

THE LEGISLATIVE ASSEMBLY OF MANITOBA  
8:00 o'clock, Tuesday, June 8, 1971

MR. SPEAKER: The Honourable the House Leader.

MR. GREEN: Mr. Speaker, would you call Bill 36, please.

MR. SPEAKER: On the proposed motion of the Honourable Minister of Finance. The Honourable Member for Sturgeon Creek.

MR. GREEN: Mr. Speaker, I'd like to call the resolution of the Honourable Minister of Labour, standing in the name of the Honourable Member for Rhineland.

MR. SPEAKER: On the proposed motion of the Honourable Minister of Labour. The Honourable Member for Rhineland.

MR. GREEN: Mr. Speaker, I did indicate to the honourable member that I would be calling this matter. We wish to proceed. Well, Mr. Speaker, there's a chance that we can come out of committee a few minutes early to call that item. If I don't call it now, then I would be able to call it after we come out of committee, I take it. So I'd like to have the Supply motion.

MR. SPEAKER: The Honourable the Attorney-General.

MR. MACKLING: Mr. Speaker, I move, seconded by the Honourable Minister of Mines and Natural Resources, that Mr. Speaker do now leave the Chair and the House resolve itself into committee to consider of the Supply to be granted to Her Majesty.

MR. SPEAKER presented the motion and after a voice vote declared the motion carried and the House resolved itself into Committee of Supply with the Honourable Member for Logan in the Chair.

COMMITTEE OF SUPPLY

MR. CHAIRMAN: The Estimates of the Department of Youth and Education, Resolution 104(a). The Honourable Member for Birtle-Russell.

MR. GRAHAM: Thank you very much, Mr. Chairman. When the Minister introduced his Estimates last evening many of the things that the Minister spoke about I think that I, as a member, can basically agree with, but, Mr. Chairman, there's a difference between speaking about things and doing something about them.

One of the things that struck me, Mr. Chairman, about the Minister's preparation for the Education Estimates was the fact that he graciously consented to an interview with the press in time for the weekend edition of The Tribune, and I wonder if the Minister did this to try and give an indication to the people of the Province of Manitoba, as well as to members of the Legislature, sort of a tip-off of what he was attempting to do and in fact planned on doing when he introduced his Estimates to the House. I believe that the interpretation given by the press to some of the comments of the Minister are maybe not in fact in keeping with the intention of the Minister, and when the press reports that education is no longer a sacred cow, I don't think the Minister intended to compare education to cows. I for one believe that the Minister does know more about education than he does about cows, and sacred cows are not something that are too familiar in this country of ours.

The fact that education by itself is undergoing changes and the Minister talked about "exciting changes" in education, I for one don't see the great excitement that he anticipates in that field. The press reports of today covering his speech last night talked about the new thrust in community involvement in the field of education is remarkably descriptive of the Parent-Teachers Association and the activities of that group which have been going on for quite some time, and I say that the Minister is to be congratulated for recognizing them, but I don't think that the activities of that group are what the Minister actually had in mind. I think probably he was talking about an experiment that is going on in my particular constituency when they appointed a Mr. Joe Lachdal as a supervisor or co-ordinator, or whatever you want to call it, of community activity. I'm sure that the Minister is just as familiar as I am with some of the programs that have taken place in that part of this province, some with a good deal of success, some with a limited degree of success, but all in all, Mr. Chairman, I think that the program has shown sufficient merit to, in my estimation anyway, be given a further trial period before a full-scale thrust is made in that direction.

Mr. Chairman, in this House we have quite a few members who have been actively involved in the field of education, some as teachers, some as professors and some in the school administration field of school trustees - and my learned friend to the right here tells me, and

(MR. GRAHAM cont'd.) . . . . principals. We also have many in this House who have been involved in the educational field as parents of students, and I would say that to one degree or another there are very few people in the Province of Manitoba who are not expressing some interest of some kind or another in education of our children, many of whom are expressing their own personal views, a few are expressing the general views, and quite frankly, Mr. Chairman, I don't find too many who are really attempting to provide directional views.

I think I should first state, Mr. Chairman, that in the field of education we have for many years subscribed to the philosophy that a child is entitled to an education; in fact we have made it compulsory to a certain level for many years in both this province and other jurisdictions in Canada. We regard it as a right of every child to have some degree of education. We make it compulsory up to a limited degree; it becomes optional after that and in the higher educational field it becomes desirable. Up to a point, Mr. Chairman, the State has provided the facilities and the opportunity for children to partake in this great endeavour, but I suggest to you, Mr. Chairman, that there is a point somewhere along the line in the field of education where the responsibility of the state is phased out and the responsibility of the individual towards his own education becomes paramount.

In some parts of our North American continent we have carried the post secondary field of education to the point where we have provided free universities, university education for almost anyone who can qualify and has the desire, but, Mr. Chairman, I suggest that actions such as this are the marks of an affluent society and I don't honestly know, Mr. Chairman, if we in Manitoba are in fact an affluent society. It's been stated by other people that here in Manitoba we have to run just as hard as we can to keep pace with others, and in fact stand still in our pecking order in society. Mr. Chairman, if through adverse circumstances, economic conditions or otherwise this province goes through two or three years of economic stagnation, then we fall behind and we have to start reassessing our priorities in the spending of our dollars, especially the taxpayers' dollars.

There are some people, Mr. Chairman, who firmly believe it is only those in government that have the right and the knowledge to know how best you can in fact spend your own dollars. But then there are others of course who believe that the dollar that the individual earns, he should also have the responsibility of establishing how he spends them. And this fundamentally, Mr. Chairman, becomes the basis for political argument and in fact the formation of political parties. However, Mr. Chairman, in the formation of political parties and the expression of divergent views in how we in fact accomplish the end, I think it's only fair to say that the end result of any political party is remarkably similar. We may go about it in different ways but I'm sure that we're all striving for the same ultimate goal, and the way we achieve that goal becomes the basis for political difference and in fact expression of political views and political parties.

There are some, Mr. Chairman, who state that it is the express purpose of a political party to lead, not wait for the people to tell them what they want but in fact tell people what is good for them, what is not good for them and what they are going to do for the people. There are others of course who feel that it is the express purpose of government to provide for people only those services that people by themselves are not able to provide. In the field of education we find that there are divergent views and there is room for political difference. It is my belief, Mr. Chairman, as an individual, that there is an obligation on the part of the State to provide education for a child up to a certain point, and from that point on the obligation of the student towards his own education is his own responsibility.

