

THE LEGISLATIVE ASSEMBLY OF MANITOBA
8:00 p.m., Monday, May 10, 1976

COMMITTEE OF SUPPLY - DEPARTMENT OF EDUCATION

MR. CHAIRMAN: Certification, Records and General Educational Development; Salaries (1)--pass. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, this Branch Teacher Certification in the Records, at one time had some rather heavy responsibilities in the Department of Education and some of these have changed rather drastically.

One major responsibility it had was the general direction of all teacher training in the province. And it had the specific direction over the main training institution, that is, the Manitoba Teachers College where they were training about 1,000 teachers a year, and the department had a lot to do I understand with the day to day operations of that Teacher Training Program.

It also, I believe, had teacher recruitment which was once a pretty heavy responsibility back in the 50s and early 60s, and this is practically a nil function I understand other than some recruitment in certain rural areas where there's a difficulty in obtaining teachers.

They also in this branch, I believe, had the direction of a very extensive summer school system for teachers. They were responsible for staffing the administration of the schools and choosing the courses and doing the upgrading and refresher training as well. And they processed all the applications for the summer schools and recorded the results.

They also, I believe, had all the in-service in the province for teachers, and all the professional development was done under this branch at one time - now done under another branch entirely. And they looked after, I believe, the complete incoming records of the teachers themselves.

In add t on to those functions they performed almost all the functions which remain in the branch with the exception I believe of the GED Tests which are really under the Registrar now.

So the quest on here, Mr. Chairman, for the Minister is, since these major functions have largely disappeared from this branch of his department, and the Registrar and his staff look after all the student records and evaluations and the equating of out-of-province standings, the question has to be asked; Is there enough left to warrant keeping a separate branch of the department with a full directorate and staff?

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, at the present time I feel that there still is justificat on for maintaining the staff at the present level with the existing level of expenditure. I do not have the figures before me, what it cost or what it would have cost in terms of today's dollars to perform the functions that were then performed by the Department of Education, because the honourable member will recall that the matter of teacher training was transferred in its entirety to the two universities of Manitoba, Manitoba and Brandon many years ago, back in the days of the previous government. However, at the present time we have undertaken a management study and review of this branch to determine the most efficient and economic manner possible of delivering the services which st ll must be delivered to education within this branch of the department.

MR. CHAIRMAN: Resolution 49(c)(1)--pass; (c)(2) Other Expenditures--pass; Resolution 49. Resolved that there be granted to Her Majesty a sum not exceeding \$1,539,000 for Educat on--pass.

Resolution 50. Program Development and Support Services. (a) Admin stration and Organizational Support (1). Salaries \$199,700. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, the Min ster announced just recently in this debate on his Estimates that the portion of Bill 58 which had not yet been proclaimed would become effective in the fall of 1978, which would involve the inclusion of the regular divisional school programs and classrooms those with special handicaps. Now

(MR. MCGILL cont'd) I am wondering in anticipation of this being undertaken, and the time schedule having been established, what specific programs is he undertaking to ensure that there are adequately qualified and trained instructors in these very special categories, that will undoubtedly be required when this program is implemented in many of the school divisions in the province which now perhaps do not possess these special training qualifications.

MR. HANUSCHAK: Mr. Chairman, I dealt with that in the main under (3)(g) Child Development and Support Services, wherein there was an appropriation of 480 plus thousand dollars - \$485,000 I believe which consisted of - just to refresh the honourable member's memory, included in that were planning grants for school divisions, the costs that would be involved in the school divisions identification of needs, the costs involved in the development and establishment of programs. So by and large that was included in there the amount of money that we could reasonably foresee that could be spent by ourselves and in the field in making adequate preparation for the implementation of Bill 58. So that was in the form appropriation, Mr. Chairman.

MR. MCGILL: There are some 230,000 students in the school system at the present time. About what percentage would come under the category of having exceptional problems in respect to the education system? I'm just thinking in terms of the number of people involved in the program which is to be implemented in 1978. Many of these I presume that are in the handicapped category are already being accommodated in the school system, so we may be thinking in terms of a relatively small percentage. Can the Minister give us some idea of what is involved here?

MR. HANUSCHAK: Well in total, Mr. Chairman, the percentage of student population - this is going on the basis of our own estimate plus, and as it compares with estimates elsewhere in other jurisdictions - there would probably be somewhere in the order of 12 to 15 percent of the student population would fall within this category, so we're looking at something in the order of 30,000 students. But then from that number - the Honourable Member from Brandon West is quite correct that there's a fair number who presently are being provided for in some fashion or another. So it'll be a matter of looking at the programs that are provided to meet their needs and any variation or adjustment in them, plus providing for any additional ones who are not presently provided for. Now of the handicapped we're probably looking at about a figure of oh, bordering on - it'll be less than 500 students in the province.

MR. CHAIRMAN: Resolution - The Honourable Member for Swan River.

MR. JAMES H. BILTON (Swan River): Mr. Chairman, I wonder, talking about handicapped children, if this takes in those that are retarded in the Minister's discussion. What I have in mind is the fact that we have a residence, and we have a number of retarded youngsters that have to be taken care of, and I wonder if the Minister would take a moment and indicate, not to me, but possibly to the province as to what might be expected in an area such as ours in support of the retardates in our area.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, as I believe it is the philosophy of the Manitoba School for Retardates, and it differs not in the slightest from that of my department, that whatever education training program can be provided a child in its home environment that provision for it should be made, and that was the intent and the purpose of Bill 58.

Now, what will that mean in terms of a net result or net effect? Well I would want to indicate to the honourable member that I did not foresee the Manitoba School for Retardates reaching the point where it will close its doors, because of need for a training program in an institutional setting no doubt will still remain with us for a variety of reasons. But it would bring about a closer liaison, no doubt, between the education program and the program offered at the School for Retardates because no doubt, it may result eventually, and many of the children who are presently trained at the School for Retardates, having some provision made for them within the public school system for a longer or shorter period of time. So it would result in a more integrated and no doubt a more meaningful and valuable program to the children who presently are in the Manitoba Home.

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(MR. HANUSCHAK cont'd)

Now, you know there's the Manitoba School for Retardates. There's the Manitoba School for the Deaf. There's the St. Amant Ward. In Winnipeg there are the blind who are being trained elsewhere, and no doubt some of those would be able to enroll in our public school system. And I want to make one other point clear, that this doesn't necessarily mean in the case of each and every child that he's going to be integrated into the mainstream of a student population. Some may be, some may not be, but at any rate the program will be offered under one roof, under the same roof as a regular public school education program where the children will be attending the same institution, being taught by the same team, by the same group of teachers.

MR. BILTON: Mr. Chairman, I thank the Minister for his comments, but what I am interested in is, how much of this \$8 million is allocated to the Swan River School Division to take care of the retardates in our area that do not come under the umbrella of the institutions that he has just mentioned?

MR. HANUSCHAK: Well, Mr. Chairman, it should be borne in mind that the \$8 million that we're talking about is not entirely earmarked to deal with children with special needs, there's a host of other programs that are included in there, and insofar as Bill 58 is concerned I just indicated in response to the Honourable Member for Brandon West that the program is in its formative states. And as I did indicate last Wednesday that to develop such a program requires more than just the mere expenditures of moneys; it also requires the training and the preparation of teachers; it requires a tremendous amount of discussion with the administrators, with the school board, and with the community at large for that matter, to properly prepare everyone to see to it that a program of this kind gets off on a proper footing.

But as time goes by, and this is why I had indicated last week that that was the reason why Bill 58 cannot be proclaimed at this point in time because all school divisions are not ready to undertake such a program, and the school trustees and the teachers themselves are asking for some lead time to prepare themselves for it. So even if one were to give them the money today, you know, their response probably would be, I'm sorry but we just can't spend it today because we're not prepared to deliver such a program. And that's why it has to be developed in a logical sequential manner over a period of years.

In fact, it's quite likely that a year and a half or two years down the road when Bill 58 is proclaimed, or the relevant section of the Public Schools Act, which became law under Bill 58, that even at that time we may have to give some school divisions some further lead time to develop a program before we'd be able to say to these school divisions that the funds were provided and you must deliver such and such a program, because they just wouldn't be ready.

MR. BILTON: I thank the Minister again. He's talking a little over my head if I may say so, Mr. Chairman, because we have had this established home for the retardates for several years, and I'm not suggesting for one moment that something isn't being done, but I want the assurance, and I'd like the Minister to give me some assurance, that he has an area such as ours, and I'm sure other areas in the province with a similar setup, that these retardees are getting a fair shake, for the use of a better term. It's all very well for him to tell me that the school division may not be ready, but I'm suggesting to him if they're not ready now, where have they been? In the woods for a little while? Because the community itself prepared and provided for these young people and others, and these young people some way and some how must be taken care of by the educational authorities in the Swan River Valley. So far as I'm concerned if they're not putting something on the table for the Minister to give a decision on that he has outlined just a few moments ago, I think they're rather delinquent, because there should be a program at this late date. The community did its part to house and take care of these people, and the province in its wisdom also made its contribution and is continuing to make a contribution toward their welfare and their shelter; and I am just trying to find out as to whether or not the educational authorities are doing the same thing on behalf of these people.

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MR. HANUSCHAK: If I understand the honourable member correctly he's referring to the Manitoba School for Retardates as being the community's contribution.

MR. BILTON: No, no. The community proper put up the money to start this thing going.

MR. HANUSCHAK: Yes, but Mr. Chairman, when we're dealing - I appreciate the comments that the Honourable Member for Swan River is making - but when we're talking about children with special needs, we're talking about the entire range of children with special needs, it may extend beyond those that the community is presently providing for, and that will take time. And of course, what has been done by the community up to this point in time will not be ignored, and it'll certainly be taken into account, and whatever that program has to offer, certainly it'll receive our assistance.

MR. CHAIRMAN: The Honourable Member for La Verendrye.

MR. BOB BANMAN (La Verendrye): Thank you, Mr. Chairman. I've just a few questions of the Minister at this time. In the Steinbach area in one particular school we do have several classes where we have mentally handicapped people. There was a school started a number of years ago by concerned citizens and parents in the area to help these mentally handicapped people, and what has happened now is that they have been more or less integrated into the school as far as sharing the same facilities and sharing the same playgrounds as the regular school people are concerned. And I think this has been a good thing because it has helped the children that are not handicapped in that capacity to accept these children better, and I think it has done the job along that line.

My only question would be of the Minister this time, and it has been expressed to me and probably to the Minister's department, about further integration as far as the mentally handicapped are concerned with the rest of the school children. Now they have special needs and I think that if there is a move to further integrate them into the regular school system, I think it would be not only not beneficial to the people that are mentally handicapped but I think would also hinder some of the other people, and I wonder if the Minister could just tell us what the department's policy is and more or less is projected for in the future with regard to these children that are attending the public schools in special classrooms.

MR. HANUSCHAK: Mr. Chairman, I was glad that the Honourable Member for La Verendrye raised the point that he did because there's no doubt that the program that's presently under way in Steinbach, is one that we can take pride in . . .

MR. CHAIRMAN: Order please.

MR. HANUSCHAK: . . . at Woodlawn School. And now as far as the department is concerned certainly the department favours and encourages integration to the maximum degree possible, in the interests of the entire school population and in the interests of the entire community, and this is what requires the support and co-operation of all involved, the teachers, principal and the entire community, and if there is resistance at the local level then here again, just dollars and cents in themselves will not promote further integration. The only answer to that problem is to sit down and talk to the people and explain to them the benefits and the merits of an integrated program and make every effort possible to convince them that that would be in the best interests of everyone. But in brief, the position of my government, of my department is one favouring integration because I think that the most profitable education program, training program that could be offered anyone is in his home environment rather than some artificial setting removed from his home.

Now, granted, as I mentioned earlier, I believe in response to the Honourable Member for Swan River and I may have in response of the Honourable Member for Brandon West, that the need for the Manitoba School for Retardates and St. Amant Ward may still continue because taking all factors into account, the home environment from which the child may come and so forth, an institutionalized setting may be the most suitable for him. But wherever possible, to the extent possible, we do favour an integrated program. Even though it would be an integrated program I want to make it clear that insofar as the trainable, the other mentally handicapped students in the class are concerned, that just because they would be integrated into the mainstream of the

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(MR. HANUSCHAK cont'd) school population will not result in any loss of additional financial assistance from the province to the school division. The grants will still be there, the Special Resource Grants. As I mentioned at the outset there's probably a limit to which integration can be carried out and because there is a limit, the need for the institutions that we have will likely still continue. But my hope is that with an integrated program in the school system that this will bring about a greater liaison between what the institutions are attempting to do and what the school divisions can offer. Even in the Portage Home or St. Amant the program there I'm sure could be enriched tremendously through a greater and a closer co-operative effort between those institutions and the school divisions.

MR. CHAIRMAN: The Honourable Member for Fort Rouge.

MR. AXWORTHY: Mr. Chairman, the Minister indicated that the government has taken some steps to implement the intent of Bill 58. I have with me, Mr. Chairman, a document that was prepared by the inter-departmental group and presented to the sub-committee of Cabinet in the fall of this year, based upon a Cabinet decision in fact that was taken in May of 1975 that indicated a very specific set of programs of reducing the ratio of students to teachers, particularly in the resource field; of the government making a very clear statement of programming intent and I quote from it, this will be the statement that the government should be making: "To the maximum extent practicable handicapped children shall be educated along with children who do not have handicaps and shall attend regular classes. Physical and mental impediments to normal functioning of handicapped children in the regular school environment shall be overcome by the provision of special aides and services rather than by separate schooling for the handicapped." It goes on for another several paragraphs that the Foundation program be amended to provide for an additional 110 resource teachers to be trained so that they will be available by the 1977-78 teaching year; that there be a reduction of the pupil-teacher ratio to reduce teacher loads in order to allow the integration to take place; that there be a screening system established and an appropriate section of the Department of Health and Social Development be asked to develop this early identification, screening and service program and that the total cost of the program in the 1976-77 year would be \$5.8 million.

