

THE LEGISLATIVE ASSEMBLY OF MANITOBA

2:30 o'clock, Thursday, April 16, 1970

Opening Prayer by Mr. Speaker.

MR. SPEAKER: Presenting Petitions.

MR. J. DOUGLAS WATT (Arthur): Mr. Speaker, I beg to present the Petition of Elmer Herbert Webster and Others, praying for the passing of An Act to incorporate Souris Golf and Country Club.

MR. SPEAKER: Reading and Receiving Petitions; Presenting Reports by Standing and Special Committees.

REPORTS BY STANDING COMMITTEES

MR. PETER FOX (Kildonan): Mr. Speaker, I beg to present the First Report of the Special Committee appointed to prepare a list of members to compose the Standing Committees ordered by the House.

MR. CLERK: Your Special Committee appointed to prepare a list of Members to compose the Standing Committees ordered by the House beg leave to present the following as their first report:

Privileges and Elections:

Hon. Messrs. Mackling, Paulley, Schreyer, Messrs. Allard, Bilton, Boyce, Doern, Einarson, Girard, Gottfried, Johnston (Portage la Prairie), McBryde, McGill, McKellar, McKenzie, Turnbull.

Public Accounts:

Hon. Messrs. Cherniack, Evans, Miller, Paulley, Pawley, Messrs. Craik, Desjardins, Doern, Ferguson, Froese, Gottfried, Hardy, Malinowski, Molgat, McKenzie, Patrick, Shafransky, Sherman, Spivak.

Public Utilities and Natural Resources:

Hon. Messrs. Burtniak, Cherniack, Evans, Green, Messrs. Allard, Beard, Bilton, Boyce, Craik, Desjardins, Doern, Enns, Fox, Froese, Gonick, Graham, Jenkins, Johannson, Johnston (Portage la Prairie), Johnston (Sturgeon Creek), McGill, Molgat, Shafransky, Spivak, Turnbull, Watt.

Agriculture:

Hon. Messrs. Burtniak, Pawley, Uskiw, Messrs. Allard, Barkman, Boyce, Einarson, Ferguson, Gottfried, Henderson, Johnston (Portage la Prairie), Jorgenson, McBryde, McGregor, Shafransky, Turnbull, Uruski, Watt.

Municipal Affairs:

Hon. Messrs. Green, Miller, Pawley, Messrs. Barkman, Boyce, Fox, Hardy, Henderson, Jenkins, Johannson, Johnston (Sturgeon Creek), McGill, Moug, Patrick, Shafransky, Turnbull, Uruski, Mrs. Trueman.

Law Amendments:

All Members of the House except Mr. Speaker.

Private Bills, Standing Orders, Printing and Library:

Hon. Messrs. Evans, Mackling, Paulley, Uskiw, Messrs. Barkman, Barrow, Beard, Boyce, Claydon, Craik, Doern, Desjardins, Einarson, Enns, Gottfried, Gonick, Johannson, Jorgenson, McBryde, McKellar, Molgat, Mrs. Trueman.

Industrial Relations:

Hon. Messrs. Borowski, Green, Paulley, Petursson, Messrs. Claydon, Fox, Girard, Gonick, Hardy, Jenkins, Johannson, Johnston (Portage la Prairie), McGregor, McKenzie, Moug, Patrick, Shafransky, Turnbull.

(MR. CLERK cont'd.)

Statutory Regulations and Orders:

Hon. Messrs. Borowski, Evans, Petursson, Uskiw, Messrs. Allard, Barkman, Bilton, Desjardins, Fox, Froese, Graham, Johannson, Sherman, Spivak, Turnbull, Mrs. Trueman.

Economic Development:

Hon. Messrs. Evans, Schreyer, Toupin, Uskiw, Messrs. Allard, Beard, Desjardins, Doern, Fox, Froese, Gonick, Johnston (Sturgeon Creek), Jorgenson, McBryde, McGill, Molgat, Patrick, Sherman, Spivak, Turnbull.

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

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

INTRODUCTION OF GUESTS

MR. SPEAKER: At this point I should like to direct the attention of the Honourable Members to the gallery where we have with us 49 students of Grade 11 standing of the Midland Collegiate. These students are under the direction of Mrs. Myers and Mrs. Kennedy. On behalf of all the Honourable Members of the Legislative Assembly I welcome you here this afternoon.