If we are to continue placing education as the top priority in the taxpayer's dollar - and already it accounts for one-third of the expenditure of the taxpayer's dollar - I suggest, Mr. Chairman, that we may in fact be taking from the individual probably one of his greatest prizes, and that is his opportunity to provide for himself. It has been my experience, Mr. Chairman, that things that are handed out are not highly cherished. This has been expressed in various ways, and it was expressed in the Tribune of last Saturday in a headline which said that "Campus Growth Is Up, but Productivity Is Down."

And what does that mean, Mr. Chairman? I could suggest to you it means several things. I can suggest that the ease that we have given, and the great assistance that we have provided in the post secondary field is really not truly appreciated by those students. And I can also suggest, Mr. Chairman, that if they had to provide for themselves to a greater degree I would think that they would be more appreciative of the end result in their educational process,

(MR. GRAHAM cont'd.) . . . . . and in fact the productivity of the finished product of the university might be greatly enhanced.

We have seen for years, Mr. Chairman, an expression of opinion by the economic community of this world, or the business community of this world, some apprehension about the method of education that has been taking place, and I must say, Mr. Chairman, that we have turned deaf ears to those who have been issuing that form of criticism. The business community has in essence told us that if we would leave the post secondary education in their hands, not necessarily entirely, but if they were allowed to make their contribution to post secondary education a direct one by taking a Grade 12 student and training him in the manner that they would like him to be trained, the net result would be a person who would make a better citizen and who in fact would be better qualified to take his place in society than if they had to take a student who had gone through the post secondary university education and then gone into the same field where the industry would in fact have to untrain him to some extent before they could retrain him for the particular job that they require. This would suggest, Mr. Chairman, that there is probably a wastage in the post secondary field of education.

I brought this matter to the attention of the House I believe a year or two years ago on an economic study that was done at Carleton University, and the results of that study showed that basically the Canadian taxpayer was getting 50 cents return on every dollar he was spending on the post secondary field of education. I don't know whether the study embraced all fields of post secondary education or whether it was referring specifically to the university fields. My memory is not all that good, and I have not got the notes in front of me on that particular item.

We've also seen, Mr. Chairman a concern expressed by the governors of the various universities of Canada when they met in Manitoba here last year - and again I'm speaking from memory and the figures I quote may not be entirely accurate - but if I remember correctly, Mr. Chairman, they stated that the total cost to the Canadian taxpayer in the last fiscal year, the sum total of all the universities in Canada was something like 1.4 billion dollars, and their projected cost by 1975 was something like 4-1/2 to 5 billion dollars, which is over a 300 per cent increase. Mr. Chairman, I think this in itself is cause for concern. The rising costs of post secondary education, particularly in the university and college fields, is fantastic. The enrolment is not, surprisingly, increasing at the rate that was anticipated, and I believe it was expressed by the President of the University of Manitoba last year that there was a slight decline, not an actual decline but the anticipated rise in enrolment at the university was not as great as they had expected.

We see university students every day, Mr. Chairman, who are on the highways and byways of our country, some of them by choice, some by necessity, when they say that they are unable to obtain employment, and I would suggest, Mr. Chairman, that this is sufficient cause by itself to consider seriously a re-thinking of the direction that we're heading in the field of post secondary education.

I believe, Mr. Chairman, that it was pointed out last year that out of some 170 or 190 Ph.D's in the City of Toronto there was something like 91 who had not found suitable employment; and it was also expressed at that same time, Mr. Chairman, that the cost to the Canadian taxpayer of educating one Ph.D. in that city was somewhere in the neighbourhood of \$140,000. I would suggest, Mr. Chairman, that if that is the type of expenditure that is being made from the public purse and we find that one-third to one-half of those people are not suitably employed, that this by itself is cause for serious reconsideration of our thinking in the field of post secondary education.

Mr. Chairman, when both daily papers in the Province of Manitoba have published articles, and not single articles but numerous articles dealing with the problems and the stumbling and bumbling around for direction that we are getting in education, it makes me wonder, Mr. Chairman, how one little MLA or even 57 little MLA's can really cope with the problem.

Mr. Chairman, I realize that in the past there has been a procedure which to various degrees has been acceptable, that when really nobody knows the answers to problems they appoint a Royal Commission. I wouldn't suggest, Mr. Chairman, for a minute that this is the proper answer, because we have had reports, we've had the opportunity to study reports that have been commissioned in other provinces, and we have educators in this field or in this province who are only too anxious to provide us with suggestions, but I would suggest, Mr. Chairman, that if we have this material available that we study it carefully and make our decisions accordingly.

(MR. GRAHAM cont'd.)

Basically, I agree with the headlines that were carried in last Saturday's Tribune where they said that education is no longer a sacred cow, but I would like to qualify it, Mr. Chairman, and feel that it should only deal with the post secondary field.

The primary or public school system is essential. I think that the emphasis that we have tended to shift to the post secondary field is questionable, and I would suggest, Mr. Chairman, that we put greater emphasis in the public and secondary school educational system, especially in the light of the current economic situation. I realize when I say that, Mr. Chairman, that this may be termed by some as being a short-term viewpoint, but I would ask you, Mr. Chairman, to consider it not as a short-term viewpoint. I used the argument of the economic situation and maybe I shouldn't have used it at all, because I think we have to look at a long-term goal and the economy of today can easily change, but with the change in the economy the problem doesn't disappear, it just becomes less severe, and all we do with an increase or a change, an upward change in the economy, all we do is tend to sweep under the mat or postpone a decision to a later date.

Mr. Chairman, it's also customary in this House that when a person is dissatisfied with the actions of a Minister that from time to time there has been motions made to reduce the Minister's salary. Mr. Chairman, rather than reduce the Minister's salary, I would far sooner reduce the Minister's appropriation. I believe, Mr. Chairman, that \$179,000,000, which the Minister states in here is his appropriation for education, but according to the Minister of Finance it's actually \$191,000,000, and I would suggest, Mr. Chairman, that this is an excessive amount in relationship to the availability of the taxpayer's dollar in the Province of Manitoba at the present time.

I realize, Mr. Chairman, that it is very irregular for a member to probably suggest such things as these, but I believe it's in the interests of the Manitoba citizen, the Manitoba taxpayer and in the interest of the student himself, because I suggest, Mr. Chairman, that the education that a student works diligently for and spends his own hard-earned dollars for, will be of greater benefit to him at a later date than the one that is easily accomplished.

The Minister has told us that he would deal with the university grants at a separate time in his Estimates and I look forward eagerly to some of the suggestions that the Minister will make at that time. But at this particular time, Mr. Chairman, I think it's sufficient to say that I as one member of this House have offered two or three suggestions to the Minister and suggested that we re-think our directions in education, and I sincerely hope that the Minister will take what I have said and consider it as a serious proposal of a concerned taxpayer in the Province of Manitoba.

MR. CHAIRMAN: Resolution 104(a) - Minister's compensation. The Honourable Member for Assiniboia.