Mr. Chairman, the program outlined here as presented to the sub-committee of Cabinet by that working group is quite a bit more ambitious than the relatively limited steps the Minister has described to us in the previous statements of four or five days ago. What I would really want to ask, Mr. Chairman, is why was the program so substantially cut back from the initial assessments that were set out by the working group as to what was needed in order to provide for the implementation of the program, by the way, up until 1980.

I should indicate, Mr. Chairman, that when we spoke about expenses before, I didn't have figures in front of me but the figures prepared by the government working group was that it would cost \$5.8 million in 1976-77; it would cost an additional \$10.6 million in 1977-78; \$13.3 million in 1978-79 and another \$13 million in 1979-80 which, as I indicated at that time, was a pretty expensive program. It seems to me, Mr. Chairman, that the government has decided to substantially cut back or pull its horns in on the recommendations of the working group and that doesn't quite jibe with what the Minister said. He said that he'd set up a working group to establish a program and the government was now implementing the program. It seems quite obvious from this that the program recommended by the working group is not being implemented but in fact a very different program of a much smaller scale, of a much reduced type is being implemented.

There can certainly be some logical explanation for that but it would seem that some of the steps themselves which don't even cost money such as ensuring there was a very clear statement of intent from the government establishing regulations so that the school boards and school divisions would know exactly what they are getting into. This can be done probably with a price of a mimeograph press. It doesn't take much more than that. What you do is sort of gear up the old Information Services to

(MR. AXWORTHY cont'd) chunk out some press releases, as long as the intent was made. It seems to me Mr. Chairman that there was something wrong if the government wasn't even prepared to make that kind of statement at this point, of establishing its extent and establishing the guidelines by which the program would be operated. Then does it indicate a change of mind or a change of heart or a change of timing? What ever the change is, there is obviously a change taking place.

I mention this in particular, this problem of establishing the outlines and guidelines of the program for this reason, that is that there are presently many parents of children with particular kinds of disabilities who are quite concerned, as are school teachers, about what the rules are going to be governing the integration of students into the classroom. It's obvious that there is going to be some machinery required to provide for review procedure so that if a parent wants to challenge the ruling of the school board they'll have some basis of doing so. That's got to be part of the planning procedure that goes in now.

Furthermore, under this recommendation, Mr. Chairman, they indicated that there would be Local Advisory Committees set up in every school division, every school division, by the spring of 1976 which I take is now. If the weather tells me right we're in spring right now. I'd like to know; do we now have advisory commissions working in every school division in order to provide, according to this report, the time table set out by the working group, in order to achieve that ingegration by 1980 which is four years away. They seemed to indicate that this was a minimum program. We've now cut the minimum program to a mini-minimum program and I think that the Minister should provide some explanation for it.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, as had been previously indicated and our position hasn't changed, we are looking at three or four years down the road before we have a fully operative Special Needs program. So on that point our position hasn't changed one slightest bit. Now if someone had suggested at some point in time that there be a greater expenditure of funds in the first year of our attempts at implementing the program, and the fact that we are not spending that kind of money but a lesser sum of money, in the order of \$484,000, this is not any departure or backing away from our commitment. The commitment is still there over that entire period of time. But what we did discover, Mr. Chairman, is that, as the Honourable Member for Fort Rouge himself pointed out in his comments, that there is some concern, a fair amount of concern among some teachers as to what their role and function will be and how the program will operate and hence the need for the type of consultation which must occur before moneys are spent. So in terms of a total time frame we're still looking at the same time frame. But to get the program under way and to get it established on a solid footing, it is felt that much of this preliminary work has to be done which is not as extensive in the first year. Just simply reducing pupil-teacher ratio right off the bat will not per se provide for a Special Needs program in the absence of other preparatory work which must occur.

The Honourable Member for Fort Rouge asked about the local advisory committees, that they will be established this spring. We still are in the spring of 1976 and steps are being taken now to establish such committees, to develop their goals to establish their priorities, to identify their needs, identify the resources that they have available and also recommend a screening mechanism, a screening development which they will have to use. Now the screening process, as I had indicated I believe it was last Wednesday or Tuesday when I gave a very detailed breakdown of the expenditure under item (3) I believe it was, under Financial Support, when I gave a breakdown of how the \$484,000 will be spent, at that time, Mr. Chairman - and I'm reluctant to make reference to that item in view of the fact this was something which already has been debated by this committee - but at that time I did indicate that the screening process according to the steps that will have to be taken appears as number - well 1) Establish local advisory committees, identify priorities, resource personnel training, classroom teacher training, and then the screening program development. Because at the time that we get around to screening the children requiring special needs we must

(MR. HANUSCHAK cont'd) be, at that point in time, either in a position to or being on the verge of being in a position to deliver the type of program that the screening process will demonstrate exists within the child. But to venture the screening process at this point in time without having taken the other preliminary and preparatory steps that must be undertaken, Mr. Chairman, would be putting the cart before the horse. So that has to come later. Now I know, Mr. Chairman, particularly those parents who may have children with special needs, that we would like to see Bill 58 be implemented as quickly as possible, and given effect to and the programs developed. But, Mr. Chairman, with all the money in the world that one could possibly spend on the program it cannot be developed overnight. For the reasons which have been mentioned many times over during the debate of my Estimates, that it involves not only the expenditure of money but also the proper preparations, the community boards administration and teachers to make such a program effective and meaningful. But to sum up, despite the fact that this year's appropriation may be somewhat less than what may have been recommended by a group some time ago, nevertheless the government commitment for the development and the delivery of a program within the total time frame is still there.

MR. AXWORTHY: Mr. Chairman, I'm pleased to hear that the commitment is still there, and the time frame is there. What I don't understand is how the execution and the implementation of the program can be achieved in the same time by spending far less money than has been indicated. In other words, the working group set out what they considered basic criteria in order to have the program fully implemented within a five-year time span. That was going to cost about \$40 million, about \$42 million to \$43 million. They said it was going to take four to five years to train the resource teachers, to develop the screening, to set up the advisor committees, to do the planning, to do all these steps we're going to take a full five years to achieve. Now the Minister says we've cut back from the recommended 5.8 to \$400,000, so somehow or other we're making up the 5.4 I guess in good intentions and whatever kinds of resources he hopes to bring to bear. Maybe I should say does that mean that if the province is not undertaking the program this year, is it going to double up next year? Rather than spending the recommended \$10 million next year we're going to spend \$15 million. In other words, how do we get from point A to point B in five years with the kind of recommendations being made without spending the kind of money they're talking about. Or in fact, are we cutting the program back substantially in order to fit? I'm not saying to the Minister - I'm not being critical about it. I do think it's important to know what kind of financial commitment we are making to the program over the next four or five years. Is it a \$45 million commitment? If so is that \$45 million going to be spread over as recommended five, ten and thirteen or are we going to spend \$400,000 this year and then jump up substantially in the next two or three years?

If that is the case, Mr. Chairman, I'd raise the issue with the Minister that it may not be possible. Because it seems to me from reading the kind of assessments that were made that it takes time to train resource teachers. If we in fact need an additional 110 or 120 resource teachers to go into the classrooms, they don't appear overnight. You know you don't wave a magic wand and out comes a fully trained teacher to deal with people who have hearing handicaps or emotional handicaps. It takes several years of very specialized kind of training for them to come about. So if we're talking about implementing it in 1980 presumably we have to be training the teachers now. They have to be in effect, marching into the university classroom as of last fall or next fall in order to be able to come out in two or three years' time ready to take up their position in the classroom. We can't simply wish them to appear. So I want to know; have those steps been taken to initiate the training and education of a hundred additional resource teachers if that's the requirement. If that's not the requirement, how many resource teachers are we talking about? Are we talking about 50 or 25 or 10? How many of those are now in the educational stream. At the same time, Mr. Chairman, what are we doing in the kinds of classroom programs now in terms of training the classroom teachers who are going to be taking these children in and the kind of resources and training material that's going to have to go into the schools. As the Minister

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(MR. AXWORTHY cont'd) knows - we were talking this afternoon about specialized training programs for classroom teachers, setting up a sabbatical system or training program system. I think it would seem to make sense that if you're going to take a classroom teacher and ask them to be integrating children - I guess what is called exceptional children - into the classroom, they themselves are going to have some re-training. There's going to have to be resources placed in the school and I know from my own experience in one of the schools we worked with, that is in my constituency, it took two or three years of fairly intensive training and resources to get the school ready to start integrating children.

So again it seems to me that you can't say we're doing it in the same time frame but do it on the basis of reducing expenditures by about 500 percent or something. It just can't be done unless the Minister's figured out a way of maybe taking some loaves and fishes and multiplying them or something.

MR. HANUSCHAK: Mr. Chairman. As I've indicated previously, our commitment to the development of a program is there. Very basic elementary algebra tells you that if $A + B + C + D = Y$, and if we find that we cannot spend moneys or that we ought not spend moneys in those proportions over a four-year term then we may spend $E + F + G + H$ and still spend a total of Y , the same amount, the total of Y dollars.

Some of the major expenditures that will eventually arise with the provision of grants for additional resource personnel and so forth, those are your large items. Once the school divisions are ready for that type of program then we will have to make adjustments in our financial support to eventually cover that.

Now the honourable member asks how many resource teachers will we have to train and he is estimating a figure of about 100. I did indicate that one of the first things --(Interjection)-- No. That's the working group's estimate, that's true. It may well be, Mr. Chairman, that at the present time we may have all or some portion of that 100 teachers within the teaching ranks presently employed but perhaps doing other things. There are many teachers who have had training and experience to a greater or lesser degree working with children of this type either in the Province of Manitoba or elsewhere, but for whatever reason in recent years they may have gone into other areas of teaching activity. But the resource may be there, the resource may be there. It may be of a kind - the human resource that is - the teacher may be there of a kind that will require a simple transfer from one teaching function to another or some may require only minimal refresher or upgrading training.

But as I've indicated that will be one of the first functions of the local advisory committee which will consist of representation of teachers, trustees, administrators and people from the community. Each school division will be able to determine the extent of additional resources that they would require in terms of professional staff. To sum up, even though the working group may have said that they estimate a need of 100, it may be that a very significant percentage of that 100 is already employed in the teaching force but employed in different capacities. It will be a matter, when the program is developed of transferring them into the special needs area from their present field of employment.

MR. AXWORTHY: Mr. Chairman, I accept in part the Minister's explanation, that the additional 100 resource teachers may already be engaged in teaching. But what worries me is when he starts using the word "may be." I would think we should know. Because if we don't know, how are we going to estimate whether there should be new teachers trained or whether they're going to be retrained. That seems to me a problem and it then catapults in terms of the kinds of facilities that are available in the teaching faculties, educational faculties in order to provide for their retraining. It still seems to me that we need a fair degree of lead time in order to properly have the resources available within that four or five year span that we're talking about. It would seem to me that is something that we should have a pretty good handle on right now, the kind and number of teachers that are available either because they're already in the school system and can be transferred - but I presume would still require some upgrading of

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(MR. AXWORTHY cont'd) their skills or some retraining of those skills along the way. It may also be that we need a whole host of new teachers. What I'm concerned about, Mr. Chairman, is that we don't get caught in the kind of situation we have in some other programs where we all of a sudden rush over to Great Britain and take some ads in the Manchester Guardian to make sure that we've got enough teachers because we don't have them ready here. I know the Guardian is an excellent paper, it's a Liberal paper in fact. The fact of the matter is that the requirement to take those lead time steps is really quite important right now. That's why I am concerned about the kind of dollars the Minister was talking about because it seemed to me that the dollars that the government had put into it - and I believe the Minister said and it's a fair answer - that for economy reasons, because of the tight budget restraints that they had to cut back the program substantially and I think, you know, they had to cut back somewhere so they're cutting back here.

I also believe the Minister said that they're going to be making it up next year or the year following, that we're still going to end up spending \$42 or \$45 million. It's just that we're going to be doing it hopefully as the economy picks up and we get more tax revenues in 1978-79. But that means though that if we're short-changing at the present moment, we won't have the teachers or the facilities, or the materials, or the resources to implement the program we're talking about. So are we really talking about stretching the program far beyond the four or five years into six or seven years in order to make sure it's done.

Again I would suggest that if it's the government's decision that the dollars aren't there to make the steps now then they shouldn't try to compress those steps but rather extend the time and make sure they've got the proper resources before they get into the program. Those are the kinds of options I think that we are talking about in terms of expenditures of money in this department. I would really like to have a further explanation, not this A,B,C,X, Y, F, thing but really a much more specific kind of thing, of saying what we intend to do is we know the costs by the estimates for our working group, \$40 some odd million; we believe that we cannot spend that within the time frame that they recommend so we are either going to change that time frame and spin it out into a longer period of time or we're going to try and do it within the same period and that means putting a heavy dollop of dollars in the next year or two. I'm not so sure you can do that because I don't think the economic picture is going to get that much better in the next year or two necessarily to all of a sudden allow you to go and spend \$14 million, \$15 million dollars next year to get the program moving.

MR. HANUSCHAK: Mr. Chairman, you know once again I want to explain to the Honourable Member for Fort Rouge that it is the opinion of my department that the program can be developed and instituted within the time recommended by the working group. It is also the opinion of my department that the sequence of some of the things that ought to be done may not be quite the same and it is felt that during the first year those things should be done which I had outlined to the honourable member.

Now he's very concerned about the acquisition of properly trained staff and the development of training programs and so forth. But, Mr. Chairman, as I have indicated just before the Honourable Member from Fort Rouge rose to his feet that one of the first things that we must do is identify the resources that we presently have. I am quite confident that many that we'll require are presently in the field but they may not be utilized in exactly this particular manner to meet this particular need, that there are teachers with training in special needs. So we must identify the resources that we have in the order in which I've mentioned.