REPORTS BY STANDING AND SPECIAL COMMITTEES

MR. SPEAKER: Adjourned debate on the proposed motion of the Honourable Member for The Pas. The Honourable Member for Rhineland.

MR. JAMES H. BILTON (Swan River): Mr. Speaker, in the absence of the honourable member, may this be allowed to stand? (Agreed.)

MR. SPEAKER: Notices of Motion; Introduction of Bills; Orders of the Day. The Honourable Member for Virden.

ORAL QUESTION PERIOD

MR. MORRIS MCGREGOR (Virden): Mr. Speaker, I'd like to direct this question to the First Minister, in the absence of the Minister of Industry and Commerce, and that's further to the question of yesterday. Has the Minister any further information to disclose to this Legislature regarding his conversation with a Minister or Ministers at Ottawa following the question period yesterday?

HON. ED. SCHREYER (Premier)(Rossmere): Mr. Speaker, the Minister of Industry and Commerce has been following up on this very matter. Unfortunately, I haven't been able to discuss it with him today so that I can't tell my honourable friend.

MR. SPEAKER: The Honourable Leader of the Liberal Party.

MR. GORDON E. JOHNSTON (Portage la Prairie): Mr. Speaker, my question is for the Minister of Health and Social Development. It is to do with the Home for Boys at Portage la Prairie. In view of the numerous escapes, stolen cars, break-ins and general unrest among the boys and the dissatisfaction that exists among some staff members at the Manitoba Home for Boys, would the Minister give serious consideration to ordering an immediate investigation into conditions at the Home and to see if the present methods employed by the administration are in the best interests of all concerned.

HON. RENE E. TOUPIN (Minister of Health and Social Services)(Springfield): Mr. Speaker, I have asked for an immediate investigation into the matter and I was informed that this was under way now.

MR. SPEAKER: Orders of the Day. The Honourable Member for Rock Lake.

MR. HENRY J. EINERSON (Rock Lake): Mr. Speaker, I'd like to direct a question to the Minister of Tourism and Recreation, a question that I asked a number of weeks ago in regards to the Sprucewoods Park. Could the Minister inform the House as to when the official date for the opening of this park will take place?

HON. PETER BURTNIAK (Minister of Tourism and Recreation)(Dauphin): Mr. Speaker, I do recall the question. I apologize that I didn't supply the answer to the honourable member, but actually we are not sure at the present time as to the exact date. I did enquire about this a few days ago and there's no definite date been set but as soon as it's set very shortly I will be glad to let you know.

MR. SPEAKER: The Honourable Member for Assiniboia.

MR. STEVE PATRICK (Assiniboia): Mr. Speaker, my question is to the Honourable Minister of Mines and Natural Resources, the House Leader. Has the Minister considered, or his department, prohibiting the use of household detergents containing phosphates in all our provincial parks?

HON. SIDNEY GREEN, Q.C. (Minister of Mines and Natural Resources)(Inkster): Mr. Speaker, I know that there is some Federal legislation contemplated in this connection and I'm not sure just how our legislation ties in; it's not an area which is directly within my department, it would fall under the Clean Environment Commission.

MR. SPEAKER: The Honourable Member for Pembina.

MR. GEORGE HENDERSON (Pembina): Mr. Speaker, I would like to direct my question to the Minister of Industry and Commerce, but in his absence I will direct it to the First Minister. Due to the Morden Cannery being closed down and spring being very close and the farmers wondering whether they'll need their peas for planting, I wonder has the Minister anything he can report at this time?

MR. SCHREYER: Mr. Speaker, I understand that there are some discussions going on at the moment which likely will materialize in a fruitful way, so that it may well be that the Minister of Industry and Commerce will have some positive news for my honourable friend before too long.

MR. SPEAKER: The Honourable Member for Assiniboia.

MR. PATRICK: Mr. Speaker, it's a subsequent question, perhaps I should direct it to the Minister of Health and Social Development, and the question is the same: Has the Minister considered or given any consideration to prohibiting the use of household detergents containing phosphates in our provincial parks?