MR. PATRICK: Mr. Chairman, I just have a few points that I wish to raise and I will not be too long.

The first point that I wish to raise to the Minister is in connection with children that have defective hearing. I understand that some of the parents have met with the Minister and I don't know if he has undertaken any program at the present time or not, but I have on a few occasions met with these people, and the way I understand it at the present time, the facilities that we have are not sufficient and are not adequate because the problems are these people, the children have only a partial hearing defect, not a total hearing defect. And the same applies to speech, children that have problems with speaking and hearing.

In most instances we send these young children to the school in Tuxedo, to the deaf and dumb school, and I in my opinion, and the parents, have found themselves that this is a most unfortunate situation, because if they do get proper speech therapy then they are able to comprehend and are able to speak and read - and the same thing with the hearing. If they have the proper hearing devices they are able to be trained to hear and trained to talk, so what we're doing by not having proper provision or proper facilities for these students or these youngsters, we automatically send them to the school in Tuxedo, to the deaf and dumb school which is in my opinion a most unfortunate thing because I understand in that school where they learn the sign language - and apparently it's quite easy and simple to learn, the sign language - and here they're denied the proper education. They're denied learning to speak and to be able to hear, because after spending a few years in the school at Tuxedo they pick up the sign language and by that time it's too late for them to turn back and try to be able to learn to speak.

(MR. PATRICK cont'd.)

So I wish that the Minister can give me some information what has happened in this respect and is there any indication that we'll improve the facilities or will make facilities if necessary. Perhaps there's only maybe one school that's required or a couple of classrooms for the whole Metropolitan area of Winnipeg. I understand there's a problem as well out in the country where people have brought their children to the City of Winnipeg and they find themselves in the same circumstances. Even in here, you know, in many instances the school, the Board or the teacher will say the only facility we have is in Tuxedo. This is not what these parents are looking for, because I understand in other jurisdictions, in Calgary and some of the other, I understand in Montreal as well . . .

MR. CHAIRMAN: I wonder if the members who are conducting private caucus meetings would carry them on outside the Chamber.

MR. PATRICK: . . . they have such facilities and I think that we're doing a great injustice to these youngsters if we're not at an early age teaching them to speak if they can be taught to speak. I think it's very important, instead of sending them to a school where they have to pick up the sign language. That was one of the points that I wanted to raise.

The other point, Mr. Chairman - I'll just make a few points in respect to the Department of Education. I agree that we should be, in keeping with the bilingual tradition of Canada, the languages of instruction in our schools can either be in English or French within the framework of the Royal Commission on Bilingualism and Biculturalism, and I think that other courses as well, in languages other than English and French, could be encouraged in the schools in the multi-cultural flavour of Manitoba and I can't see that there's anything wrong with this.

The other point, Mr. Chairman, I know that the Minister will say well we've increased the foundation grants to 75 percent from 70, but I don't believe this is sufficient. I think if there would have been any meaning to this the Minister would have increased it to at least 80 percent and the 20 percent would have been from the municipal levy. I think it would have made at least some little difference because of the increase in your education costs. I think that for any special programs which the school board do explore and require funds, I think these funds should come from the Public Finance Board, and as well, I think other grants should be conditional and should not be used for any other purpose than what they were intended for and for the purposes that they were granted. So I hope that the Minister will be able to respond on some of those points.

The other thing, I think that taxation for education as a whole - I know we talk about it and the First Minister has promised something for next year in the way of some grants to each homeowner - but I think the quicker we start thinking about divorcing the education taxation from real property into some other means and perhaps spread it into two levels of government, not only the provincial, but I think that the senior level of government should get involved as well.

On the curriculum, Mr. Chairman, I'm recognizing that individuals and communities have different needs. The curriculum shall be based in the school as the responsibility of the school and the department. I think that students should be an integral part when we're discussing with the Curriculum Branch of the Department of Education. At least the students could serve in some advisory capacity, and I don't know to what extent this is happening at the present time but I don't believe there is, so I think that the students can be included in advisory capacity as far as the curriculum is concerned.

The other point, Mr. Chairman, and I think it's an important point, I think we've come to the point that we realize that our schools and our buildings should be used probably all year round, and perhaps the Minister can start exploring the possibility and expand, that our curriculums be flexible, and that I would suggest that he start thinking about the concept of a trimester system which would divide the present school term into three semesters. I think this would allow for a much more varied curriculum than is presently possible. Of course, curriculums would have to be changed, but I think it makes sense of a trimester system, not only this is probably more possible in our universities but it is also possible in high schools as well.

I know I'm personally acquainted with quite a few students that through a semester system they were able to go to the United States and were able to get university degrees and get a fairly good education. If it would have been for the trimester system they would not have been able to do so, and with the enrolment at the University of Manitoba at the present time, as we

(MR. PATRICK cont'd.) . . . . were told through the news media, that will be curtailed. I think there's no other way except for the Minister to explore the possibility of moving into a trimester system. I think that teachers should be allowed to work any number of semesters that they wish - you know, on some rotating basis, and I'm sure that this could be accomplished. I don't think that we should wait any longer, the time is reached that we have to explore this and I would hope that the Minister would move in this area.

The other point - I don't believe the Minister when introducing his estimates, I'm not certain if he did explain to the House or not in respect to student unemployment, and somehow I believe the record of the government perhaps is a little better this year than last year. At least one of the questions that was asked from this side of the House, the Minister explained that so many students had been hired and so many by each department. Now I believe it's probably a little higher than last year, but we all know that there is much higher unemployment amongst the students and particularly high schools. I know I'm bombarded, by high school students particularly, every day asking for jobs and I appreciate it's difficult, but again I think greater effort by all sectors are required if jobs are to be provided for the increased number of students that are looking for summer employment. I'm sure that if every Minister and his department would plan their work in such a way that during the summer holidays, be it for two months or five months, that they would have some specific programs for these people, I'm sure that the government could probably double or maybe triple their employment of students to what they have done at the present time.

I know that it takes considerable amount of planning, and perhaps the Minister can request all the other Ministers to see what can be done for a matter of four or five months, during summer holidays particularly for students who need finances to go back to school, to be able to find more job opportunities for university and high school students. I think that all levels of government as well as industry and labour should be very concerned about this important matter and co-operate about student employment. I am certain that the government - from information I know that last year almost every second day I'd been asking the Minister how many jobs have been placed or how many students have been employed, not through their agency as such, but how many have been placed within the government departments and that's what I wanted to know. This is the area that I think the Minister can zero in on.