The school divisions have to define the goals for their program, the type of program that they want to deliver, determine their own priorities, the needs, determine the level of need within the school divisions, the manner in which they're going to meet those needs either individually or co-operatively. That will indicate the types of teachers that you would need, the type of expertise that you would expect and want the teachers to have and then you proceed with your resource identification. Those human resources that you have, you utilize and if you're short then you train, hire elsewhere, do

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(MR. HANUSCHAK cont'd) whatever one must do to fill those needs. It is in that order that you proceed.

To do those things, Mr. Chairman, plus the others that I have outlined, just simply pouring in millions of dollars in itself will not solve those problems. You can pour all the millions of dollars that you want to into any given school division and just the presence of those dollars through some magical combination of circumstances will not suddenly, on its own, enable the school divisions' special needs to surface and the school divisions' resources to surface and become identifiable to the school divisions and so forth. That requires, to put it bluntly, leg work on the part of the local people. Once you've done that, you plan whatever funds you must spend to develop the programs.

MR. AXWORTHY: Mr. Chairman, we can't belabour the issue too long but I think that we are not talking about the issue of simply throwing millions of dollars under the table and hoping it's going to go out. I am saying that those dollars we're talking about were attached to very specific programs that were presented to the Cabinet by the working group. They were not sort of figments of someone's imagination; they were not dollars that were floating in the air; they were dollars that were specifically tied into specific steps that were going to be required in order for the province to meet its objectives within the four-year time period that was established. I presume that that working group, which is an inter-departmental working group, that includes teachers and specialists and members of the associations that are involved . . .

MR. CHAIRMAN: I wonder if we could just keep this conversation down to a low roar or something. The honourable member.

MR. AXWORTHY: Thank you, Mr. Chairman. In order to establish the program they were saying that you just have to spend some money to get the kind of facilities and people in place in time to do it. The contradiction I'm trying to get at, Mr. Chairman, is this; the Minister says we have not cut back our commitment one iota but he seems to be indicating that we have cut back our dollars substantially. Now I'm saying: is the prognosis of the working group, which are the specialists and the experts, wrong and they're saying that they recommend far too much money. If so, what alternative steps are being required to bring this about? I mean is it that we don't need these additional 100 resource teachers above the - I think there's about 300 now working in the province - do we not need the additional ones? If we do are we going to sort of telescope the program into a much shorter time-frame and sort of fast feed it or force feed it in order to bring it into the four-year period or are we going to stretch it out?

I don't think we're simply talking about throwing dollars at the problem. I think this is based upon a fairly calculated assessment that these are very expensive programs to implement.

I really want to pin the Minister down on this because I don't think we should be going into an open-ended program. I think we should be going into a program that has very specific budget allocations set out for it over that four-year time period. I still haven't received from the Minister the answer that I'm asking and that is: are we still talking in effect of a \$45 million allocation to provide for the implementation of the program in four years or are we talking about a round figure of \$30 million or \$50 million, or 25 - I mean what is the government, the Minister, the man who makes the decisions, the government, the Cabinet, talking about in terms of implementing this program?

I think, Mr. Chairman, frankly if we follow the Minister's thinking as it's now being proposed, that we're going to set up these committees and they're going to identify needs, that's bad planning. You don't plan simply by taking all the needs and then saying we're going to answer them because if you went into any planning program and identified needs, then the budget of Manitoba would be \$10 billion, not \$1 billion. So you've got to be able to say that there is some fiscal limits that we're setting into this program in relation to what we're trying to do. I think the government should be trying to say what kind of dollars we're working with because, Mr. Chairman, that will determine in fact the planning that goes on in the local advisory committees. If they said, boy we've got 3,000 children with a variety of disabilities and we want to bring them

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(MR. AXWORTHY cont'd) into the school division and implement the program - because the government is going to pay for all of them - it's very different from saying, look, we know we've got some certain parameters in dollars and therefore we can only deal with this range of children with disabilities over the next four years. That makes a very big difference in the kind of program you're getting into.

I am concerned because we've seen the danger of getting into programs which are open-ended in the past, that we simply end up spending an awful lot more money than we expected and then taxpayers start hollering and all of a sudden you start cheapening the program or start cutting back on it. I think we shouldn't get ourselves caught in that kind of dilemma. I'm not trying to be critical of the Minister; I am saying though that you are engaged in a planning exercise right now, one that's very important and one that a lot of people have very high expectations placed upon. I don't think we should be in a position where we frustrate those expectations or disappoint them simply because we'd find two or three years down the track that we don't have the dollars to satisfy it. So we should really cut the suit according to the amount of cloth that we've got and that's why I think it's important that the Minister himself have some very clear indications of what we're talking about in the way of the numbers of dollars and the criteria for expenditures that we put into place.

MR. HANUSCHAK: Mr. Chairman, the Honourable Member for Fort Rouge tends to contradict himself, because if we were to follow his advice, it's exactly the very trap that we'd be falling into, is into an open-ended program. At this point in time, Mr. Chairman, I know that the Special Needs Program is an expensive one. There is a commitment on the part of government to meet the special needs of the children in the Province of Manitoba and at this point in time I would challenge anyone in the Province of Manitoba to give any sort of, even a reasonable accurate estimate, plus or minus 15, 20 or 25 percent, as to what the cost of the program will be. I do believe that it is taking this type of approach, a systematic planning approach this year, after the development of the goals, after the identification of priorities, census of needs, resource identification, that we would be in a much better position to determine the number of bucks that really should be put into the program, dollars that would be actually earmarked for the establishment, the development and the conduct of the program. But if we were at this point in time just simply, you know, include it in the \$5 million figure that the honourable member quoted, a grant to cover the 100 resource teachers, now simply giving school divisions grants for 100 resource teachers today, to do what, Mr. Chairman? The vast majority of the school divisions have not a program developed at this point in time. So it would simply be a grant stacked on another grant and not really used for the purpose of developing a Special Needs Program. Hence the need to take this logical, sequential, systematic approach and at the end of this year, in fact as the year proceeds the whole matter will unravel itself with greater clarity and put us in a much better position to determine and to conceptualize the type of program that we would want to support in the province and the level of support that we would wish to offer it and the extent to which we would support its development. But that is something that we will have to work out jointly, working with the school divisions, Mr. Chairman.

MR. AXWORTHY: Mr. Chairman, I just have one final point. The Minister challenges some group to come up with - I gather members of his own department came up with the estimate figure. He's all of a sudden challenging, he says that they came up --(Interjection)-- Well, it was very broad, I guess broad as they said \$42.5 million and I suppose on that basis then we'll have to go outside the Department of Education, to the Department of Health and Social Development and so on to get some other group to do likewise. But I'm sorry the Minister doesn't have confidence in those kind of recommendations made by members of his department. But that's his problem to deal with.

I did want to ask however, Mr. Chairman, an additional question and this is, does the government intend in these programs to establish some form of review commission or review body that would adjudicate or act as some form of semi-judicial body to adjudicate upon the question or challenges that parents and schools would have about children coming into the program? There was no more difficult problem in Special Needs in the American school boards that tried it than the fact that the school board decides it is

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(MR. AXWORTHY cont'd) going to be this range of children with these disabilities that should be incorporated and some parent thinks it is not. It seems that that gave occasion to a variety of court cases and a variety of disputes and a variety of conflicts which really tended to colour the program in an unpleasant way and really put an odious shade upon it. I'd really like to know, does the government plan to establish some machinery for ensuring that there is again a logical systematic way for appeals to be made about decisions in terms of the incorporation or integration of children into the program and that there is some place by which those hearings can be held and there would be some impartial judgment as to the placement of children in programs.

MR. HANUSCHAK: Yes, Mr. Chairman.

MR. CHAIRMAN: Resolution 50(a)(1)--pass; (a)(2) Other Expenditures --pass; (a)(3) Assistance. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, could the Minister tell us specifically what this item is of Assistance and the explanation for the more than 100 percent increase in the amount involved here?

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Yes, Mr. Chairman. This is for the Vocational Alternatives Program grants, vocational alternatives to develop and establish vocational education programs in those communities wherein, by reason of smallness of population, sparsity of population it may be impractical to offer a vocational education program in the traditional sense, such as a school such as Crocus Plains or some modified version of it, where we would have to look at other forms of delivery of vocational education. It could be via an on-the-job training approach such as the one being developed at the present time in Thompson, an itinerant program which is being considered for northern Manitoba. The itinerant program may have to be of various kinds, utilization of available resources and making maximum use of available resources, mobile vans and the like, for the delivery of some programs. Mobile vans is something that we're looking at in the case of a couple of school divisions southeast of Brandon at the present time, Tiger Hills and Pembina Valley, which is one example of where we, together with the school divisions, are attempting to develop a program of that kind. But that is for vocational alternatives.

MR. CHAIRMAN: (3)--pass; (b) Program Development, (1) Salaries \$213,100 - The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I want to just ask the Minister some questions in respect to the credit system which became effective in September of 1975 in the high schools. According to the credit system a high school student earns a credit by successfully completing a course over 110 to 120 hours either in a school year or semester. Now the question is, if a school decides to give a course of 70 or 80 hours, will the course bestow full credit? Who makes the decision as to whether or not that course will be a full credit if it is less than the 110 to 120 hours?

MR. HANUSCHAK: Probably that's a decision, Mr. Chairman, for the local division and the superintendent to make.

MR. MCGILL: Mr. Chairman, the reason this question comes up - at a recent meeting of high school teachers and principals, one of the teachers who is concerned in this area asked the question, it was: my principal will only allow me 90 hours on the timetable for a full credit subject that I teach. It's not enough. What support can I expect from the department? The answer he got was: none. Now surely the department has some responsibility to ensure that a credit course for which a full credit is being given has a certain minimum number of hours and if the teacher feels that the hours are inadequate, would the department not have some input into this and be able to offer some direction and guidance to the division in respect to a difference of opinion between the principal and the teacher?

MR. HANUSCHAK: Mr. Chairman, if it's on the semester system and if it's somewhere in the order of 70 hours then likely it will be a half credit that will be given for that course of studies. I'm surprised to hear such a complaint being lodged. I would be interested to know what the school administration is doing with the balance of the time that should be allotted this. Is the honourable member suggesting that the school is just wasting away 30 hours of the students' time or what? I would suspect that he isn't,

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(MR. HANUSCHAK cont'd) I would suspect that the same thing is happening there as has been happening for many many years, I suppose ever since Day One of the operation of our schools, when there always were guidelines prescribed by the Department of Education; not, as I recall it, going back a few years, not in terms of numbers of hours, but rather it was in terms of percentage of the school year, percentage of the school day that ought to be assigned to each subject, 12 percent, 18 percent, 14, whatever. And I do know that, and this happened particularly in schools which had a very ambitious staff perhaps, which attempted to offer the children in their school a bit more than the basic minimum requirements of the education program and they found themselves in a position where probably when the program of studies may have called for 14 percent that they may have had to satisfy themselves with something in the order of 10 percent, or 10.5 percent and so forth. But it was in this fashion that they were able to in fact enrich the program. True, it may have imposed a somewhat greater load on the teachers, it may have necessitated some reorganization, the teachers own time-tabling of his work in the preparation of his course of instruction, but it can't really be said that any pupil suffered as a result thereof, in fact a vast majority of them benefitted. Now it may be that in this particular instance, Mr. Chairman, that what the teacher is saying, that of the 110 or 120 hours that he or she feels he ought to be entitled to for the instruction of those particular classes, that the time-tabling may be set up in such a manner that allows him 90 hours of actual instruction time, but there's also provision for 30 hours for independent study and research by the students - and this, I'd be quite certain, Mr. Chairman, would be time that is properly monitored and supervised and accounted for by the teaching staff, which really should be added to the 90 hours. So not knowing the exact details, I'm merely suggesting to the honourable member that that could well be the case, that the teacher finds himself only having 90 hours for actual instruction, but in fact the student does have 120 hours of school time to devote to the study of that particular subject.

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MR. CHAIRMAN: Resolution 50(b)(1), the Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, then the Minister is saying that really his department is not going to take any hand in this matter of maintaining minimum hours on credit courses and that this is going to fall to the individual divisions, the people there, and then under those circumstances and without some central direction and quality control here, there is a danger that the level of standards will be greatly varied among divisions depending on the attitudes of the people within those divisions as to what should qualify a credit course. It seems to me that unless there is some direction and guidance and some general overall standards applied that there is a danger of disparity in the system from developing well beyond those that perhaps the Minister is anticipating at this time.

MR. HANUSCHAK: Mr. Chairman, it would indeed surprise me if we were to find 400 plus men and women in the Province of Manitoba elected as School Trustees, responsible for the education program, allowing to see 25 percent of the school time going to waste. Mr. Chairman, I just do not accept that to be a fact in our school system, knowing full well that all trustees with the assistance of their senior staff, of their superintendents, are doing the best that they possibly can to live within grants. The problem in most school divisions is that they find that to deliver the program that they're expected to, that in some cases - well as all school divisions do have teachers over grant and always did, so with that being the case, I cannot see any school division allowing 25 percent of their expenditures just being poured down the drain and allowing teachers to teach only 75 percent of the time because the principal will not let them teach any more than 75 percent of the time and have the other 25 percent of time wasted.

MR. CHAIRMAN: Resolution 50(b)(1)--pass; (b)(2) Other expenditures--pass; (c) Professional Development and Consultant Services - Salaries (1)--pass; (2) Other Expenditures - the Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I note there is a considerable increase in the proposal for this department. Is this an increase of staffing, or specifically what is covered by the \$297,000 increase in the allocation here for professional development?

MR. HANUSCHAK: Yes, under Salaries, Mr. Chairman, I believe that's the item which we are on - I'm sorry, under Other Expenditures.