MR. TOUPIN: Mr. Speaker, my department is now looking into the other methods of alternates that may be available now. I should have a statement on this which will be much clearer before too long -- soon, I hope.

MR. SPEAKER: Orders of the Day. The Honourable Member for Roblin.

MR. J. WALLY MCKENZIE (Roblin): Mr. Speaker, before the Orders of the Day, I'd like to direct a question to the Minister of Mines and Natural Resources. It's quite likely that the official opening of the Shelmouth Dam will take place sometime this summer. I wonder would the Minister confirm the naming of that body of water behind the dam.

MR. GREEN: Mr. Speaker, I believe that this matter has now been settled. I'm just not entirely certain as to how any pronouncement is going to be made, but my impression is that it's settled and that an announcement will be forthcoming.

MR. SPEAKER: The Honourable Member for Fort Garry.

MR. BUD SHERMAN (Fort Garry): Mr. Speaker, I'd like to direct a question to the Honourable the First Minister, and ask him if he can report to the House on the progress of talks this week, if any, with Viscount Amory on the subject of the possible relocation to Winnipeg of the headquarters of the Hudson Bay Company?

MR. SCHREYER: Mr. Speaker, I'm not in a position to make such a statement, although the Minister of Finance, I can advise my honourable friend, will be meeting with Viscount Amory later today. I believe, however, that in any case no definitive statement can be made or will be made by that honourable gentleman until later this year because of certain legal requirements in the United Kingdom.

MR. SPEAKER: The Honourable Member for Churchill.

MR. GORDON W. BEARD (Churchill): On a subsequent question, Mr. Speaker. Are they discussing the archives, movement of the archives of the Hudson Bay Company to Canada?

MR. SCHREYER: Mr. Speaker, I'll have to take that question as notice.

MR. SPEAKER: Orders of the day. The Honourable Minister of Agriculture.

MOTIONS FOR PAPERS

HON. SAMUEL USKIW (Minister of Agriculture)(Lac du Bonnet): Before Orders of the Day, Mr. Speaker, I wish to table a Return to Order of the House No. 3 on motion of the Honourable Member for Gladstone.

MR. SPEAKER: Orders of the Day. The Honourable Member for Arthur.

ORAL QUESTION PERIOD (Cont'd.)

MR. WATT: Mr. Speaker, I direct a question to the Honourable Minister of Agriculture. I want to ask the Minister if the negotiations between the Provincial and Federal Government regarding the wheat reduction program is still today in a state of solidification or flux as he mentioned in the House yesterday?

MR. USKIW: Mr. Speaker, when I have a statement of policy on this particular subject matter I will make it to the House.

MR. WATT: A supplementary question, Mr. Speaker. Does the Minister really expect that anything will jell out of these negotiations or are we just going to stand up with a bowl of jelly?

MR. USKIW: Mr. Speaker, I think my answer to that is that I'm not prepared to prejudge any eventuality.

MR. SPEAKER: Orders of the Day. The Honourable Minister of Labour.

HON. RUSSELL PAULLEY (Minister of Labour)(Transcona): Mr. Speaker, I'm sure that the Honourable Members of the House will be interested in the latest unemployment rates in Canada and in the Province of Manitoba, and I would like the opportunity to draw to the attention of honourable members that the unemployment rate in Manitoba is the lowest in the whole of the Dominion of Canada. The National average is 6.7; the average for Manitoba is 4.3 as of March this year, compared with a rate of 3.8 of last year; indicating an increase of .5 over a year ago, which is 50 percent less than the average increase in the Dominion of Canada. I think that we should be reasonably satisfied with the figures that have been revealed today.

MR. SPEAKER: The Honourable Member for Roblin.

MR. McKENZIE: Mr. Speaker, before the Orders of the Day, I'd like to direct a question to the Minister of Labour. Can the Minister advise me or my constituents how they can get employment at The Pas?

MR. PAULLEY: with my honourable friend and if they qualify they will receive employment at The Pas providing there are openings for employment there. I must confess that there hasn't been job opportunities available to the degree we would have hoped for at the present time but we anticipate an expansion in the employment opportunities at The Pas.