I think that tribute should be paid to some sectors of our business community, and I know I've received literature from at least one Chamber of Commerce on a couple of occasions, stressing the urgency of employing the summer students and giving them an opportunity for the summer holidays. I think that the demands are much greater this year and I feel that the government must provide leadership in this area, and I'm sure if the Minister would request every other Minister to plan for next year at this time, not now but for next year, so they can plan their programs, their work in their departments, I'm sure much more can be accomplished.

I know, Mr. Chairman, that there's one more point that I will stress on, and I believe the first week in the House I did ask the First Minister in respect to aid to private schools and the First Minister said there may be some legislation this session but perhaps next year for sure. In my opinion, some of these institutions are providing excellent education and I think it would be most unfortunate if some of these schools would have to close. I understand an institution like St. Paul's College where you have half of your staff looking for finances to be able to operate, I think it's most unfortunate because it is an excellent institution. It has students from - it doesn't matter what denominational factor they belong to - it has students from all walks of life and I have yet to find anyone that wouldn't say it's one of the finest institutions that we have in Winnipeg. So I would say that we have to be careful, because these places offer the same academic courses as are offered by the public school system as called for in the curriculum by the Department of Education. I'm not asking for any capital grants, but certainly in respect to teacher grants, I can't see why we have waited this long.

These are just a few of the points. I would also say - and the Minister will probably agree - that none of these schools are asking for any frills or for their religious teachings, they're asking strictly for teacher grants to teach the courses that are provided by the curriculum and by the Department of Education. I wish to emphasize to the Minister that these institutions, inter-denominational - not any denominational but inter-denominational, have been asking for some support which is for all minorities, not for any particular group, and I would say that if a place like St. Paul's would have to close I think it would be a loss to this city. So surely I

(MR. PATRICK cont'd.) . . . . . would hope that the Minister would give this some consideration and perhaps this session.

Mr. Chairman, I think that the Provincial Government should also encourage and fund the implementation of a community school concept. I think that the community school concept is based upon the premise that the schools belong to the people and that the school should serve as a focal point in the community's attack upon recreation, because I think it's not only that the young need recreation nowadays I think it's the young and the old, and I still feel that the schools are not used to the extent that they should. I know that it perhaps isn't to the same extent at the present time but it has been at one time that the school boards were reluctant to let the schools be used for any other purpose, but if I may, the school building only has a life expectancy of so many years. If you use it every night and every day it will still stay there for the same amount of years. If you don't use it, just strictly for the few hours that you have to during the day, it will still have the life expectancy of so many years. So I cannot accept that the school shouldn't be truly community oriented and shouldn't be a community school open to all people for all purposes, recreation or whatever it may be, to the older people as well as the younger people.

The other point that I would make is maybe the community college concept should be also encouraged and funded by the Provincial Government, and I think this should provide courses perhaps at university level where students can take maybe at least first year of university in a community type college or be able to get credits. I think it's unfortunate at the present time, even at the Red River Community College where you may have a person enter into three years engineering course of some sort and he's realized after three years in that institution that he would prefer to go to the University of Manitoba or some other place in the Province of Manitoba, he has to start all over again and no credits are given. I think this is most unfortunate.

You will find perhaps quite a few courses, and why couldn't the courses be at least in such a way that students could be given credits for some partial course or a credit for some subjects when he does change. This has come to my attention, that after spending two years at the community college with their high school education, a person decided to complete his university education and he says, well my two years were really wasted because I have received no credit for any subjects, and I think that surely this could be worked out. I understand in Ontario and I believe, if I'm not mistaken - the Minister can probably find out and let me know or maybe is familiar with one of the community colleges in Alberta that does offer credits once a student switches to go to the university.

So these are the few things that I would like to mention. I know that there has been considerable debate on university entrances with the endorsement of a school-based curriculum and abolition of university entrance exams set by the Department of Education to post secondary institutions. I feel this should be on the basis of either proven accomplishment or standardized entrance exams. I can't see how it could work any other way. I think the choice should be made by the individual seeking entrance.

So these are the few points that I wanted to bring on the Minister's salary at the present time, but I stress to him again that I think the time has come when we have to utilize our facilities much more to the fullest extent and the time has come that we go to a trimester system, not only at the university level but as well it should be explored at this time on the high school level as well.

MR. CHAIRMAN: The Member for Fort Garry.

MR. SHERMAN: Mr. Chairman, I would like to reinforce the comments made by the Honourable Member for Assiniboia with respect to the need for additional and sophisticated facilities for severely deaf and hearing impaired children and add some comments of my own. I have a number of families in my constituency suffering from this particular tragedy, from this particular misfortune, and I have some experience, limited, but some experience in taking instruction at their feet, as it were, in the kinds of problems that they and their children face as a consequence of that unfortunate handicap.

I would say that I think that my honourable friend the Minister is on the spot on this one and is being watched very carefully, very closely by families suffering this particular handicap. I know that a good many of them who belong to an association, which I think is called the Association for Deaf and Hearing Impaired Children of Manitoba - that's fairly close to the formal title anyway, Mr. Chairman - I know that members of that association have been in touch on numerous occasions with the Minister; I know they have been in touch with my

(MR. SHERMAN cont'd.) . . . . . colleague from across the floor, the Honourable Member for Osborne, who has participated at some length in discussions with them; they have been in touch with me; they have been in touch with the Honourable Member for Assiniboia; and for my own part I have tried to address myself to their case and their problem as conscientiously as I could. Now I know the Minister has done likewise, but there so far is no visible action on the front on which they requested action, and I would entreat him to give them some reassurance that some kind of additional facility is going to be forthcoming.

Mr. Chairman, the children who are deaf and severely impaired in terms of their hearing in the Province of Manitoba are in danger, at least a good many of them, of being deprived of their birthright, of being deprived of their rightful and equal and God-given opportunity to share in the life of this society and to share in the life of this province, to share equally with their counterparts who are not suffering from that handicap or that affliction.

There is an excellent pre-school program that is available to the Manitoba Association for Crippled Children and Adults, but of course the facilities, the physical environment is limited and it's only a pre-school program. There is a very commendable program that's been carried on in Mulvey School which has attempted to equip hearing handicapped children orally to cope with the world of hearing in which they have to live, but once again we're talking about limited facilities, a limited physical environment, and the fact that it can handle only a certain number of children per year.

There is of course an ongoing, and once again highly commendable facility in the form of the Manitoba School for the Deaf on Shaftsbury Boulevard in Tuxedo, but none of these fill the total spectrum necessary to give hearing impaired children in this province a chance to share equally and fairly in life. There is a gap in the line-up, Mr. Chairman, and the Member for Osborne knows it and the Member for Assiniboia knows it and I'm sure that the Minister knows it and I hope he's going to do something about it.