Mr. Chairman, the increase of the \$201,000 is made up of the following in an attempt to encourage and assist professional development, and tied in with it is curriculum development because the two are very closely interrelated: The local curriculum development, teacher release time \$20,000; materials, printing, \$42,000; consultant field services; the expenditures, auto and travel, \$55.6 thousand; consultant service and consumer education, nutrition, \$15,000; physical education, fitness, physical fitness implementation \$33,000; printing and other miscellaneous, furniture, publishing and so forth for consultant staff, \$15,000; price increase allowance of \$10,000 - and that makes up the \$201.3 thousand difference.

MR. CHAIRMAN: The Honourable Member for Roblin.

MR. MCKENZIE: Mr. Chairman, would the Minister advise what they pay for non-government cars, what's the mileage rate that you pay for cars mentioned in this item?

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: I believe it's about 19.5 cents per mile.

MR. MCKENZIE: 19.5 for 50,000 miles, or is it on a sliding scale, so many cents for the first 20,000 and so much . . .

MR. HANUSCHAK: It's on a sliding scale, Mr. Chairman. I cannot give the honourable member the breakdown of it right off the top of my head, but it's the same scale as Public Works pays, as is paid to government staff in general, it's no different.

MR. CHAIRMAN: (c)(2)--pass; (c)(3) Assistance--pass; (d) Manitoba School for the Deaf, Salaries--pass; Other Expenditures--pass; Child Development and Support Services, Salaries--pass; Other Expenditures--pass; Assistance--pass; - the Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, this matter of assistance, there's an appropriation of \$176,000. In addition to the money that is requested in this appropriation there was under the previous financial support for public schools a consideration amount for child

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(MR. MCGILL cont'd) development and support services. What specifically has taken place in this Branch to warrant the increases?

MR. HANUSCHAK: Mr. Chairman, the \$176,000 under (e) Assistance, that's the confluent education program which has been in operation now for a number of years and this year it is being administered under this Branch under Child Development and Support Services. Last year, Mr. Chairman, it was part of the Frontier School Division budget, this year we have it in here.

MR. CHAIRMAN: (3)--pass; (f) Special Programs and Projects, Salaries--pass; Other Expenditures--pass; Assistance--pass; Computer Services. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, what is the state in this Branch of the progress of the Special Needs and Working Group that were established about a year and a half ago. It was a group known as the Special Needs and Working Group, and they were set up a year and a half ago. What's their status now?

MR. HANUSCHAK: Mr. Chairman, we have been debating it for the past I don't know how many hours today, and Tuesday, and I believe Wednesday.

MR. MCGILL: Mr. Chairman, I believe this comes under Special Programs and Projects. How many staff members has it and what are they doing, and what progress is being made?

MR. HANUSCHAK: No, Mr. Chairman, I'm sorry, it doesn't come under here, it came under Child Development and Support Services, a portion of it, and a portion of it that goes by way of direct grant to the school division is under Financial Support, it came under there, and that was a Special Needs Program that we were discussing that's in the process of being developed.

MR. CHAIRMAN: (g)(1)--pass; (g)(2) Other Expenditures. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, on this subject of Computer Services, some of the school boards have spent considerable sums of money in this educational field, and the question has to be, will the computer services and the computer courses be continued? And will the Boards be called on to spend more money on these programs?

MR. HANUSCHAK: Yes, Mr. Chairman, there's no desire on our part to discontinue the Computer Services program. Much of what has been spent up to this point in time were expenditures of a developmental nature associated with the development and the establishment of the program; that having been done, and hence a reduction in the appropriation.

MR. MCGILL: How many staff are now currently employed in this branch of Computer Service and what computer terminals are still operational in the school system. I understand there was one at Neelin, in Brandon, are these still current and are they still in operation, and how many people are working in the Computer Services?

MR. HANUSCHAK: Mr. Chairman, I presume that the honourable member is asking how many there are. There are about 30 terminals still in operation. There is provision for three staff in the Computer Services Branch, but I want to remind the honourable member that there are more people than that involved in the computer education program because there are teachers out in the field; but three from my department who act in an advisory capacity to the teachers teaching the program in the 30 schools in the province.

MR. MCGILL: Then I understand that at the moment there are three of a staff in the Computer Branch. How many were employed in this Branch during the peak period of its operation?

MR. HANUSCHAK: Six, Mr. Chairman.

MR. MCGILL: Mr. Chairman, I understand that the program is to be continued without any change and that the courses will be continued to be offered in the various school divisions having the terminals available.

MR. HANUSCHAK: Yes, Mr. Chairman, the program is continuing.

MR. CHAIRMAN: (g)(2) Other Expenditures. The Honourable Member for St. James.

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MR. GEORGE MINAKER (St. James): Thank you, Mr. Chairman, through you to the Minister, I wonder if the Honourable Minister could advise if there are other computer expenditures throughout his department that aren't necessarily shown under this section, because I understand this year that the Computer Services or Computer Centre expenditures are not shown under the management of Cabinet any more and are shared by the various departments. I know in the case of, I think it was the Department of Highways, there was a multitude of computer charges throughout the various departments, I wonder if this holds true in the Honourable Minister's Department as well.

MR. HANUSCHAK: Yes, Mr. Chairman, Computer Services are provided to the various departments on a charge back basis. This is the educational component of the computer services program and completely unrelated to the administrative use of a computer program, and whatever my department pays for computer services would have been built in under Administration of each of the three areas, or each of the five areas perhaps. I really cannot give the honourable member the answer to that, whether it appears under the five resolutions or all lumped together under one, but at any rate this is merely the education program and not the cost of the computers for the administration and the operation of the department.

MR. CHAIRMAN: The Honourable Member for La Verendrye.

MR. BANMAN: I wonder if the Minister could tell us if any of this money is appropriated to the MDC company, Phoenix Data. I note when we met in the Economic Development Committee last year the company officials from that particular corporation said the Department of Education would be using some of their computer space for training people. Does any of this money go to Phoenix Data?

MR. HANUSCHAK: Mr. Chairman, our contract is with Fabruchere(?) for the provision of this service.

MR. CHAIRMAN: (g)(2)--pass; (h) - Instructional Media Services - (1) Salaries - \$786,400. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I wonder if the Minister would indicate the different sections that make up this item with the dollar allocations for each.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: This includes school broadcasts, correspondence branch, school films, department library and school library services branches. The salary breakdown is as follows:

The Co-ordinator for the five branches that I mentioned, \$19.4 thousand; Correspondence Branch is \$342.5 thousand; Library is \$88,000; School Film Services is \$117.7 thousand; School Broadcasts is \$148.3 thousand; Supervisor of School Library Services, \$70.5 thousand; expenditures other than salaries, making up the \$704.8 thousand; the expenses of the Media Co-ordinator are \$5,000; Expenses of the Correspondence Branch, \$140.6 thousand; Department of Library, \$68.9 thousand; School Film Services, \$235.6 thousand; School Broadcasts, \$238.4 thousand; Supervisor of School Libraries, \$16.3 thousand.

MR. CHAIRMAN: (h)(1)--pass. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, there's been a new appointee to the Civil Service who's to be in charge of the broadcasting, the telecasting, audio-visual education and the related services. I wonder if the Minister would outline the specific training and the length of experience of the appointee in those fields.

MR. HANUSCHAK: Mr. Chairman, at this moment I'm sorry I can't. It was a recommendation by the Civil Service Commission which I approved, but I cannot give the honourable member the exact number of years of experience that the incumbent has had in this field, nor the qualifications, with absolute precision.

MR. MCGILL: Mr. Chairman, I take it then that the Minister, having reviewed the qualifications of the appointee, is satisfied that she has all of the adequate experience in these fields and that he is satisfied that she is able to provide direction and leadership in a branch that is certainly one of the larger ones in terms of expenditures. I'm just a little surprised that the Minister is unable to really give some background here because I would think it's a rather sensitive post and one in which some years of experience in

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(MR. MCGILL cont'd) the broadcasting field and in related fields would be a required prerequisite to the assumption of these duties. I don't know whether during the course of the consideration of the balance of his Estimates the Minister will have an opportunity to bring that information to the committee but he might be able to add to it perhaps in the meantime.

MR. HANUSCHAK: I'll try my best. When we advertised for this position, a job description was prepared by my department in consultation with the Personnel Branch of the Management Secretariat. The position was bulletined, a board was appointed consisting of representatives from my department and from the Civil Service Commission, applicants for the position were called in, they were interviewed, their written applications were reviewed by the Civil Service Commission Board in accordance with the provisions of the Civil Service Act and a recommendation was made to me on that basis in the same manner as recommendations are made to me and to other Ministers for the appointment to fill vacancies or to fill new positions as the need for same from time to time may arise. This position, Mr. Chairman, was one requiring not so much an individual with expertise in the actual art, as an administrator, and that was contained within the job description and that was the main qualification that the Board of the Civil Service Commission was mindful of in interviewing the applicants that appeared before it. It's chiefly an administrative job, so therefore administrative experience stood out paramount. I regret that I cannot recall the academic qualifications of that individual, no more than I could recite the academic qualifications of others on my staff, Mr. Chairman. If it were staff of three or four, then I suppose I would know that, but I regret that I do not have that information. I do believe that she had more than just a Bachelor's Degree from university, must have had two, I think she has a Master's Degree. I know she had worked as an Assistant Superintendent and had worked as a teacher, and in the opinion of the Assistant Deputy Ministers who sat on the Board and in the opinion of the Civil Service representative who sat on the Board, amongst the seven or eight applicants who were interviewed she was one of those who was recommended to me.

MR. CHAIRMAN: (h)(1)--pass; (h)(2) Other Expenditures--pass; (j) - Bureau de l'Education Francaise, Salaries \$382,100--pass; Other Expenditures. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I understand there's been an increase in the number of people employed in this division. Can the Minister just indicate the increase in numbers.

MR. HANUSCHAK: Yes, Mr. Chairman. As the honourable member no doubt knows, this program is a relatively new one, and hence being new, its rate of expansion and development is greater and proceeds at a more rapid rate than that of many other programs, so in keeping with the demand out in the field, the number of SMYs, the staff man years, that is contained in the Estimates for the year 76 - 77 is twelve, for 75 - 76 it was six.

MR. CHAIRMAN: (j)(1)--pass; (j)(2) - Other Expenditures--pass. Resolution 50: Resolved that there be granted to Her Majesty a sum not exceeding \$8,065,200 for Education--pass.

I now go back to Page 19, Resolution 46(a) - Minister's Compensation, Representation Allowance. The Honourable Member for Roblin.

MR. MCKENZIE: Mr. Chairman, I listened with great interest going through the Estimates of the Minister, and I am wondering if I should be making this speech tonight or should it be the Member for Ste. Rose who's making the speech, or maybe we should make it jointly, to try and hopefully come up with some solution to solve the problems of Duck Mountain School Division. And I'm really amazed at the way the Member for Ste. Rose is looking around at me and wondering what I'm talking about. I suspect, Mr. Chairman, that he basically doesn't know some of the problems in his own constituency. But I happen to be an MLA that shares some of the boundaries of Duck Mountain School Division that he shares and I do recognize the concerns of that school division, and I want to put on the record some of the problems that those people are facing there at the present time. We were honoured and privileged to have the Minister lay on the table on a certain

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(MR. McKENZIE cont'd) night a document which cost the taxpayers of this province some \$10,000 to do a study, --(Interjection)-- He said 5, well, the report that I had then was - I'm not going to argue about it because I don't have the book. He has the book. But nevertheless, the study was done of the Duck Mountain School Division, was laid on the table and we've had a chance to review it since his Estimates were placed before us. I've studied it and some very knowledgeable people in the academic crowd have studied it, some school division people have studied it, and they say it's meaningless, worthless, and it's not going to solve anything. And that's what I said.

Mr. Chairman, basically if a Minister's going to do a study and review a problem, the first thing when he does the study, he either comes in with a report or gives a preface or gives some idea if in fact he has any answers to solve the problems. And this is one of the serious things that I'm concerned about the Minister, and I'm sure many members in the opposition are concerned about, that this Minister basically is not capable maybe of solving the problems of Duck Mountain School Division; and if in fact he is, he's been in office long enough now that he should have been able to come up with some of the answers.

Mr. Chairman, education costs, not only in Duck Mountain School Division but all across this province, are subsidized through various government programs, as the Minister well knows. And the difference of course, Mr. Chairman, between the actual cost and the provincial grants that are received, are collected from taxation through the various areas by a special levy. A simple comparison, Mr. Speaker, which the Honourable Member for St. Rose has already done, as I'm told, that he's done this study and he has the figures in his desk, which is an expression of the special levy that's involved in Duck Mountain School Division, will indicate that they're faced with a rate of about 74 mills. So, Mr. Speaker, they're being singled out, in my opinion, for discrimination by this government. Maybe the Minister could prove to me, or somebody else, that they're not being discriminated against, but I say, and I said when I raised my remarks earlier in the debates of these Estimates, that they're not getting a fair shake. We're not providing those people with the Foundation Program and we don't have equal opportunity of education for children in Duck Mountain compared to other divisions in this province.

So, Mr. Chairman, I have selected two neighbouring divisions with populations and characteristics, something similar to our friend, Duck Mountain School Division. There is Turtle River, which is familiar to the Minister, and what's their tax rate, their special levy? 42.7 or 8, or something like that. Lakeshore, what's their special levy? 45. Mr. Chairman, in addition to these is a comparison to the big one, the growth centre of the area, Dauphin-Ochre River, and the mill rate there is what? About 45. Now how do you compare Duck Mountain with Dauphin, the growth centre? How is Winnipegosis ever going to grow? How is an industry ever going to survive in Winnipegosis or those communities that are facing that kind of a special levy, when they can move into Dauphin and face a special levy of 45 mills? So, Mr. Speaker, I say, and I'm sure that there's many people in this province are starting to see the problems that this government is facing and this Minister is facing, that you're going to destroy towns like Winnipegosis, Ethelbert, by this because - right quick, what happened to the industries and lumbering industries that were set up in Winnipegosis? They had to pack it up. Where did they go? They went to Dauphin.