MR. McKENZIE: A supplementary question, Mr. Speaker. Would the Minister consider opening a regional office in that area?

MR. PAULLEY: May I inform my honourable friend that there is a regional office of Manpower in that area.

MR. SPEAKER: The Honourable House Leader of the Liberal Party.

MR. G. JOHNSTON: A supplementary question, Mr. Speaker. Would the Minister be kind enough to get in touch with Manpower once in a while and see if he could resolve this problem?

MR. PAULLEY: I assure my honourable friend that the Department of Labour and the Government of Manitoba is always in touch with Manpower to expand job opportunities in the province.

MR. SPEAKER: The Honourable House Leader of the Liberal Party.

MR. G. JOHNSTON: Mr. Speaker, I believe it's customary for parties to respond to a statement and I would like to make the brief comment that the low figure that my friend is bragging about, I hope it's not because our young people are leaving the province for jobs elsewhere and I hope that his pride is well-founded in a true economic situation.

MR. SPEAKER: The Honourable Member for Emerson.

MR. GABRIEL GIRARD (Emerson): I'd like to ask the Honourable Minister of Labour. . . .

MR. SPEAKER: I'm sorry, the Honourable Member for Rhineland.

MR. JACOB M. FROESE (Rhineland): In reply to the statement made by the Minister of Labour I just wonder whether. . . .

MR. GREEN: Mr. Speaker, I indicated my regret yesterday that it's a dangerous precedent to say that a person who is not a political party has a right on motions. Now if the member asks leave and it's granted I can't stop him. We can't have a practice which goes beyond the rule of permitting statements from respective party leaders.

MR. FROESE: Mr. Speaker, on a point of order, this practice has been carried out over the years, now all of a sudden we find the House Leader taking exception. -- (Interjection) -- Sure, this has been going on over all the years.

MR. SCHREYER: Mr. Speaker, on the point of order raised; my honourable friend from Rhineland being fair-minded surely would agree that the practice which he alleges has been

(MR. SCHREYER cont'd.). . . . going on over the years no doubt has been, but probably has been because of leave granted. Now if he asks for leave then that's a different matter.

MR. SPEAKER: Orders of the Day. The Honourable Member for Emerson.

MR. GIRARD: Mr. Speaker, I'd like to ask the Honourable Minister of Labour if the figures he has just quoted include people such as university students or even high school students or farmers who are self-employed who are now going into the labour market but have not been employed previously. Are not the figures that he has quoted, stating only the figures with regard to those that have been previously employed?

MR. PAULLEY: The figures, Mr. Speaker, were given to us by the Dominion Bureau of Statistics, normal figures given by them.

MR. SPEAKER: The Honourable House Leader of the Liberal Party.

MR. G. JOHNSTON: Mr. Speaker, I come back to the question I asked the Minister of Health and Social Development earlier about the problem at the Manitoba Home for Boys in Portage. Did I understand him to say that he had ordered an investigation which is under way, or he is going to?

MR. TOUPIN: I have, Mr. Speaker.

MR. SPEAKER: The Honourable Member for Swan River.

MR. BILTON: Mr. Speaker, I'd like to direct my question to the Minister of Labour alluding to the questions of my colleague from Roblin. I wonder if he would tell me as to whether or not a union card is paramount to getting a job in The Pas?

MR. PAULLEY: In accordance with some negotiated agreements between management and labour, yes.

MR. BILTON: Does that include our Indian friends and our young non-union labour?

MR. PAULLEY: It doesn't matter whether it's an Indian, a Metis or a non-Indian, there are negotiated agreements which are sacrosanct between management and labour which apply all over Manitoba where agreement has been reached.

MR. BILTON: Mr. Speaker, I don't think my question has been answered. Does this include our non-union Indian friends?

MR. PAULLEY: I am sure my honourable friend if he will read Hansard, would see that his question was answered fully.

MR. SPEAKER: Orders of the Day. The Honourable Member for Churchill.

MR. BEARD: I'd like to follow up on the question to the Honourable Minister of Labour. As I understood it, the policy was to hire wherever possible in the vicinity of the work that was being created. Is this right?

