divisions.

So, Mr. Chairman, I'm very pleased about this new development. I think it was long overdue in this province and certainly will address the problems that

are being encountered by some young people who do have very severe learning disabilities.

**MS. WESTBURY:** Mr. Chairperson, what is the department doing to encourage screening of pre-school aged children? Also I understand that they're training teachers so that they can help with treatment, but are they providing in-service or other training for teachers so that they can recognize the symptoms of learning disabilities before the actual diagnosis has been made? How is training being incorporated into training of new teachers, so that they can recognize the symptoms, Mr. Chairperson?

**MR. COSENS:** Mr. Chairman, the early identification and intervention aspect is one that we are concentrating on at this time. Seven workshops were held for Kindergarten and Grade 1 teachers in the urban and rural areas as negotiated with individual school divisions who expressed an interest in developing a program during the year. We intend to carry on that particular program of in-servicing those teachers in the elementary grades who receive these young people. We're concerned about identifying these problems very early in the child's school life and having identified them then providing remediation.

We've also, as I've mentioned, are piloting three pilot early identification projects in school divisions this year to hopefully intentionally develop a good model for this identification process, Mr. Chairman. We find in looking across this country, and in fact looking in North America, that it is difficult to find the model that we feel is satisfactory for our purposes and for the purposes of the young people who have needs in this area. So we are hoping, by piloting in three or more school divisions, to be able to develop a model that is Manitoban, is effective and will do the job for those young people who have needs in our communities.

**MS. WESTBURY:** I don't think the Minister answered my question on training of new student teachers, the people in the Faculty of Education. Are there courses, are they being trained in identification?

**MR. COSENS:** Mr. Chairman, I could probably answer that one by saying that they are receiving some training, probably not enough in that regard. Those who will be working most closely with young people with special needs, I believe, are taking extra courses or taking optional courses so that they do receive what I would consider and I think what most people would consider adequate training. But all trainees, all student teachers are not required to take those courses and as a result perhaps are receiving only a minimum amount of training in that regard. That's why we have intensified our in-servicing of those people already in the field and in the classrooms to attempt to make up that deficiency that I have to admit I think does exist. After all it is only in recent years that we have become that conscious of a responsibility in this area. I think that's reflected in the fact that people who passed through the training system some years ago did not receive any specific courses. So I would have to say in all honesty and frankness to the honourable member that there's probably not enough training

being provided in that area for all student teachers, but for those who intend to go into special education areas certainly there are optional courses that they can take and do take. It's something that we have been discussing with the Faculty of Education and I know that they are looking at ways and means of increasing the amount of instruction in this particular area.

**MR. CHAIRMAN:** (1) pass; (2) — pass; (j) — pass; (k) Instructional Media Services (1) — pass; (2) — pass; (k) — pass; (l) Correspondence Branch (1) Salaries — pass; (2) — pass; (l) — pass; (m) Student Aid (1) — Salaries.

**MR. COSENS:** I move that committee rise.

**MR. CHAIRMAN:** Committee rise. Call in the Speaker.

### IN SESSION

**MR. SPEAKER:** The Honourable Member for Radisson.

**MR. KOVNATS:** Mr. Speaker, I beg to move, seconded by the Honourable Member for Dauphin that the report of Committee be received.

**MOTION presented and carried.**

**MR. SPEAKER:** The Honourable Acting Government House Leader.

**MR. COSENS:** Mr. Speaker, I move that the House do now adjourn, seconded by the Minister of Cultural and Historical Resources.

**MOTION presented and carried** and the House accordingly adjourned and stands adjourned until 10:00 a.m. tomorrow morning (Friday).