A MEMBER: Why?

MR. McKENZIE: Because the mill rate's lower. --(Interjection)-- Well, what other reason did they leave for? Ask the Member for Ste. Rose. He'll tell you real quick.

Mr. Speaker, the other part of the problem that I'm trying to get across to the Minister in this debate stems from the low assessment of that particular school division. There's a lot of Crown land in that school division. What kind of revenue comes off that Crown land into the coffers of Duck Mountain School Division? I wonder, can the Minister give me some idea compared to Dauphin-Ochre River? What is the revenue? There's about 1,500 goes to Duck Mountain.

Mr. Chairman, if you examine the school population of the division, relative to the actual contributions, you'll find an indication that there's some responsibilities there

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(MR. McKENZIE cont'd) that are not equal. And where does that responsibility come? I say the government are the ones that are not contributing their full share. Because if you look back at the history of that problem, who was the one in 1968 - if my memory serves me correct, Mr. Chairman, the Village of Camperville, where almost a hundred percent of the costs are paid by the province. What happened there? The Minister told them he'll look after it all. Wasn't that the statement that was made in those days? He said he'd pay 100 percent of the costs of operating a school in Camperville. Now has he done that? I doubt very much if he has, Mr. Chairman.

The Minister also offered to set up a new school division, not only in Camperville but in Duck Bay and Pine Creek. Let's look back and check the record. Anyway, Mr. Chairman, by this action, in my opinion, this government recognized right then their responsibility, their responsibility to support the education costs of those communities. But unfortunately, Mr. Speaker, Camperville is still in Duck Mountain School Division. So in any event, regardless of how we weigh it or how we check it out, I would suggest, Mr. Speaker, to the Minister that the additional tax load from that decision was placed on the shoulders of Duck Mountain School Division rather than on the large tax base of the Province of Manitoba. So, Mr. Speaker, I'm not going to go into the nitty gritty of it, it's well known, it's well documented; the case is there. I would suggest before we reach the Minister's Estimates at the next session, surely, surely he will come up with a better solution to equal education for all the children in this province. I would hope that he would at least provide the children in Duck Mountain with an equal opportunity as those that are residing in the City of Winnipeg.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, this documentation that the Honourable Member from Roblin is referring to and the plight that the Winnipegosis fishery finds itself in, and it's strange that within the documentation to which he refers to - oh yes. This is the Winnipegosis and District Chamber of Commerce speaking on behalf of the fishery. It speaks of the problems facing it but nowhere does it make a reference to high school taxes in that paper. You know the honourable member says that he is very familiar with the plight of the people in Duck Mountain School Division and I believe that I am too, to some degree. Perhaps not to the same extent as the honourable member, I wouldn't pretend to be. It is impossible for me to acquire as personal and as close a knowledge of each and every school division to the same extent as the local member can. But whatever the complaints were that the honourable member has had reported to him from people in Duck Mountain school division, I've also heard people tell me that in Ethelbert and in Winnipegosis that very few pay any school tax at all by reason of our property tax rebate program, that none least able to pay, pay any school tax. So really, Mr. Chairman, where's the great problem and the burden resting on the shoulders of the taxpayers of Duck Mountain School Division.

MR. CHAIRMAN: Resolution 46(a) - the Honourable Member for Roblin.

MR. McKENZIE: Mr. Speaker, if the Minister wants to get into this debate, this is one that could keep us here for hours and hours. He's basically substantiating what those people in the area have already put on the record, that if we're going to follow the tax rebate plan and all these various programs where we're on today, then we're on the road to disaster.

I'll just go back and I'll refer to the last page of the brief which the Honourable Member for Ste. Rose, and I'll just ask the member a simple question. The formation of Frontier School Division in 1956 provided education to communities which were unable to finance their schools. Two communities opted out of this arrangement, deciding to remain as a special school. It is our understanding - this is Duck Mountain School Division that's talking and the people that live in the area - that Hillridge School students now attend Turtle River School District and Stedman at Lakeshore. We would like to know the financial arrangements surrounding these changes as it would apply to the relationship between Camperville and Duck Mountain. There's the crunch of the whole exercise. If Hillridge and Stedman Schools are going to get special status by this government, special programming, special moneys, why can't Duck Mountain qualify to look after the problems of Camperville.

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MR. HANUSCHAK: If I understand the honourable member correctly he is dictating to the people of Camperville that they ought to secede from Duck Mountain School Division because a few years ago there was some concern expressed by the people in Camperville and surrounding area as to the future of their school division structure, particularly as it relates to their own particular needs. After considerable discussion at the local level, which I would hope the Honourable Member of Roblin kept himself informed of, a decision was made to remain within Duck Mountain School Division. The assistance that Duck Mountain School Division receives is the type of assistance which many school divisions in a similar predicament receive, by way of funding for teacher aides and the like. That I did deal with earlier in my Estimates when I indicated the additional financial assistance that the school in Camperville receives.

MR. McKENZIE: Mr. Chairman, I regret very much that the Minister still doesn't understand that there's a problem there. He's trying to relate to me now that I'm advising the people in Camperville to opt out of Duck Mountain. I never said it; I never suggested it; I never raised it. All I'm trying to tell the Minister is that it's a problem, it's a very serious problem and I ask him within the next twelve months, will he do something else other than the study he laid on my desk and hopefully come up with some answers.

MR. CHAIRMAN: The Honourable Member for Churchill.

MR. LES OSLAND (Churchill): Yes, Mr. Chairman. I'd like to say a few words on the Minister's salary with regards to education, and primarily to do with the north. What has been going on this last while, the last two weeks I would say, with most of the discussion that's going on, has been quite basic and mostly to what I would call the established school system as we have known it in the past.

What in the north we've been asking for is an overview, a hard look at the situation and a changing where it's necessary of the school system as it pertains to us, mainly because the system that we now have enforced does not work. It's not actually working down south too well either and this goes right across the country, it's not just to do with Manitoba.

The drop-out rate as we have it in the south is around the 50 percent mark and this raises up to 90 percent when you get into the north with anywhere from Grade 7 on up. We've had some tough times in our searching, we've had, I guess, some real growing pains as far as a lot of the established people in the north. But the hard realities come down hard on us with the fact that we're losing our children from a school system that doesn't seem to be reacting to the needs of our people. I will say this, that the department at the moment, the Department of Education is certainly endeavouring to answer our needs and we welcome all the help that we can get.

Our main objective in the long run of course is for our teachers to be northerners living in the north. At the moment we have sort of a travelling type of teacher that comes in and lasts for possibly a year, up to two years and then leaves and we've got to start all over again. This is particularly bad in the remote communities and on the reserves. Department of Indian Affairs has really tried to look at the situation. It's gone from establishing regional schools like the one in Dauphin and this has resulted in a negative effect too. Eventually the children are rejecting this leaving of their homes, their way of life and trying to adjust to a school system when they're homesick and missing their parents and this is not really the answer to the younger ones. The answer in the final analysis will be when we have the children stay right at home with their families in these remote communities and are trained, educated and brought up to understand what the world is like outside, and upgrade their education so that the development can be utilized by the reserve itself.

I would just like to read a speech that was given here in Winnipeg and was by one of our northern teachers. I asked for a copy of his speech afterwards because I was so impressed. He had some real good points. He was very concerned about the overall situation and I would just like to read it into the record. The title of the speech was, "Drop Out or Get Out".

"This is what the educational system has told 50 percent of the population of

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(MR. OSLAND cont'd) Manitoba. Because 50 percent do not complete their secondary and some not even their elementary education. In the industrial north - that means Thompson, Flin Flon and The Pas - over 75 percent do not complete their secondary education. In the remote north more than 95 percent do not complete their secondary education and 30 percent of those that do go through the mainstream of education do not have the literacy level of a sixth grader. This is Statistics Canada, published recently.

"Our public education has existed for over one hundred years and from the three Rs we have developed progressive education, free schools, open area schools, the core curricula, individualized instruction and freedom of choice. But this still has only benefited 50 percent of the population, only half. This is not only in Manitoba but it is all the way across Canada and really all these new educational concepts have ignored the underprivileged, handicapped and native people.

"I would like to suggest an alternative to education. Since the educational system is only taking care of the 50 percent, let's do something for the other half. I would like to suggest a practical training program. And when I say practical, I say let's throw away the barrier of books. Because right now we deny more than half the population the skills to be gainfully employed. Society says you have to be educated, you have to know the theory aspect of everything. Research has shown you don't need it.

"As an example, in the construction trade you have carpenters, electrical workers, painters, plumbers, cement workers. Individuals can be trained with enough skills to be gainfully employed in less than a year. We don't need four years in every trade to develop some practical skills. We don't need the written word to teach people or show people what to do. They can learn by seeing or doing, by setting up the actual process, letting them fix things in an environment of practicalness just as we in Toastmasters have been practical, practising once a week to learn communication skills by doing.

"Some of our forefathers crossed the prairies into the west. They were handy-men of everything and they did not have instruction books. They did it from necessity and became craftsmen from experience, top men who built the west.

"I believe the personal capacity to meet Manitoba's education and training needs are present in our people. You ask how can we liberate these capacities and put them to work? It would be presumptuous for me to say that practical training centres are the answers in all cases. However I believe this concept to be important, especially in the north in a positive approach and a sincere attempt to develop effective answers. In the practical training centres we can create, we can be creative in innovating training situations that will nurture these buried human resources in a marketable job skill.

"Practical training centres can operate with enough flexibility to enable the incorporation of any other field of handyman training so that social, economic and human development will improve people presently ignored. This could mean building maintenance, home maintenance, sewer and water maintenance and small engine repair, skills that can be learned and be taken back to keep the communities running in this really new technological advanced society. I say let's promote these human resources and make use of them as viable people so that they can recognize their own potential, bringing them from so-called underdeveloped to be positive human self-initiated dynamic people, that they are. This can be one of the missing links in our social structure that can finally be forged, after this new type of training is mounted and not before. These people can go into the regular educational systems with confidence if they choose. We Manitobans should start a practical evaluation on individual's job performance. Let's train people as many cultures have done from time eternal, without the bible of written words that has really discouraged learning and start encouraging meaningful learning so that skills can be cultivated in all people. Then they can fit into this new working structure on a practical significant basis. Why not take these underprivileged, handicapped and native people and place them in their own learning environment where they can see, do and perform pridefully in their own unique way, where they can start functioning as an integrated wholesome group acceptable to our society. It is conclusive in its utter simplicity that this has to be done and the only thing to do now is to start, and that was yesterday."

I'd like to just add a few words to the thoughts that the teacher was trying to

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(MR. OSLAND cont'd) get across. So often our people over in the Reserves and the remote communities live day by day by their skillful ability of living within their environment. There's been certain new technological advances that have been entered into at the remote community and so often we bring in outsiders to do those jobs. I think one of the worst examples of it has been in the NWT where the Inuit people have had the white expertise coming out from Ottawa and from the south coming north and taking over jobs that they actually could do if somebody would train them without the books and actually do the job.

I'd like to just bring one point. Actually this came to my attention when I was an orderly in the hospital up at Churchill and we had an electrical engineer who was in the hospital as a patient and he was telling me about the problem that they were having with the Inuit people and the electric generators that they had in the north and that actually the useability as an electric engineer was to be there on the job. The Eskimo people actually did the practical on-the-job training but somewhere along the line our machinery of society had interfered so badly that the Eskimo could not take the job on that he was actually doing. That would be in 1970 and he was making over \$1,500 every two weeks at his job, well up into the Northwest Territories. Here were the Eskimo people, actually the job was there and yet we couldn't get the Eskimo person into that position. We had started our schools down in Churchill for the Eskimo people and it had brought home the point that here we were training them in electrical work, the girls were trained on electric sewing machines, electric stoves and yet when they went back up north they went into igloos with nothing to do with what they had been educated in.

I think there's got to be a two-way street here. We've got to not only train them in a practical way without so much of the academic side, particularly at the beginning anyway. I think the academic side will come with time but I think we've got to train them, get them doing things and whatever we do with them it must be in a practical way that they will be able to go back to their remote communities, their reserves, into their own community and be able to become a viable entity. I think there's nothing more frustrating than to have somebody trained and have the ability to do something and then no job waiting for them when they get back. So really what we're looking at is, along with the education, is the total development also of the economic side of it so that the people will have work to do when it is all finished.

I think that's all I would like to say at this moment on the Minister's salary. I know that the Member from Flin Flon has a few remarks he would like to make with regards to a concept of a new schooling that I have accepted myself and I've listened to him talk on it from a very practical side and I would like to just close with those remarks. Thank you very much.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, we've had a very interesting period of discussion and debate in respect to the Estimates of the Minister of Education and many of the responses that we got we felt were somewhat less than adequate. In this very sensitive portfolio we feel that there is more concern by the people in Manitoba than in perhaps any other department of government at this time. The results of misdirection or maladministration unfortunately are not as apparent in Education immediately as they are in other endeavours of the government. One example we might cite would be the fact that the people of Manitoba receive a monthly bill from Hydro and they are able to have positive evidence of the results of management policies and it is a practical manifestation of what happens when policies are somehow misguided, and people are able to receive the message very clearly. In education however, the results of what we would consider to be misdirection are not as immediately apparent and it's more difficult to pin these things down in terms that are understandable and are impressive to those people and we're all affected by the programs and the objectives of the policy in the Department of Education. We're dealing with our most important resource in our province and that's why we have regarded it as one of the most important debates in the Estimates of this government in this session. I say that the performance of the department has been inadequate in a number of areas and I won't attempt to review all of the points that have been brought up

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(MR. MCGILL cont'd) and during which we felt that the explanations were not completely satisfactory.