MR. PAULLEY: There's been no change from that, Mr. Speaker, it is being done; but there are negotiated agreements in certain industries which according to the law of Manitoba must be honoured.

MR. SPEAKER: The Honourable Member for Wolseley.

MR. LEONARD H. CLAYDON (Wolseley): Mr. Speaker, my question is directed to the First Minister. I wonder if he could advise the House when the Boundaries Commission report would be received?

MR. SCHREYER: Mr. Speaker, do I understand the honourable member is referring to the Boundaries Commission report on Metro boundaries or generally?

MR. CLAYDON: That is correct.

MR. SCHREYER: Well, in that case, Mr. Speaker, it remains our hope that the Boundaries Commission will submit their report by mid-summer, by the end of June at the latest.

MR. SPEAKER: The Honourable Member for Riel.

MR. DONALD W. CRAIK (Riel): A supplementary question to the Honourable Member for Wolseley. Could the First Minister or the Minister of Municipal Affairs indicate whether the Boundaries Commission will be having hearings prior to the presentation of the final report or whether the Provincial Government is conversely going to have hearings after it receives the report.

MR. SCHREYER: There will be hearings, Mr. Speaker.

MR. CRAIK: Could the First Minister indicate whether the Boundaries Commission is going to have hearings prior to the presentation of its final report?

MR. SCHREYER: Mr. Speaker, I should think that the important thing is that there will be hearings, not under whose auspices the hearings will be held.

MR. CRAIK: A supplementary question, Mr. Speaker. I believe that the municipalities

(MR. CRAIK cont'd.). . . and school boards and other public bodies were of the understanding that they would have a chance to represent their briefs and have hearings with the Boundaries Commission prior to the composition of its report.

MR. SPEAKER: Has the honourable member a question?

MR. CRAIK: Well could the Minister of Municipal Affairs perhaps indicate whether this is the fact or not?

HON. HOWARD R. PAWLEY (Minister of Municipal Affairs)(Selkirk): The Honourable First Minister has answered the question for the honourable member.

ORDERS OF THE DAY - GOVERNMENT BILLS

MR. SPEAKER: Second Reading Bill No. 15. The Honourable Attorney-General.

HON. SAUL CHERNIACK, Q.C. (Minister of Finance)(St. Johns): Mr. Speaker, it is the intention of the House Leader to ask you to move to Supply. Therefore, I move, seconded by the Honourable the Minister of Youth and Education, that Mr. Speaker do now leave the Chair and the House resolve itself into a Committee to consider of the Supply to be granted to Her Majesty.

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

COMMITTEE OF SUPPLY

MR. CHAIRMAN: We are under the estimates of Youth and Education. The Member for St. Vital.

MR. CRAIK: Mr. Chairman, I just want to finish off the remarks which I began yesterday. The main point which I think has to be brought forward was made yesterday and I wanted to reiterate again that the increased support to the Public School System is going to create, and has created, some pretty grave difficulties in the financing of the public school system.

The increase that the government has made to the public school system amounts to 4.08 percent. By the removal of the one percent levy it allowed the government to remove about some \$4,000,000, better than \$4,000,000 out of the Foundation Program. Had this been left on, the increase in the grant to the schools would have remained at about the same level that it had been over the past few years. Now a year ago when the changes were made in the Foundation cost-sharing arrangement, 70 percent by the Provincial Government, 30 percent by local levy, at that time it meant that an increase was made to the school divisions of 5.8 million dollars, and the way this was done, of course, was to change the cost-sharing arrangement. Had the government wanted this to remain an equitable situation they could have kept up the value of the Foundation Program by again changing the levy, much in accordance with the Private Member's resolution presented by the Honourable Member for Portage la Prairie and the resolution that was supported a year ago by the present government when it sat on this side of the House, although I believe they intended to go further. Now to back up the claim that I'm making here I want to go back over some of the figures that have been presented at prior times in this Legislature.

A year ago the present Minister of Education made the claim that the average growth rate for education was a minimum of 8 percent. I would indicate, Mr. Chairman, that the growth rate over the past two years, some typical percentage figures that are representative are 13, 12, 8, 9, 8, 10, 13 and last year I'm not sure exactly what the figure was but the increased grants were between 11 and 12 percent.