What is necessary for these children is an oral elementary program integrated into the regular public schools, not only in Winnipeg but in other points in Manitoba too. However, I would stress that the members of the Association to which I referred have not been overly zealous or have not been greedy in the requests that they have made to the Minister for facilities. They've conceded that the problem of dealing with such handicapped children in rural areas is probably step No. 2 that will have to be taken later on in a progressive basis, and they have asked only for a solution or signs of a solution to problem No. 1. They have asked only for step No. 1 for the time being and that is a program in the regular public schools of the City of Winnipeg, or the Metropolitan area, not just the City of Winnipeg but Metropolitan Winnipeg, available to all hearing impaired children in the Metropolitan area, and indeed to any rural children with that handicap who can make it in, that will give them a chance to live, learn and operate with normal children, with children who hear normally, and will equip them for the life that they've got to lead for the next four, five and six decades in a hearing world.

It's not good enough to give a handful of children an exposure to the Mulvey school system, Mulvey school program, and then send them out to the School for the Deaf, because I am sure the Minister, having acquainted himself with the problem as he has done in his capacity as Minister, is aware that as the Member for Assiniboia suggested a few moments ago, when children with this handicap are put in an environment where they are surrounded by others who live in a totally silent environment they tend to take the easy way out - and the parents of these children are the first to admit it. They tend to take the easy way out and to lapse into sign language, but if they are given the chance to master speech, to learn to lip read, to learn to live and cope with a hearing world and are steered away from the unfortunate attractions of the easy way out, the sign language, finger language style, they can make it. It's been demonstrated over and over again that they can make it, particularly if they are given some modern, sophisticated teaching and learning facilities while they are in school and some reasonably well-trained instructors and therapists in that particular medical field.

Now all these things, it is hoped by members of the Association and by those of us who have been familiarized with the problem, can be made available in an oral, elementary program for children of this type, integrated as I have suggested, Mr. Chairman, into the regular public school system so that life is normal for these children and they grow up and function normally in a hearing world even though they have a handicap. That handicap should not be permitted to rob them and deprive them of their birthright, and with the gap in the facility chain, with that missing link at the present time, they are being robbed and deprived of that opportunity and that birthright.



(MR. SHERMAN cont'd.)

Now I know that the association has prepared and delivered to the Minister an excellent brief outlining the problem and I know they've had a sympathetic hearing from the Minister, but I also know that there is a log jam involved and it comes, it rears its ugly image where most log jams in the field of public service rear themselves and that is in the area of costs and cost-sharing and who's going to pay the shot for this kind of a necessary and humane program.

My information, and I stand to be corrected by the Minister, is that the Provincial Government is most enthusiastic about a program of this kind and the City of Winnipeg is most enthusiastic about a program of this kind and everybody is most enthusiastic about a program of this kind until it comes down as to how you are going to split the costs and pay for the thing and give these children an equal chance with others like yours and mine who fortunately do not suffer hearing impairment. And this is the tragedy of the present impasse and the present situation. The children with hearing impairments are the innocent victims of a political impasse, of a political log jam which rests on this question of costs and cost-sharing and cost agreement and who will pay a little more or make a little bigger sacrifice to make sure that these citizens of Manitoba get the rights and the education and the life that they're entitled to.

And it's up to the Minister to crack that log jam. He's the minister. He's the minister, and if anybody else in this House were the Minister and had been exposed to that problem it would be his or her responsibility, not the particular individual who I am addressing myself at this time, but I'm addressing myself to that particular honourable individual because he is the Minister and it is his responsibility to break and crack that log jam. There are a number of parents waiting for some progress in that direction, and more important than that, there are a number of future adult citizens who are children today who are waiting for some answers, and I would hope that the Minister is going to be able to deliver some good news to those children and their parents who are waiting tonight.

MR. CHAIRMAN: The Member for Charleswood.

MR. ARTHUR MOUG (Charleswood): Mr. Speaker, just one or two brief comments. I had no intention to speak on education, but after listening to the Member from Assiniboia and the Member from Fort Garry bring up this very important point on those of our young people that have the misfortune of being born deaf and have this problem of communication with those of us who are more fortunate, I speak for two reasons. I speak on this because I have been closely connected with it with a member of my family that was born deaf so unfortunately he never had the opportunity to learn how to speak. These people have never been given the opportunity that is necessary for them to become part of our society, the speech therapy that is available to them if the facility is there, and they could certainly pick this up. I have one or two people in the constituency that have had this opportunity and they can carry on a normal conversation with most through the therapy they have taken and lip reading with the people they are speaking to. As the member from Fort Garry mentions, the gap is just too wide between us and the less fortunate that have this affliction.

The School for the Deaf has been in Tuxedo for a good many years to my knowledge. When I say I am closely connected with it, a relation of mine attended that school in the 30's and then when the war came along the government saw fit to discontinue that as a school for the deaf and opened it up as an air training school, as No. 3 Wireless. After that it was made into a Normal School and since then it has gone back to the School for the Deaf. It was brought up in the House here just one or two weeks ago that there was a good possibility that this facility will be discontinued. This wasn't definite, there was just some questions asked on it, and I was wondering if this is going to be the case again, because it has been closed on more than one situation.

Also, as the Member for Assiniboia and backed up by the Member from Fort Garry, if you learn the sign language that I had the opportunity to learn a great part of it, I haven't used it for the last few years so for that reason it slips away from me, but sign language is very easy to pick up if you are living with people or nearby that are using it, and I think it is the easy way out. If these people didn't have this easy way to communicate with others I think that they would be in a position where we would be forcing the government or asking the government to come up with something more suitable, an area where speech therapy would be available for these people.

It's unfortunate -- we went into Vaughan St. Detention Home, Juvenile Section, just some two weeks ago, three weeks ago, and in the solitary confinement end of the building

(MR. MOUG cont'd.) . . . . . there was a little boy down there that was a deaf mute. Unfortunately, we speak as laymen and we call them deaf and dumb. This is not the case, Mr. Chairman, they are no more dumb than a lot of the people that sit in this Legislature, and probably a little more clever than lots of us because they can get by with the handicap of being deaf where those of us that can hear, lots of us have problems getting by. But in that Vaughan Street detention home and in the solitary confinement, we had the unfortunate opportunity of walking in there that morning and saw one little boy locked up in there and he was a deaf mute.

Speaking to the superintendent in the building responsible for those children, he said he was a hard boy to make understand. I think that without going into that in great depths, I think that it was well explained by the Member for Assiniboia as well as the Member for Fort Garry, they are hard to communicate with if we want to make it that way. I think they are as easy as anybody else if they are given the opportunity. I think it's up to the Department of Education and the responsible people. If there is not other way we can help them, at least we can make available institutions for speech therapy.

. . . . . continued on next page

MR. CHAIRMAN: The Member for Riel.