One of the major areas I would say is that this department under this Minister has failed to propose any meaningful change in the method of school financing. So we go rather on a contrary road than the one that the Minister proposes as his long-term objective and that is for an equality of educational opportunity. His financial policies are actually producing a greater disparity of opportunity in the school divisions of Manitoba and that is a very serious criticism of the Minister's department at this time. The foundation programs have been tinkered with and amended in rather minor ways but the growing disparity is very apparent and my colleague, the Member for Roblin, was just ventilating that point in respect to the School Division of Duck Bay, or Duck Mountain, I'm sorry.

On other areas, the failure of the Minister to provide an adequate measure of achievement levels. He has been working on that; he says his department is going to have something and I think it's important, particularly in the area of the basic skills.

Now let me be very clear about the position of our party in respect to educational policies. We are very much in favour of improvement, of innovation, of enrichment of the educational programs. We're looking for that. We think that's important and we applaud any moves by people in education who can see better ways, better programs to offer. But, Mr. Chairman, it must not be, it must never be at the expense of the basic skills in education. We feel that reading and writing and calculating are basic to the way in which a student can achieve knowledge, obtain it and go about, in his own way, with the guidance of the educational system, and learn from books and from other sources, that these are the important things in adjusting to his life.

Not only must it be assumed that the standards and the achievement levels in the basic skills exist and continue to at least come up reasonably to those of other decades in education, but it must be demonstrated. I think that's important. We can argue philosophically that we're doing this and we have not slipped back, but, Mr. Chairman, I think it's important for the Minister to be able to demonstrate this and to say that while he's maintaining the ability of the students to perform in a basic way, he is able to enrich that educational system. When he can do that, then we certainly will be impressed. But up to this moment we have only his word and there is mounting evidence to indicate that this is not taking place, that in fact we are sacrificing levels of achievement for innovative programs that are being produced in rather impressive numbers, rather little evaluated we feel, and there is a constant introduction of new programs with very little evaluation and very little reporting on what happened to the ones which went before.

Finally, Mr. Chairman, there is the failure of the Minister and his department to provide consistent clear-cut objectives in the Department of Education. There's too much fuzziness between the Minister and his Deputies as to where we're going in the long term and if in fact we have any policies in that respect. I think that's important, that there's a clear understanding in the whole educational system that we do have objectives for our system.

One of the areas in which we had a considerable debate with what we considered inadequate responses, was that of the Field Service Branch and it's interesting to note that the Province of Saskatchewan is going in exactly the opposite direction to apparently the direction in which the Province of Manitoba is going. While we're eliminating regional offices, the Province of Saskatchewan is doing just the opposite. It's increasing the number of regional offices and in that respect it is providing regional - I believe they call them Regional Superintendents. Actually they are performing the same function that was previously performed in Manitoba by the School Inspectors. Their regional offices are set up to provide leadership and supervision of education and consultation services. In Manitoba the regional offices are being wiped out.

Now, Mr. Chairman, there is certainly some question about the whole way in which this department is operating and there is, as I say, a growing concern among the people of Manitoba that we are getting some inadequate direction, some inadequate ministerial performance in this department.

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(MR. MCGILL cont'd)

Mr. Chairman, it's traditional in circumstances such as this, when we feel that there is inadequate performance on the part of the Minister, to reduce the salary by motion to \$1.00. We are mindful of course of the new guidelines of the First Minister and we think we should pay some attention to them, so we're going to move that the salary of the Minister of Education be reduced to \$2.50. That's two and a half times the dollar which we would normally move. Thank you.

MR. CHAIRMAN: Order please. Order please. Now we have come to a section in our rules that we haven't had to apply before but I refer honourable members to Rule 65(9): Where the Committee of Supply or a section of the Committee of Supply is sitting after 10 p.m. on any day, the Chairman or the Deputy Chairman of the Committee shall not accept any vote that defeats or varies an item in the Estimates of the government. Furthermore, if I may continue . . .

MR. JORGENSEN: The rule you just quoted is perfectly correct. That does not prevent the member from moving the vote. It just means that it is not voted upon until the following day. So this vote will be delayed until tomorrow.

MR. CHAIRMAN: That's right. The debate will continue on the amendment but there'll be no vote taken.

Rule 65(10) also continues on: Where the Chairman or the Deputy Chairman of the Committee of Supply refuses to accept a vote that defeats or varies an item in the Estimates, he shall put the Motion as the first item of business at the next sitting of the Committee of Supply in the Chambers.

With that in mind, we have a Motion on the floor now that the Minister's salary be reduced to the sum of \$2.50 and I would ask the members to make their points of debate pertinent to that Motion. The Honourable Member for Fort Rouge.

MR. AXWORTHY: Thank you, Mr. Chairman. I would like to take some strong objection to the Motion put forward by the Member from Brandon West because in doing some research I discovered that the ratio that the First Minister established of two and a half times is really not in keeping with the formulas that have been generally established with societies that have accepted this. Because in examining them I found that Cuba accepted a three to one ratio and therefore I think at least that the Minister should have got \$3.00 raise as opposed to it. If Cuba can accept a three to one ratio, we should at least be able to go as far as Cuba has been able to do in establishing its income ratio and I would think that while I know we want to go beyond it eventually we should phase it in and at least take that step along the road and give him that benefit of the doubt. --(Interjection)-- No. We talked to a member of the Industry and Commerce Department who used to work down there for the Government of Manitoba, who got fired I gather and was sent back and he reported that it was a three to one ratio that they used down there. Probably the reason he got fired down there is that they were going to work for less money than the Cubans were.

The point I'd like to raise, Mr. Chairman, in speaking to this resolution is something that has provided me with some concern during the course of this debate and that is that there is an underlying sense of lack of credibility about what is happening in public education in this province. I think if we're not careful we could be doing some serious damage to it because I think that the institution of public education is something that after all has really not been around that long - I guess 40 or 50 years when you go back into it - and it's something that, like most institutions in society are beginning to experience some pretty serious challenges, just in terms of a general malaise that we have for most institutions in this day and age.

I think that the problem that we're facing in part is caused by the fact that education itself is being asked to cope with a number of conditions in the community for which it was really never designed and as a result we're trying to do so much through the school system in terms of equalizing society and responding to particular difficulties and trying to solve the problems of society that in fact what really what we're ending up doing is that we're so stretching and fragmenting the resources of education and the attention and focus of it, that we're not doing a good job in any of them. I think that

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(MR. AXWORTHY cont'd) would be my concern in addressing myself to the Minister's Salary, is that the Minister and his department have not properly coped with the concerns about public education and as a result are themselves guilty of the sins of omission in defending the public school system, and in demonstrating its continued achievements in many areas and the kind of struggles that it must go through. The question of communication and the demonstration is one as much of showing that an institution doesn't have all the answers and doesn't have ready-made solutions, but is trying to achieve certain very difficult standards in a very difficult time.

What disturbed me, Mr. Chairman, as we went through, as we looked at problems of education in the core area, education related to minority groups, education in relation to special needs, that we were doing it in a somewhat fitful, somewhat technical way but without really an understanding of what was involved nor in many cases, the kind of commitment of resources that were going to be required. I think that the worst thing that we can possibly do is to make a commitment, to say we're going to do the job and then not do it but to cut it short. It would be much better if we didn't make the commitment at all and say sorry, we just can't get into those areas because we can't afford it or we don't have the willpower or whatever the reasons are, we don't have the political backing, there's too much criticism. But to try to be all things to all men simply means that we end up being really nothing to anybody and as a result I think it has become one of the causes of the dismay and anxiety, frustrations that so many people in the community have about education at this present time. In that case, Mr. Chairman, we are doing a disservice to people in education who have achieved some very notable progress and I for one would not want to see us return to some of the proposals of standardizations and rigid approaches. I think that that would be steps backwards. I think we should reject those but at the same time at least be prepared to defend the achievements that have been made so far in establishing proper standards in the classroom and the kind of individualized attention that we've been able to give students. That I think has been one of the major achievements of education in North America and certainly in our own country over the past decade, is that we have got away from the Tom Brown school days and into an area where we have a much better understanding of what education is trying to do in terms of creating a whole approach to learning as opposed to some sort of technical rote training that often was the excuse for education in years past.

So, Mr. Chairman, the concern of our group is that we feel that the leadership or lack of leadership that is being shown is really most dangerous in its inability to provide for a forthright statement of the problems of education and a clear direction of some of the solutions that should be taken. I'm afraid that the Minister reminds me of an old saying about somebody who lectures on navigation while the ship is going down, that while we should be addressing some of the essential concerns, we're instead sort of frittering away our time on small details and extraneous arguments, and that would be the concern that we really have. When the Member from Roblin said he thought we were on the road to disaster I was reminded of the Hope and Crosby shows. I thought if we continued these Estimates much longer we would be on the road to tedium, and I'm glad we kind of came to the end of that. But at least, Mr. Chairman, if nothing else we have opened up the fundamental fact that there is increasing undercurrents of concern and that that is not being any way met, there has not been an adequate or proper or effective defence of public education in this province, but as a result professional educators and teachers are in many cases fearful, their morale is low, there is confusion about finances and there is disruption in the development of program, and that all they simply seem to be doing is changing their minds every six months about which direction we want to go in. Now I think that it is that lack of decision and direction which is really at stake, not the confidence of what's going on in education or in many cases its achievement, it is simply that they are being zigzagged to death without any real kind of clear and forthright statement of intent. I think we even saw tonight in the very vital question in Special Needs of Children, something that really requires a very sensible and sensitive response to it, that again I think that we're getting a little bit of a snowball. I think that that is the kind of problem that education faces, and whether that's worth two and a half dollars or three I'm

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(MR. AXWORTHY cont'd) not so sure, Mr. Chairman, but what we should indicate is that education has some real problems and perhaps the most serious is sitting across the floor from me.

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

MR. A. R. (Pete) ADAM (Ste. Rose): Thank you, Mr. Chairman. I intend to be brief, just to make a few remarks on the Minister's Salary. I would like to comment on some of the remarks that were made by the Honourable Member for Roblin, and I want him to know that you did allow him some latitude in his remarks and I hope, Mr. Chairman, that you'll allow me in the few minutes that I will speak, some latitude.

I want the member to know that I am aware that a presentation was made by the Chamber of Commerce to the Conservative caucus today on general problems facing the Winnipegosis area, the Duck Mountain School Division, and the side effects that these problems have on the economics of the town itself. Although the brief that was presented, and I have a copy here, is wide-ranging and I don't intend to go into fully, as the Member for Roblin did not either, I do know, if the figures that were presented are correct, that the special levy for the Duck Mountain School Division No. 34 according to the figures that they presented are 74.472 or almost 75 mills, $74\frac{1}{2}$ mills, very close to that, and probably this is a very heavy burden on the commercial property in the town itself, there's no doubt about that. Of course, the mill rates can be confusing. I just received this brief today and I would want to look into this more fully. Mill rates tend to be confusing, in that if you have a low assessment your mill rate is high, and if you have a high assessment your mill rate is low. The thing that matters is how much taxes you're paying, and that's what matters; that's where the crunch comes, is how much in dollars do you pay in the final analysis.

I want the people of Winnipegosis to know that I am aware that they have concerns, and I want the people of Winnipegosis to know that we shall be meeting with them and discussing and listening to their concerns - and very shortly, very shortly. But, Mr. Chairman, for the Member for Roblin to say that the school taxes are a detriment on the progress of the town of Winnipegosis is not entirely correct, and that is a statement that he made. It may have some effect, but if you look at the record, just a few things that have been done in Winnipegosis over the last few years - and I'm just speaking off the top of my head, and I know there are many that I'll miss - but I do recall that the brief did mention the fact that this government had created a problem in the Winnipegosis area because of the Manitoba Fish Marketing Corporation. Well certainly the people there should know that this particular piece of legislation was in the works, it was in the mill when the government was elected in 1969, and that there had been \$50,000 spent on that particular project already to get it on the way, so to say that this is what has depressed the area maybe should be looked at a little more seriously.

There was an elementary school built in '70 or '71, '72 I believe, '71 or '72 in Winnipegosis; there was 16 low rental housings built there since 1969, which there are taxes on; there has been highway construction in the area to promote and to assist that area; there was a grant available for airport construction to Winnipegosis. And I think the Minister of Health announced just a couple of days ago that there would be \$720,000 spent on the hospital and an extended care home. I'm sure the Beef Assurance Program has infused many many thousands of dollars in the area, and I can safely say that a lot of these funds have ended up in the commercial enterprises in that town. The Feed Assistance and Flood Assistance Program has also created cash flow in the area. So for the Member for Roblin to get up and say that the policy on education is detrimental to the town is just not correct. The town is progressing, and I want again to advise the people of Winnipegosis that we will be meeting with them and discussing their problems. Thank you, Mr. Chairman.

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MR. CHAIRMAN: The Honourable Member for Assiniboia.

MR. PATRICK: Mr. Chairman, I just have a few brief comments to make, because I did not take part in the debate during the Estimates. Most of the time I was in the other departments when they were taking place in the other room 254, so I didn't have the opportunity to raise any questions, and I wasn't going to until some of the things that came before the House just in the last few minutes.

There is one area I would like to bring to the Minister's attention, and I don't know if he's aware how serious it is, that's the student job program. It is very serious, there's perhaps more students, at least I'm getting more calls this year than I've ever had in the past 10 years. I think the problem is very serious for the University students in the job program - I know the high school students aren't out of school yet - this is an area that the Minister could probably give some attention and maybe some jobs could be created within the various government departments. I'm just not certain if the Minister is aware, he can check at the Student Employment Office on Notre Dame and he'll find that there's many students there, they're lined up from morning till afternoon, so he must know that they have a real problem. I know this question has been posed to the Minister, so perhaps he can give some special attention in this area within the next few weeks.