Mr. Chairman, these were the increased rates of public school costs. Now the grant structure carried forth by the previous government ran with increases over that same period of time, ran 12%, 12%, 8%, 9%, 8%, 10% and 13%. Mr. Chairman, this only underlines and demonstrates the point that an increase of four percent is less than half the increase that has been taking place over the past years, all through the sixties, the rate of increase was running at a minimum of about eight percent and sometimes up to as high as 12 and 13 percent, and this year by virtue of changing the Foundation Program through the moves that were announced as a gift to the taxpayer, were in fact a means of lowering the province's support to the public school system by about one half of what it would have normally increased that support. I think that the government is to be severely criticized for billing this decrease in the Foundation levy as being some sort of an assistance to the local level; whereas in fact it allowed the government

(MR. CRAIK cont'd.). . . . to remove from the Foundation Program over \$4 million that would have gone to them.

The other areas that are in the estimate, I notice that the Universities grants are up about 13 percent, 13.4 percent compared to figures last year which were I believe of the order of 18 or 19 percent. Again, there is no way of telling whether this is adequate or not. I'm sure the Minister will comment on this as he goes through his estimates. It is lower than usual in light of the fact that the University costs have been escalating at a rate that is about double the rate of the public school system, that is around 20 percent a year. Now perhaps there have been some changing conditions this year that have allowed a cutback again in increases in University grants.

One further area I wish to comment on, I noted that the Minister made an announcement regarding the Technical-Vocational Advisory Board. I didn't get the full intent of what he was saying, perhaps this will come up again further in the detail; but I did want to recommend to him that the work that has been done by the advisory boards in the technical-vocational area in Youth and Manpower section has been exceptionally valuable to the total educational system and I certainly want to extend thanks to these advisory boards and other advisory boards that have made such a positive contribution. I would recommend to him for the best interests of all concerned that he attempt to keep the advisory board active; I think he will find that it serves many other useful purposes besides advising on education. I can mention in particular that I think that this advisory board was probably more effective, although it was an educational advisory board, it was more effective in getting changes in labour codes, probably than any of the other official bodies that may be connected with the Department of Labour. So perhaps he can see it clear to spend a little time with this board, find out exactly what it is doing and offer it encouragement so that it can continue on in its very fine work. I say this particularly in respect to the very necessary changes that are needed with regard to apprenticeship training and the reciprocal and interlocking arrangements with the technical institutes.

With those few remarks, Mr. Chairman, I would prefer to leave other remarks until we get to the details of the estimates.

MR. CHAIRMAN: The Honourable Member for Winnipeg Centre.

MR. BUD BOYCE (Winnipeg Centre): Mr. Chairman, if you had two sons who were foals or calves, there would be no difficulty to find someone to put over them; you should hire a trainer of horses or a farmer probably, who would improve and perfect them in their own proper virtue and excellence. That if they were human beings, whom are you thinking of placing over them? Is there anyone who understands human and political virtue?

Realizing with Plato the complexity of education, firstly I wish to assure the Minister of Youth and Education of my support -- (Interjection) -- Plato? - he's one of those fellows, I'll tell you about him later Joe -- yeah a Polish fellow. First of all, I wish to assure the Minister of Education of my support for his program as outlined in the Speech from the Throne and in his remarks yesterday. I realize he is charged with the responsibility of integrating the demands and pressures of various groups into an overall program of governmental process, a most difficult task. Secondly, I wish to assure members opposite that my remarks will be brief, and if nobody sends me another diskabooblizing note, I'll try and make them to the point.

The point of education is being questioned by all. Is education a means of socialization or is education a means of intellectual development or is education a means of helping an individual develop the skills necessary for survival in a rapidly changing world, or is it a combination of all three? I suggest it is a combination of all three - socialization, intellectual development and helping to acquire the skills necessary in a changing world, one in which we hear more and more about jobs becoming obsolescent through technological and sociological change.