MR. CRAIK: Mr. Chairman, I would like to make a few comments on two topics that I think should be discussed under the Minister's Estimates, and although I have a few questions specifically about the Estimates, I think probably it may be best to bring them up as we go through item by item.

First of all, let me extend well wishes to him continued in his office. He doesn't seem to have lost any more weight since he was here last year which I assume means that he's either well in control or he can't afford it. And extend also, may I, wishes to the senior people in his department who like himself are I am sure working overtime to satisfy the many pressures that exist on the Minister and on the Department of Education particularly at the senior level.

It wasn't until I had a short time in the office that he occupies that I realized the answer to a question that had bothered me for some time, and that is why they put so many doors on the office of the Minister, but I soon discovered that you had one door for the delegations to come in and one door for the delegations to go out who hopefully left before the next delegation came in, and a third door for the answers to come in for the Minister to supply to the delegations. And if you can coordinate the three of them you're in luck, but in the Department of Education — (Interjection) — Pardon? The escape hatch works well in the summer when you can slip out those steel windows to the outdoors. And I know that the pressures on the office are great and probably greater than possibly many of his colleagues realize, and probably many members of the Legislature, since Education has that peculiar and unique characteristic of having at least three of our major pressure groups that are always there well organized to make their voices heard.

The specific topics that I wanted to talk about are, I think, ones that are current and important in the general picture of education. One is French and the teaching of French and the teaching in the French language in our public schools. I think that with the Federal Government's interest which has been aroused since the B and B Commission with their corresponding endorsement of the teaching of French and the propagation of the French language generally in Canada, that a new onus of responsibility was put on the public school system, and the way in which that onus is interpreted I think is important to Canada. I think it's important because I think, by and large, the vast majority of our population wishes to see a cultural benefit of two languages accrue to the upcoming generation. I think that many have a particular bias in terms of language because of history and past and personal feelings and so on, but I think in the general interest of the nation that the move and the recommendations of the federal commission to attempt to propagate the language through education was one of the very positive moves that can be undertaken by the provinces. But, as I said, the difficulty is how do you interpret it to best develop this positive development that is within our grasp, but I think the danger — there is a danger — is that the efforts that are being brought to bear through financial support from the Federal Government — and I think the amount of money that they've talked about is significant. I think they're talking about \$300 million; \$50 million was okayed last year, and I don't know, perhaps the Minister can indicate whether there has been more developments in this respect, but there is I think a danger that, through the pressure groups that exist, that the money could be diverted to a fairly narrow base that helps preserve culture and the specific interests of the Establishment but doesn't necessarily help to achieve the ends that are desirable, which is offering French to the country in general, to the young people in particular who go to the public school system and should have it made available to them.

To get down to the cases, specific cases of Manitoba, I think that the government is giving a lot of consideration to this and I think probably all I can do is lend a voice for what value it is, but in general, if the financial resources can be directed towards providing French for the non-French-speaking people, that we can best serve the ends of both Manitoba and of the federal interests. But to do otherwise is going to deprive a great sector, the majority sector of the population, from the ability to learn French. This has to be done at the lower grade levels. It has to be a much less sophisticated French than what I think many of the French community would like to see, and probably what many people would like to see that are very conversant in that language, and I think that the first start has to be a conversational French and introduced at the lower grade levels.

There are a great many people in the average communities of Manitoba who would like to have their children in Grade 1, kindergarten, Grade 1, Grade 2 and those lower grades, exposed to the French language, a conversational type of French rather than a specific school

(MR. CRAIK cont'd) . . . . where the entire culture was imposed on them to have the language exposed to them and have it developed as far as possible. This allows at least the student to go on and develop on his own if he has the facility to carry on and become more conversant in the language. We know that through the medium of television, for instance, that great things can be done in the teaching of the French language. Not in Canada alone but in the States, for instance, and in Great Britain, and very likely in other countries, a lot of development work has been done to perfect television techniques. One of the common complaints that we have is that we must first have a fairly large establishment to teach good French teachers. I'm sure that's important but the problem is that one doesn't generally hear the follow-up arguments of the other techniques that can be used for the teaching of French in these lower languages and television certainly has proven itself, probably in other provinces, certainly in other countries, to be an extremely effective means of introducing French to the classroom, and although I'm sure the Minister is giving full consideration to this, I know also that he is being exposed to very significant pressures to satisfy the particular interests of groups of people who are well-intentioned and may have the answer, but to the majority of people does not satisfy their needs, and I would come back again and suggest that if decisions are being made along these lines, to take into account that there are a great many people in Canada, a great many people in Manitoba since that's the only problem we can handle, who would like to have French on a conversational basis available to their children at the lower grades, and if the federal money that is available for this purpose can be directed that way, I think that we can get the most out of what are now limited financial resources as the Minister indicated last night as he put the emphasis on cost control.

Now, the other topic I wanted to talk about which I think that in light of cost squeezes and the high costs that are acknowledged by everybody, our university costs, and again I would like to suggest here that a good deal of attention be put on a study as to whether or not television again cannot satisfy many of the needs which we want and which are evident in higher education. We know that with the launching of Sputnik I in 1957 that a great deal of emphasis went on education. It has continued there since that time, and now the pressures mount to bring in cost controls in the secondary education field. We have found the development of the vocational schools, which has allowed an educational and training opportunity to a much wider sector of the community than could have ever afforded or in a physical or a financial sense to avail themselves of it than was possible with only universities and the very limited facilities they had. It has been a great development; it has been a great asset for the training of people, for the retraining of them, for the broadening of their education and for adult education.

I think the next step possibly is in the field of the use of television for secondary education. We know that the university costs are extremely high. We know that the great growth of these costs is in the area of research, but nevertheless it's in also the increasing numbers of people, and I think we have to ask the question, the very basic question of what a university is intended for, what higher education is intended for, and how do you disseminate it and make it available to the public. And we find that, for instance in Great Britain, the open university was started this year.

The open university is a university of the air, a university of television. It has a full set of programs now; it offers a degree for those who want a university education and are prepared to put the time in either individually or as a group with probably very minimal costs but nevertheless satisfies those most Puritan aims of a university, which is to disseminate knowledge and to allow people to develop their latent talents within them.

We sometimes get to think of the university as an assembly of massive stone buildings, a physical structure, and overlook the original intent of a university, and I think probably the mechanism of the medium of television now allows a very real objective look to be taken at whether or not those main aspects or aims and desires of the university cannot be accomplished through capitalizing on this medium, where it is either transmitted to the home directly or it can be transmitted to a group in a community where at least the courses and the curriculums that may be more closely allied to the Arts are made available, those that are more closely allied to the sciences where laboratory equipment is required are more difficult, but certainly a very wide spectrum of curriculum can be offered to the public at large through this new medium that is open and available, and I trust that the Minister will give some thought or have his Department look at whether or not greater strides can be made in this direction.