The other point, that I listened with some interest in the House, at least for almost two sessions here last week, there was considerable debate took place in respect to the Field Services Branch and School Inspectors, and I don't know if the Minister answered to everybody's satisfaction what his intentions are. But Mr. Chairman, personally I can't understand why can't we say at this time or be prepared to say that the Field Services Branch is redundant, we don't require any more inspectors, we have no red school houses in this province any more, and that's what the whole debate was about. Because I took the opportunity to check with some of the high schools in St. James, and I checked with principals, and Mr. Chairman, they couldn't believe it that we're talking of retaining school inspectors. Because you have a principal, you have an assistant principal, you have a Superintendent of Schools and you have an assistant superintendent in almost every division, plus a staff, and at least one of the schools in the area that I'm talking about has got a very high scholastic standing. I asked the principal, and he couldn't believe it, that in this day and age we would be promoting an inspector system, or a school system. So I can't understand why we're debating for so long this small item, unless the Minister is not prepared to get up and say, look it's redundant, we're doing away - we're going to find other opportunities for the people, 24 or 25, and that's what will be done. But today to fight for school inspectors is something of the past, because I did take the opportunity and I did take the time to check with the school principals in the high schools in the St. James area, and the answers that came to me, this is something that will not improve the education in any way, shape or form. So I can't see what's the big problem on the Field Services. I believe one problem was that the Minister was not prepared to say, we're going to do away with the Branch and find jobs, and when he was asked he said, well, we're going to keep the Services Branch, in my opinion it's simple. The branch is redundant. It's as simple as that. Unless we have a whole bunch of little red school houses somewhere in the country that we still need and we have school teachers that only have Grade 12 education, that they need some supervision because there were no school divisions, then you need them. But not now.

The other point that came to the--(Interjection)--Well some member says "You have gears in reverse." Well unless in his division - I wish the member would check with some of his principals in his schools and see if they're fighting for retaining Field Services. The other point, Mr. Chairman, was just brought to the attention of the House a few minutes ago. Because of financial capacity of some communities a high minimum standard of educational opportunity does not exist. I think this is unfortunate because in my opinion it doesn't matter where the person lives, if there is no capacity in that community, the students in that community should still have an opportunity and that opportunity should be available to everyone. We just heard a minute ago from the Member from Roblin that this is what the facts are. If that's true then I am concerned

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(MR. PATRICK cont'd)and disappointed because there must be that opportunity available if there is no capacity of that community to provide that kind of education. I think it's up to the Province and to the government and to the Minister.

Mr. Chairman, the other point, I don't know if it has come to the attention, I know at one time we had great concern that many of our courses and material was tailored and was coming in from outside Canadian schools. I don't know if this is a problem now or not. I would hope that this has been overcome and if it hasn't I believe that the Minister should initiate a program that the courses should be designed for our students here.

The other thing, the language options, Mr. Chairman, I think should be available from Grade 1, not only in French and English but available in other languages because of our culture and our many groups in this province.

These are a few of the points that I would like to bring to the Minister. I know there has been great concern about the cost of education and this is true. My question to the Minister at this time is: does the teaching profession itself guide the government in respect to how to control and how can rising costs be contained, does the government pay any attention to the profession itself? I've had some discussion, I don't know if this is true, if the government does listen to the profession itself because certainly they have an input into the education system. I think there is more concern about the cost now than probably there was before and it may be the government didn't listen and they didn't have any suggestions a few years ago. I think they are concerned about the matter now and perhaps the government can listen.

These are a few of the points that I wanted to bring to the attention of the House and to the committee and I would hope that the Minister would certainly give some attention to the points that have been raised about the student job programs because it is a serious matter. I know I'm getting many calls and I'm sure all the other members are.

The other point that we discussed, about the three Rs or the basic requirement for education and I don't know if the Deputy Minister was misinterpreted or what. But if he said that we don't require them I think that he's wrong because in my opinion the students from perhaps some parts of the city, River Heights or Tuxedo, even if they don't get the basics and the three Rs I think they'll find their way through. I think that because of the influence at home of the family and their friends I think they'll make their way and they'll get into secondary education, to university and they'll bear down and they'll get through. Some other parts in the inner core, other parts of the city, if you don't give the real basics they'll find it very difficult to make it in the system. But be that as it may, I think that the opportunities are much greater today than they were a few years ago. At one time you could not get to university if you didn't have French. You couldn't go and say take Commerce because you didn't have science courses a few years ago. Mr. Chairman, what we were doing was keeping many of our students out of universities. That's what was going on while at the same time these same students could have gone to any university in the United States, very good universities, and come out with good degrees, come back and be able to teach. Here we said no, you can't go because you haven't got a science and you want to take Commerce. But the requirement to get in, you must have a science course. This is what was going on. So I believe that the options that are available to the students today and the opportunities I think are good. It gives them a better opportunity to go into the field that they wish and the field is much wider than it was quite a few years ago and I think it's much better. These are the points I wish to bring to the attention of the House at the present time.

MR. CHAIRMAN: The Honourable Member for Thompson.

MR. KEN DILLEN (Thompson): Mr. Chairman, I enter this debate on the Minister's salary with a little bit of hesitation because I find it a little difficult to accept that the Member from Brandon West, as an educator, would rise in this House and make a recommendation that the Minister's salary be reduced. It suggests to me that the Conservative approach to education is similar to that approach that has been voiced by many people in the Conservative Party with regard to capital punishment. You can almost draw the same parallel in the Conservative position, at least as I see it.

MR. CHAIRMAN: Order please.

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MR. DILLEN: What it suggests to me is that the Conservative policy towards education would be one of returning the birch rod and whipping children into shape. To my way of thinking it lacks anything that resembles reality. You know it's like living in a shell for all of your protected life and then finally having the opportunity to come into the Legislature and just jumping out of the shell and making wild statements without any grasp at all for what is actually happening in the province - not only in this province but throughout the world with regard to education.

Today a person can go for twelve years through the school system; he can then go right into university. He can remain in that university until he becomes a Master of Education, Ph.D., and then begin to teach children and high school students. He can teach in the university and never once having left the shelter, this sheltered system, to find out what the world is actually like on the outside. That applies pretty generally right across Canada. I find it most difficult when we're talking about education that it is even more critical to know that this person has gone through that sheltered system and has become an educator and then have him transplanted to something that is as totally and absolutely foreign to him as a remote native community. He is simply there for the purpose of getting his salary because he wasn't able to get a job anywhere else.

I find it somewhat disheartening to find that there are somewhere in the order of 700 or so surplus teachers in the City of Winnipeg while the school districts in northern Manitoba have to recruit from all over Canada and in some cases have to go abroad in order to get teachers into northern Manitoba. Now there's probably a reason for it. I suppose part of the reason is that some of the teachers in the City of Winnipeg are probably married and either one or the other is employed within the City of Winnipeg and don't want to make the move and that's understandable.

But at the same time we do not seem to be developing a sufficient number of teachers. It is anticipated that the shortage this year for northern Manitoba for teachers alone would amount to about 400. There will be a need to recruit about 400 teachers in northern Manitoba this year. That applies equally to Indian Affairs schools as the Frontier School Division or the school districts of any part of the north. It's interesting also that there is almost in the remote settlements a 100 percent turnover annually of teachers. What really happens is that they use this, the north, as an opportunity to gain experience and then shift when the experience has been gained to school districts within the southern part of the province.

In recent years there has been an attempt to increase the number of grades being taught in some communities and maybe financially it doesn't make sense to have a school in a population of 2,000 or so that will teach from Grades 1 to 12, so what is taking place is a relocation of the students to major centres for continuation of their education beyond Grade 8, some cases beyond Grade 9 or 10, creating a need for building yet larger schools to accommodate, with greater and more expensive facilities, to accommodate the greater number of students. What is even more criminal is that the larger school divisions are encouraging this kind of relocation as a means of showing justification; using the native population as a means of showing justification for building larger schools with more expensive facilities and so on. While it may be more advantageous and easier to accept, particularly for the people of the remote northern settlements, and it could very well be that people of the major centres would choose to have their children educated in smaller centres in remote areas, or semi-isolated areas, with road access weekly or monthly or whatever the case may be, by increasing the number of students relocating from major centres to smaller centres it would give justification for making an even greater number of grades available to the remote communities.

There's always a suggestion in education that everyone has an equal opportunity, if we really thrive on the rugged individualistic system that everybody will achieve success if only they would remain in school. But not everybody has the same physical makeup which will allow them to achieve success in any educational system and it would be very difficult for any Minister or any member of this House or any educator to come up with a system in education that provides for the needs of all people. It seems that those who are better provided for financially appear to have a greater measure of success in our education system. It only suggests to me that those who are more disadvantaged

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(MR. DILLEN cont'd) than others have to have greater emphasis placed on giving them the kind of equality necessary so that they have the same opportunity for achievement as everybody else in society, you know, that it is just possible that we wouldn't have any problems in

You know that it is just possible that we wouldn't have any problems in education whatsoever if everybody was created absolutely equal. That is just not the case. We have to establish an education system that provides not only for those who have the financial resources with which to achieve success but also for those who do not have the financial resources. There are some communities in northern Manitoba for example that only teach - one community in particular is York Landing - only teaches to Grade 4. It's an Indian Affairs School. In order for a child to achieve, assuming that a child starts school at six, completes Grade 4 at age 10 or 11, at 10 or 11 must, out of necessity, if the parents choose to keep that child in school that child must leave its home for ten months of the year except for Christmas, and go to school in Dauphin. Somehow that person is supposed to be created equal at 10 or 11 years old, that provides him with the same ability, the same measure of equality as the child who is being educated in the City of Winnipeg or any other centre where he can go home to his parents every night. That is just not the case. The traumatic experience of just leaving home is enough to turn a child off of education. It is not that the child is necessarily stupid but it makes it increasingly difficult for that student to be successful in school if he doesn't have the presence of the parents each night, each evening for whatever assistance and comfort the parent can provide. So things are not perfect in this system, nor are people created equal.

Trying to come to grips with all of the complexities that surround education today is not something that is easy. You know the Member from Brandon West should be more aware of that than any other person in this House, that he would consider - I'm sure he did it flippantly, I'm reasonably positive that he is not serious about the resolution that he introduced in this House, you know, suggesting that the Minister's salary be cut. Because if anybody thinks for one moment that we can just turn the clock back ten, fifteen or twenty years and hope that by some magic formula everybody is going to be created equal and that we can bring back the whip and the rod, the strap, the detention and the cruel and inhumane treatment that was in existence ten or 15 years ago, twenty years ago, thirty years ago, nobody is going to accept that sort of thing anymore.

I want to close, Mr. Chairman, by saying that the decision or the resolution that has been introduced which will cut the Minister's salary is probably the most childish resolution that's ever been introduced in this House. It suggests to me that the Member for Brandon West should return to the school system because I'm sure that the present school system and the school system that he was raised under wouldn't have tolerated that kind of resolution.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, personally I wish to thank the Honourable Member for Brandon West for his generosity because his motion was to reduce my salary to \$.50. That's 400 percent more than a similar resolution moved by our party when we were the opposition a number of years ago in debating the estimates of the then Minister of Agriculture, when we moved that his salary be reduced to 50 cents. So I do thank him for that consideration anyway.--(Interjection)--The Honourable Member for St. James says that it is 500 percent more - the increase - and he says that's arithmetic, a product of his school. Mr. Chairman, the increase, I spoke of the increase, the increase is \$2, the difference between \$.50 and 50 cents, that's \$2, so the increase portion is 400 percent of 50 cents, but it is 500 percent times 50 cents. Had the honourable member said that then he would have been correct.

The Honourable Member for Thompson, Mr. Chairman, spoke of the products of our Faculty of Education being those coming out of a sheltered system, sheltered in the sense that they're unfamiliar with the problems of the north, with northern living, unfamiliar with the sociological differences, cultural differences and so forth and to an extent, Mr. Chairman, he is correct. It was for that reason, that was one reason.

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(MR. HANUSCHAK cont'd)

Reason number two: providing greater access to the teaching profession, that we had instituted a number of field based teacher training programs which we now have under way operated under the auspices of the University of Brandon, BUNTEP, IMPACT and so forth which are designed to deal with that very problem and issue, Mr. Chairman. I do not want to get into a debate on that because honourable members will have more opportunity to debate that issue, the matter of teacher training, at greater length and greater detail when we reach the Estimates of my next department, whenever that'll be, upon the completion of the debate of the Estimates of the Department of Education.

That program, coupled with the assistance that we're offering the northern school divisions, namely Frontier School Division and the districts of northern Manitoba, it is designed to, number one, develop a meaningful and relevant curriculum for the children of the north that would serve two purposes. One would be of meaning and relevance to those who may choose to make their living in the north upon reaching adulthood, and secondly, giving those an opportunity whose talents and ambitions may of necessity take them out of the north and into the larger cities, wherever they may be, the student who may have an ability to become a computer scientist, to enable him to take his place alongside the student who graduates from a high school in southern Manitoba and perform at the same level as he. So it's a question of doing two things, Mr. Chairman, which we are attempting to do and we are mindful of the desirability to have the child as close to the parents as possible certainly during those formative years of his life until he reaches his mid-teens. Hence, Mr. Chairman, you will find that whereas in 1969 there was essentially one high school serving the entire Frontier School Division, today we have a high school program offered at a number of centres, to the Grade 9, 10, 11 level or Grade 12; Wabowden, Norway House, Berens River, Gillam, just to mention a few as well as an extension of the education program up to the Grade 9 level and in some cases to Grade 10 and this expansion no doubt will continue to whatever extent it may be possible.

In addition to that, Mr. Chairman, being cognizant of the problems, of some of the practical problems confronting us in the delivery of an education program to a remote community we must also look at alternative methods of delivering an educational program, methods other than the traditional, because in many cases the traditional methods are impractical, are impossible, particularly when it comes to delivering an education program and vocational education and the like. Hence steps are being taken this year to develop an alternative system of delivery of some programs of that kind.

The Honourable Member for Assiniboia expressed his concern about student employment and I just wish to remind him - I note that he is not in his seat at the present time - that student employment, as I believe I did have to remind him last year, comes under the Youth Secretariat which is branch of Colleges and Universities Affairs. That issue too we will have an opportunity to debate when we arrive at the Estimates of that department.