It is the development of the skills necessary for survival in the 70's and the 80's and the 90's that I rise to speak. Before I go on I would ask members to ponder on this point. How many dinosaur hunters do you know? What happened to sailing ship sailors? Where are the boiler-makers from Transcona and how long will it take the insurance agents to adjust if we declare them redundant? -- (Interjection) -- Well you people didn't address yourself to this task and I suggest it was necessary for all of us to. And this is what I'm getting at. For example, if I asked you what are you - anyone in this House, you would probably reply that I'm a lawyer, or I'm a farmer, or I'm a teacher, or I'm an accountant or I'm an undertaker - I'm sorry about the undertaker - they're funeral directors now - whatever you would say, you

(MR. BOYCE cont'd.). . . . would say "I am this", and this is important. I am this. One of the things that we are losing sight of is the absolute necessity of an identity to an individual for survival. Now you and I and other legislators are busy passing laws which will contribute to the necessity of people becoming that which they are not and perhaps in some areas that which people cannot be. Legislating for changes and trying to keep pace with the changes around us, over which we have no control, but which we the members of this House, must accept the responsibility for keeping the people of Manitoba informed, and more important, helping them, the citizens develop the skills necessary to cope with a changing environment. I challenge each member of this House to look at yourselves; could you change? Could you change once, twice, three, four, five times? But yet how many times can a human being change his identity? I suggest if this question were asked of my generation, not too many people would be able to answer more than two or three times. But yet this is what we are demanding of our younger people, that they are going to have to change in their working lives three, four and sometimes even five times because of the rate at which jobs are becoming obsolescent. The former Minister of Industry and Commerce keeps talking about jobs; and jobs and the creation of jobs are very important; but concomitant to the increase in jobs is the obsolescence of other jobs, the necessity of people changing. I could talk on many aspects of education, but this is what I'm just asking that the people of this House keep in the back of their mind when we are speaking on education. We have created an environment that our younger people are going to have to change but yet we are denying them the development of the capacity to deal with change.

Mr. Speaker, I have expounded the view that we should establish a human resource research council which would place first on its list of priorities the gathering and analysis of the information available on a multi-disciplinary approach to education; information which would be presented to this Legislature for decisions which must be made by this group, decisions based on knowledge rather than rhetoric. This problem of identity of youth is a crucial one. Socrates recognized it when he said "Know thyself"; even psychiatry has gone full cycle through mysticism, outside, back into the individual. Alexander Selsnick for example in a book, a recent publication date, suggested that we go back to this, right down to where we started with Socrates, "know thyself". Shakespeare said "To thine own self be true and it follows as the night the day that thou can'st be false to any man"; and it still has coinage today.

I suggest, Mr. Chairman, that time is of the essence and we should heed Cicero's advice when he said at "Apply yourself then to this business as you are doing", and as our Minister of Education I am sure is doing. Never have you shown greater unanimity in any cause; never have you been so cordially united with the people, and no wonder - for the question is now, not in what condition we are to live but whether we live at all, or if we perish with torture and ignominy.

MR. CHAIRMAN: The Honourable House Leader of the Liberal Party.

MR. G. JOHNSTON: Well, Mr. Chairman, I won't burden the Minister with a list of my qualifications, because I do not pretend to be an expert on education. I appreciate the fact that he has a very difficult task, being caught in the squeeze between high taxation and the outcries of people who cannot afford any more by way of taxation, for he tries to fit in all the new programs that his experts would like to have, to try to bring together the many ideas that have to be put into a policy. I can appreciate the fact that he has some difficulties in arriving at a budget which will give a good sound education to our young people in this province, which will give them a chance to compete with those who get their education in probably more highly sophisticated centres of the world, let alone Canada. So I can appreciate that this is a very difficult task.

I have a few thoughts I would like to offer though, and lest anyone would think that all of these ideas are my own, they certainly are not. I would like to quote from a paper given by Mr. A. G. Minish, Superintendent of Schools for the Pelly Trail School Division, and he talks about the difficulties of a superintendent working in the educational system as he finds it. And I would like to quote: "When the unitary divisions were formed the promise was held out to the people of Manitoba that the Foundation Program as established at that time would make possible the economical consolidation of small uneconomical units into large viable units, and also economic. Further, it was contended that the Foundation Program would provide monies for hiring specialists such as speech therapists, language art specialists, psychologists, guidance specialists and others, who at that time were considered to be vital personnel in a school system. Taxpayers were led to believe that the efficiency resulting from consolidation would