I think he's probably familiar with the fact that there were looks taken at this and there

(MR. CRAIK cont'd) . . . . . have been some starts made. We can see in Ontario Province where the Ontario Government has made a decision to move in the direction of educational television controls in the boundaries of Ontario. I think you'll probably find at a very early look that Manitoba can't do it alone; they'll have to go it nationally, and it means a cooperative program possibly along with the Federal Government, but nevertheless at least with the other provinces. But it's quite feasible, and I think we should be looking at it particularly in face of the invasion of television to Canada from the United States, and I think that this is another means of retaining our national interest through a medium such as an open university where people could develop, first of all on a priority basis, their academic interests, but secondary to this and also a high priority, the development of a greater degree of national characteristics, and I trust that these are being looked at and that in another year we can hope to hear that some progress has been made.

MR. CHAIRMAN: May I point out to the members that we are half way through the Estimates, having spent 40 hours. The Member for Rhineland.

MR. FROESE: Mr. Chairman, I too want to make some comments under the Minister's salary. I wasn't quite finished with my preparation and hadn't prepared all my notes; however, listening to some of the other members making comments on the Minister's statement and also to the educational program in this province in general. Certainly, when the Minister started off last night and gave us the purpose of education in this province, and the program as he outlined it, I certainly have my doubts as to, when the centralization program was brought in some years ago, whether it was the right one. In fact, as far as the administration is concerned, I didn't believe in it and I am still not sold on the idea as it is administered today. We have alienated the people of this province to a large extent being directly involved in education.

For years we had a large number of school boards in this province who were very directly concerned, were directly involved. We had the people at the local level take a great interest in education, and a lot of this has been lost. They are no longer as directly involved as they were at one time. We still have the parent-teacher organizations, and in places they are functioning and I imagine they are trying to do their best to retain and maintain an interest in education and to make known their desires to the various division boards. However, here too we find that there is no forum provided within the structure of the division system whereby action can be taken that is binding on these boards. There's no action that they can take that - where they - that is meaningful and that will bind their community in any way. The only thing that they can do is defeat a trustee when he comes up for election; that's all. And that, Mr. Chairman, in my opinion is not the answer at all. I feel that people should have a greater say in education than just to elect the trustees, and we find by the centralization process, too, that the matter of financing is centralized more and more, and we heard the Minister speak last night that tighter controls may be exercised in the future to control expenditures of education in this province. This means that we are putting the controls from the top down and I think this too is wrong, in my opinion. I feel that the local people should have the right to determine for themselves the programs they desire, the programs they want carried out, the extra curricula subjects that they may want to be introduced in their schools. I think this should be a matter for the local people and if they so decide, they should, these programs and courses should be offered and we should not give a government-appointed board centralized here in Winnipeg to control all the budgets of school divisions in this province.

Then, too, I feel because of the large number of students that today graduate and then find themselves without a job is having its effect and a very strong effect in my opinion. The economic factor is an all important one, because I am sure that if the economy was growing, if there were more jobs and students could fulfil, that we wouldn't have many of the complaints that we have today and the dissatisfaction that is there today, so that this definitely plays a large role in the matter of education as well. I think we are probably under-estimating this very fact, because what is the purpose of going through the whole education process, elementary high school and university, and then come out and find themselves without a job, having gone to school for all those years and university as well? This is a very severe situation and I'm just wondering whether we are putting sufficient emphasis on this whole matter. We are supplying some moneys, like we did the other night when we voted \$600,000 for summer student employment, but this is not the answer, Mr. Chairman. This is by no means the answer just to tide them over for a month or two. We need more than that, and I would like to

(MR. FROESE, cont'd.) . . . . know just what efforts are being made by the Minister in concert with other Ministers in this direction, and can he give us the real reasons for the situation that we are in today?

Certainly the many changes that have taken place during the 60's and changes that are being contemplated, or at least advanced now - whether they will be going into effect or not at this time I don't know. I think a lot of this is still wishful thinking because some of the reports that are being considered will cost a lot of money and I still don't see where we are able to finance some of the things that they are recommending today. Certainly when we look at the conference that was held last fall on school financing, and on the MTS report on education financing, what do they come up with? More taxes; that we will have to pay more and increased taxes in the coming year. That, Mr. Chairman, is not an answer, and I for one do not accept it just like that.

What does private business want from our graduates? Have they made any representation to the government on this matter? Do they provide different skills than what we are providing? Do they request other qualifications than what most of our courses are providing, our students are being provided with? Surely enough we should see to it that if there are areas of demand that these are met and that we do not have to import people for these various jobs from other provinces. I was rather interested to hear the Member for Fort Rouge yesterday, in speaking on a grievance motion, whereby we are importing people from other countries and other provinces and other states in the union, to fill the various vacancies. Are we not able to train our young people to fill these vacancies? What is lacking that we can't do it if that is the case?

I notice from today's paper, it says in headlines that the Government is going to go for greater decentralization in education. I think we are just trying to fool the people if we say this because I don't believe it. Not from this government that is in office here today, because they've been the greatest centralizers ever. They were actually the ones that recommended the present system that we have when they were in opposition, and when they say that they intend to set up community committees, well, according to the press statement, community committees are to be set up but with no powers, and if we don't provide any money for them what can they do? And if there are no powers given, what effect will they have? Surely enough we know better than that, that they will amount to anything; that this is just a farce, because whoever controls the purse strings certainly will also call the tune.

When we attend the annual conventions of school trustees in this province - I don't know how many of the members do attend them - I notice a great change that has taken place in the Province of Manitoba in attending these conventions. It seems to me that in years gone by we had a completely different group of trustees of people who were very dedicated to education. Today, I think we have a group of people more trained in the business world; they are business people; and that education is run mainly along business lines. Certainly this is much more evident today if you attend these conventions than in the past. And are we going to have the professionals run our schools? Is that the government's proposal, to turn the schools over completely to the professional people without having elected representatives to retain and maintain and make policy? I think the Minister should come straight-forward and tell us on this very matter what the case is. Is this where we are heading? Because if we are going to implement some of the programs that have been advocated, we will be paying a lot, and a lot more in the future for education than we are presently doing.

I would like to know from the Minister how the two-year teacher training program is working out; what are the results, and how soon will the time be lengthened; and whether the teachers will have to increase their qualifications still further in order to occupy a position, hold a teaching position in this province. This definitely, too, means further and increased expenditures. The higher the qualification, under today's program, means that they can demand that much more in pay, and as a result, the cost will be higher.