He asked me the question: why can't we say that the Field Services as they were traditionally known, as their function traditionally was, has now become a redundant function. Mr. Chairman, I think that during the course of the debate of my Estimates that point was made sufficiently clear, that the role and function of the Field Officer has changed and hence the change in programming which we brought about this year to keep pace with that change.

Then the honourable member went on to make reference to the financial incapacities perhaps of some school divisions and he made reference to Duck Mountain School Division. Mr. Chairman, the fact of the matter is that when one examines the number of dollars that the taxpayer pays in a school division that does not have as favourable a tax base as another may have, one does find that he pays less because the student equalization formula is scaled in inverse proportion to the balanced assessment per pupil, number one.

Number two, with our tax credit program, coupled with what's tied into one's income, one finds that in many such areas where not only is the tax base low, but no

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(MR. HANUSCHAK cont'd)doubt the income level of many is also low, that very few, if any, pay any school tax of any magnitude.

He expressed a concern about Canadian content. Well, Mr. Chairman, on that particular issue, perhaps that was a topic that was debated to a lesser degree this year than it had last year and perhaps in some previous years, but I want to assure the honourable member that if one examines the Language Arts program in our schools today one would find the Canadian content of it being at a far higher level than it ever was before. Now I make particular reference to Language Arts because when it comes to other texts I must admit that it does become a cost factor and really, Mr. Chairman, I'm not all that certain that there's that much of a difference, if any, between the mathematics texts wherever they may be published, or in some of the science fields, hence it's a matter of dollars and cents that we seek out the most economic sources of text book supply.

He spoke of making language options available from Grades 1 to 12. Well he ought to remember that our legislation does provide for that and many school divisions today do offer language instruction, teaching it as a second language in German, Ukrainian, Icelandic, Hebrew, Yiddish, Spanish, three or four of the Indian dialects, just to mention a few that come to my mind at this point.

He asked what input do the teachers have in giving us counsel and advice on reducing education costs. Did we listen to them? Yes, we listen to the teachers. But I must indicate to you, Mr. Chairman, that the teachers did not up to this point in time come up with any real practical solution to the problem that we could accept although, in all fairness to the teachers, I must add, Mr. Chairman, that a couple of weeks ago, the teachers did submit a proposal re education finance which my department is presently reviewing and I hope to be able to respond to it in the near future.

On the question of three Rs and the position of the department vis-a-vis my position, there's never been any suggestion that the three Rs are of any lesser importance today than they were previously. But what has been mentioned is that in addition to teaching the three Rs other skills within our pupils must be developed, the ability to use the three Rs, to apply the use of the three Rs to their day-to-day life. To do that one must develop the ability in coping and resolving the various other problems that one is confronted with in day-to-day living.

The Honourable Member for Fort Rouge, I think, and I'm not quite so sure just at what rate he would want to bring about change in the education system - I'm not sure that he would want to bring it about as rapidly as he seems to imply that he does. But I would like to suggest to him, Mr. Chairman, that if he were to do that, that that would create a feeling of fear, a decline in morale amongst the teachers. What we are attempting to do, Mr. Chairman, in bringing about change, whatever change is felt is desirable and necessary, is to proceed on a co-operative basis, on a co-operative basis with the four hundred-plus other elected officials, elected under our legislation, having a very definite and a significant role to play in the development and the delivery of our education program, namely the school trustees. We want to co-operate with them and we are co-operating with them and bringing about change in a reasoned out, logical, systematic manner.

The Honourable Member for Churchill made reference to the desirability of developing a program that's relevant to the needs of the north, and I believe that I have already commented upon that a few minutes ago when I did indicate that it should serve a twofold purpose, to meet the needs of those who may choose to make their life and career in the north and also be of value and of benefit, of usefulness to those whose abilities may of necessity of their very nature take them elsewhere.

The Honourable Member for Brandon West again repeated a number of points which he had mentioned during the course of the debate over the past couple of weeks. He spoke of no meaningful change in educational financing, ignoring our property tax credit program, ignoring our per pupil grants, ignoring the adjustments in other grants, ignoring our student equalization grant, Mr. Chairman, which now contributes toward a fair portion of the education costs. He spoke of a growing disparity becoming apparent.

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(MR. HANUSCHAK cont'd) But, Mr. Chairman, when the Foundation Program was introduced in 1967, at no time when it was introduced did the government suggest that it had any intention of having the Foundation Program keep pace with increasing costs, with increasing needs. What the government then said is, this is what we're prepared to fund, any school division that wants to enrich its education program, it's on its own, it's on its own. We fund up to this level; above that you're on your own. In other words, Mr. Chairman, you know what that means. The rich will be able to develop a type of education program that they can afford to pay for, that they feel that their children need. Those in the less affluent school divisions, well, it's a sink or swim thing with them, and they will sink.

Then he goes on to speak of no adequate measure of achievement levels. Well, Mr. Chairman, we heard what his measure of achievement levels is. One of his measure of achievement levels was the performance of a selected group of students on a mathematics test and it so happened that amongst the top few there were students from independent schools. Well, Mr. Chairman, if that's his measure of achievement, you know, the level of performance of the top students, you know, there are various other exercises of a similar kind occurring in the province and without in any way wishing to degrade them, in fact they deserve - and I want to publicly extend to them my compliments. Just yesterday there closed a function involving several hundreds of students in the Manitoba School Science Symposium at which there were some of the most outstanding science projects being exhibited both of a practical nature and of a written nature. Mr. Chairman, all one had to do was spend a matter of minutes, or an hour, a couple of hours, to realize the extent and the degree to which the knowledge of science has expanded and developed within many of our students. This did not only involve Grade 12 students, but there were elementary school kids there too Grade 5, Grade 6, and some of the experiments that they undertook, you know, would really make one stop and think twice in hearing a charge or an accusation that the quality of the teaching of the basic skills in our school system today is declining.

Again I must underline, if that were the sole measure. But Mr. Chairman, I'd like to suggest to you that that ought not be the sole measure because one could have a school system within which you could develop excellence, you could concentrate on your top 10, 15, 20 percent of the students and ignore the remaining 75 or 80 percent of the students. So then where are we at? Fine, we'll develop those top 10 percent. Instead of teaching 230,000, we end up teaching 45 and then we say we have no room for the remainder. Because these are the standards that we set, that every kid going through high school has to learn how to prove the law of signs and co-signs and so forth, regardless of whether it will be necessary for him in his later life or not, regardless of whether he has the ability to master that concept or not. But that is the standard that we set. Someone mutters under his breath, right, that that should be the standard. Yes, for those who have the ability, that should be the standard and, Mr. Chairman, that is the standard. But we also have programs designed and in operation to meet the levels of ability and interest of other students within our school system and not just a program designed to benefit the academic elite without any negative effect on the quality of the academic program.

As I did indicate earlier, Mr. Chairman, it is not the Department of Education that prescribes the admission requirements or the admission standards to the Faculty of Medicine or Engineering, or Architecture, or what-have-you, it is the general process and evolution of the practice of medicine, the practice of engineering and what-have-you that determines what one ought to know to practice medicine, to practice engineering. There was a point in time a few hundred years ago that if you were allowed to practice barbering in your community you qualified as a doctor. Well we've moved a long way from that, Mr. Chairman.

It's the sum total of the evolutionary and the growing process of knowledge that determines admission standards to universities. Secondly - and this really surprises me, Mr. Chairman, to hear the honourable members from that side of the House imply that we ought to set admission standards for universities. They haven't answered yet how that suggestion of theirs squares with - because they're very quick to get up on their

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(MR. HANUSCHAK cont'd)feet and defend the autonomy and independence of the university, the right of the university to set its own admission requirements and standards, and here they're telling me in the course of the debate of my Estimates that I should be telling the universities whom they should and whom they should not admit into their faculties.

Well the Honourable Member for Brandon West went on to indicate that he favoured innovation and he stopped short there. I don't know what innovation he favours. The failure to develop clear-cut consistent objectives - I think when he said that, Mr. Chairman, that probably more so than some of the other comments which he has made in his contribution of the debate of my Estimates, indicates to us the position that the Official Opposition would take. I think it becomes rather clear, Mr. Chairman, that if they had their way they would say to the school divisions, look, from here on in we're going to tell you exactly what you're going to teach in your school system and how you're going to teach it.

It would seem then that the next step that they would want to take is abolish all school divisions, abolish all school divisions, because then what role, what input would the school trustee have in developing a program designed to meet his needs? I would like to think, and I'm quite certain that the trustee of Duck Mountain School Division is much closer and more sensitive to the needs of his constituents than someone in Winnipeg may be. I would think that the trustee in Mystery Lake is more sensitive to the needs of the Thompson children than someone in Winnipeg may be, and similarly in Fort la Bosse and Boundary School Division, wherever else. But the Honourable Member for Brandon West suggests that the Department of Education ought to assume that exclusive role.

Well, Mr. Chairman, earlier in the debate I did ask the opposition to answer on behalf of their leader. Their leader wasn't in the House at that time and I regret that he is not here now despite the fact that the members of the opposition have attempted to impress upon this committee the importance that they attach to education and hence the time that they spent on my Estimates. Mr. Chairman, you will recall that a couple of weeks ago at some fund raising function of the Conservative Party, their leader spoke of some hair-brained experiments that we're conducting in education. Well, Mr. Chairman, I listened very carefully to the opposition's debate of my Estimates and I'm still at a loss to know which of the experiments do they regard as hair-brained. You know, Mr. Chairman, it's very easy for an opposition to get up and without any basis or foundation to criticize this program and that and the other.

But I would also like to think, Mr. Chairman, that it ought to be the role of a responsible opposition to present an alternative program. I would like to think, Mr. Chairman, that the voter resident in the Province of Manitoba, when it comes to that point in time when he has to make a choice, would want to know what the Conservative Party stands for insofar as education is concerned. During the whole course of the Estimates debate all we heard is, you know, these experiments, and echoing the words of their Leader who did sit in on some portions of the Education Estimates debate, not that much, about these hair-brained experiments that don't even teach reading, were the words that he used. Well I want to know, Mr. Chairman, is this a Branch that they're criticizing? Is it a program of studies or is it some school, or is it a classroom or is it a single teacher whom they're criticizing? What is it or who is it? If I knew, I'd be able to respond to those charges. But at no point during the debate were any of those programs identified, nor was there any documentation provided in support of those charges. Now surely he doesn't mean Child Development Support Services and their screening program, or is he referring to our Canadian Studies Program? Or is he referring to English as a second language? Is that the innovative program that he would scrap? Would he scrap the encouragement of the teaching of second language? Maybe that's the one. I don't know, Mr. Chairman, because the opposition has never told me, has never told this committee.

Perhaps he's referring to the fact that we've sent out our consultants to assist the school divisions in the Parklands area, including Duck Mountain School Division, in developing a program in basic skills. Maybe that's the innovative hair-brained program that he feels - the armchair leader - that doesn't teach children how to read. Perhaps

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(MR. HANUSCHAK cont'd) he would scrap the Vocational Educational Alternatives Program. Now which of these does the opposition feel does not lay any stress on skill development? Or perhaps it's reading clinicians that they would scrap.

Well really, Mr. Chairman, I'm at a loss to know what the opposition means, which of the programs is it that they're opposed to, that they would want to discontinue? I think that the opposition should tell us. I think that before we vote on the reduction of my salary, the opposition should tell us which programs they would scrap. Let them stand up and be counted and tell the people that they're opposed to the following programs and give the reasons why. You know, they can attack me, I'm here to respond, reply for the education programs in the Province of Manitoba, but you know the opposition forgets that the school divisions, the trustees and the teachers have also been involved in many of the innovative programs in the province, that many of the innovative programs were instituted in response to requests from school trustees and teachers.

Now the Honourable Member from Brandon West forgets that the trustees cannot come up here and defend themselves nor can the teachers. They can through me. I'm prepared to defend them but I want to know, is he condemning the 450 trustees and the 12,000 teachers or what? He's never told me. So I'm still forced to guess at what it is that he's referring to.

Maybe he's referring to the local initiative in developing curriculum. Surely that can't be it because the complete local initiative in developing school curriculum is limited to only 15 percent, Mr. Chairman, of the revised high school program, that's only 15 percent. The 85 percent remaining is still under the mandate of my department.

So really what the opposition is referring to or what their Leader is referring to, I'm really at a loss to know. Perhaps he really wishes to have no decentralization occur and maybe that's the real point that he's trying to make and that the opposition is reluctant to state publicly in this committee. In other words, calling for a return to the 19th century. In the absence of any alternative explanation, that's the only conclusion, Mr. Chairman, that we could draw from the remarks of the members of the Official Opposition not unless at some time before we conclude the debate of my Estimates, I would hear some clarification on this point. I want to know, your Leader is talking about hair-brained experiments, I want the Honourable Member for Brandon West, who holds himself out as a spokesman for his party, to stand up and tell me which they are and then I'd be quite prepared to continue this debate for as long as we must to defend the programs of my department and of my government.

MR. DEPUTY CHAIRMAN: Is there any further debate on the amendment? There being none and the Chair having declined to put the question on the amendment, that will be the first item of business when the committee reconvenes in its next sitting. Committee rise. Call in the Speaker.

Mr. Speaker, your Committee of Supply has considered certain resolutions, directs me to report progress and begs leave to sit again.

IN SESSION

MR. DEPUTY SPEAKER: The Honourable Member for St. Vital.

MR. D. JAMES WALDING (St. Vital): Mr. Speaker, I beg to move, seconded by the Honourable Member for Flin Flon, that the Report of the Committee be received.

MOTION presented and carried.

MR. DEPUTY SPEAKER: The hour of adjournment having arrived the House will stand adjourned until 2:30 p.m. tomorrow afternoon. (Tuesday)