I would too like to know just how many of our teachers, having acquired these higher qualifications, are now without a job because of the very fact that they require these higher qualifications and that our trustee boards find that in trying to cut corners and cut expenses that they have to eliminate some of these highly qualified teachers and employ less qualified ones. We know that this doesn't necessarily mean that the ones that have less qualifications are poorer teachers, that doesn't have to be the case at all. Some teachers are born teachers and they can impart knowledge to a child much more readily than others who have acquired much greater qualifications.

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

Mr. Chairman, I would also like to dwell on the other matter of grants. I have discussed this earlier in the session when we passed Bills 13 and 14 which gave increased support to unitary divisions in this province, and did give no increased assistance whatever to those in multi-district divisions. I feel that this is a tragedy. Surely enough, can the Minister tell us where these schools in multi-district divisions are turning out a poorer quality product than the unitary system does? I am sure our schools compare very favourably with those of unitary divisions. And when we talk about equality of education, and equality of opportunity, that, Mr. Chairman, these people are entitled to the same assistance as those in the unitary divisions and that we should quit this type of business where we are just giving assistance to certain people and treating other people as second class citizens of this province.

This has gone on for too long and he fully knows that this is the case. Why persist in this? Why does this government discriminate so much? They pass legislation that certain people shall be able to visit hotels of any kind in the province. Oh yes, there should be no discrimination; then, on the other hand, they bring in and maintain policies where discrimination is carried on, and not only maintain it, they increase it. They increased this by giving the unitary divisions an \$18.00 per student grant, which they're withholding from the multi-district divisions, and this is being made by the government of this province. Surely they know the difficulty these people face; they know the difficulty that the farm community is experiencing; and these divisions are in rural areas where they find themselves in great difficulty, where farmers are losing their lands because of non payment of taxes - that they can't meet their payments - and yet they will persist in this. I would like to hear from the Minister an explanation for this.

Surely enough, when these people are doing everything in their power to have good teachers in their schools, provide transportation, provide all the means that are necessary to give the students a firsthand education, that the government will still persist in denying them the necessary support that they are providing to other areas in this province. And then when we find that the government is indicating that they will provide support to free schools and bring in new programs and yet at the same time are still denying these people the very rights, the very means by which they can provide a better education for their young people to start off in new directions, I think that it's time that they first give more consideration to these people in the multi-district divisions and assist them in their programs. Certainly, Mr. Chairman, a minister of the Crown who has the responsibility and who should see to it that once a government is elected that they are there to govern the province as a whole, to look after the interests of all the people of the province and not just the selected ones or the groups that they may cater to, and apparently this is the case in the last few years, that certain groups are catered to and others aren't.

I feel that we are going into more discrimination as we go along, and I certainly feel that the Minister and the government are not doing a job. They are not providing and meting out the possibilities whereby we can have a proper education system in this province. The financial means have to go with it.

And therefore, Mr. Chairman, I move that Resolution No. 104, 1 (a), Minister's Compensation - Salary and Representation Allowance, be reduced to \$1.00.

MR. CHAIRMAN presented the motion.

MR. MILLER: Mr. Chairman, before dealing with the many submissions which honourable members made and for which I thank them, I want to deal with one in particular which was voiced a number of times this evening, and it's the question of the children with hearing impairment. As honourable members did make note and brought to my attention, this is a very severe problem and I have every sympathy for families who have to deal with this problem.

Just to give you some of the background, and some of you know already what is available in Manitoba, there is a Manitoba School for the Deaf, a provincially-run institution that is a residential school. Children from rural areas live there. Some students are brought in daily by their parents and they commute home for the evenings. That is a school with what is known as a silent atmosphere. There is also the school, at Mulvey School, for those who are taking part in what is known as an aural program, aural spelled a-u-r-a-l, and this is for the hard of hearing. It's a school run under the aegis of the Winnipeg School Division and it caters, of course, to all of Metropolitan Winnipeg and also anyone who comes in from outside Metropolitan Winnipeg, and these are the two avenues open today to these children.

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

I have been approached in the last, oh, six weeks by a group who have been requesting that a new program be started, and we have been giving this matter very serious consideration and a great deal of attention. I met with the group whose children are now at the Kinsmen School and who will be at the point next year where they will be going either into the aural program that is at Mulvey School if they have any hearing ability, or will have to go into the Manitoba School for the Deaf. And the position they put forward is they think that, with the advances in medical technology, with the advances that are made possible through new speech therapy, there is a chance that an oral program, an o-r-a-l program, might be successful. I met also with the Manitoba Association for the Hard of Hearing Children, which was referred to by the Member for Fort Garry, and they supported this position taken by these parents. I have since received a brief and a letter from the Parents Association at the Manitoba School for the Deaf and they take a somewhat different position.

There is a concern, and it has been expressed in this House, that the Manitoba School for the Deaf will close and I want to make it emphatically clear while the press is here, in order to allay any fears that people have and that parents are bound to have, that that is not the case. We aren't even contemplating it, and so I'd like to lay that particular fear to rest. Whether or not a new program can be successful is something that I can't foretell and I don't think any member here would expect me to be able to foretell. The medical profession is split in their view and, as I say, there are differences of opinion between some people within the association themselves. However, we think it's worth taking a chance and therefore, starting in September, if final arrangements can be made with the City of Winnipeg, classes will be started within the Winnipeg School Division No. 1 for classes from the first graduates coming up this year from the Kinsmen School.

It will be an experimental pilot project, a two-year project which the province will underwrite and the City of Winnipeg will operate and administer for us. I wanted to make this fact known because of the comments made this evening and because I know there are many people who have been waiting to hear about this matter. I didn't make the statement earlier because I wasn't informed until this afternoon that the discussions with Winnipeg have been fruitful and that, in cooperation with them and administered by them, this program should go forward. They will, of course, have to seek out and try to arrange almost immediately for the staff that will be required because it does require special speech therapists. It requires special equipment to be installed, and I know that the City of Winnipeg will do everything possible on their end to have the classes in operation come September 1st. The Department, as I said, will make this possible by funding the project. I don't want to raise hopes for anyone falsely nor do I want to dash anyone's hopes. This is an experimental program. No one knows what the results will be. On the other hand, we think it's worth trying and therefore this government is going to support it.

MR. CHAIRMAN: It nears the hour of adjournment. Committee rise. Call in the Speaker.

IN SESSION

MR. SPEAKER: The Honourable Member for Winnipeg Centre.

MR. BOYCE: Mr. Speaker, I beg to move, seconded by the Member for Flin Flon, that the report of the Committee be received.

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

MR. SPEAKER: The hour being 10:00 o'clock, the House is now adjourned until 2:30 tomorrow afternoon. (Wednesday).