(MR. G. JOHNSTON cont'd.) lower the special levy and provide for needed specialists. Has the Foundation Program lived up to these expectations? An unseen built-in escalator of special levies was an integral part of the Foundation Program. For example, 200 students housed in six two-room schools, rural schools, could earn twelve teacher grants, twelve maintenance grants, twelve supply grants, twelve administrative grants and 1.2 supernumery personnel grants. Placing these same students in a consolidated school, one to an eight unit, would earn only seven grants as compared to the twelve above and .7 supernumery personnel grants as compared to the 1.2 above. Taking the average elementary teacher's grant at \$5,000 and the Foundation grant as established for maintenance and supplies, the school division stands to lose over \$39,000 in grants or about \$200.00 per pupil. The board, however, would have to turn around and hire at least one teacher over grant to provide a graded system. Besides carrying this teacher out of the special levy they would also have to pick up out of special levy the loss in the supply grant at least to provide the teaching supplies provided previously."

This aspect of the grant structure has another effect on the economy and quality of education in divisions that have consolidated smaller rural schools, because the grant money saved by the consolidation are withheld under the Foundation Program. Consolidation reduces the amount of money available for special services rather than increasing it as I propose a proper Foundation Program should. Grants for teachers' salaries were established below salaries being paid at the time of the establishment of grants. Should these grants for salaries not be reviewed to bring them more in line with salaries paid? When the Foundation Program was established certain incentives to provide specialists in school divisions were built into the grant structure. What has happened? What has really happened in rural areas is that these incentive grants barely cover the principals and administrative personnel and that anything left over was used to pay for teachers over grant. It is obvious that the Foundation Program is inadequate to provide specialists in rural Manitoba that are considered necessary in urban areas. With the limited tax base in most rural divisions, the hiring of adequate specialists under the present grant structure is highly remote because they will have to be paid for out of a special levy. Is it not time that we determined who are the vital personnel for a school division and that monies for such personnel be provided in the Foundation grant structure? These grants should be entitlements in the same way as the superintendent grant is an entitlement. The grant structure for administration, general and instructional, has become a catch-all for all those items that have not been included in other areas of the Foundation Program. Because of this no area of school board budget has been taxed more vehemently by councils and civil servants. The total budget for administration of school divisions seems at first glance to be out of proportion to the size of the school division. The reason is that this category of the budget contains those items that really belong to capital expenditures. Teachers' salaries were left out of the original program foundation and had to be placed somewhere so they were placed in administration. The resultant apparently high cost of administration is indefensible in the eyes of the public because they find it incomprehensible. This course leads to bad public relations and unjust criticism. School boards are being accused of empire building at public expense when in reality they are conscientiously trying to carry out their function with inadequate administrative personnel in most areas. All of us could give many examples where administrative personnel is necessary to bring about controls required for the efficient spending of taxpayers' money. For example, the purchase, the distribution and the use of authorized texts up to 40 percent of the administrative grants in some school divisions are now being eaten up in interest on loans. There are two very important items. In those school divisions that have been able to operate their transportation system and their maintenance system under grant requests are frequently heard for the transfer of funds from Foundation grants to maintenance and transportation, to other areas such as instruction or administration. The question is then lump sum payments and transferability of grants which are basically the same thing. As the inevitable result of lump sum payments the quality of education in a division would depend upon the length of the winter, the condition of the roads, the size of the division and the density of the population. The present grant structure is an attempt to bring about equality of education irrespective of the above factors. Hence a change from the present grant structure to lump sum payments would be a regressive step for education in Manitoba. In my opinion the solution is not the transfer of grants but rather a total revision and upgrading of the present grant structure. An attempt should be made immediately to bring the present grant structure

(MR. G. JOHNSTON cont'd.). . . . closer to the actual costs of education. Also provision should be made for the automatic increase in grants to keep them in line with increases in the cost of living and the cost of education. Is it not time for the Department of Education to call a conference on the financing of education and to set up committees to study grant structures in an attempt to develop a sound and realistic financial basis with which to operate a school system?" Mr. Chairman, that is what a person who is experienced and who works in the field has to say about the problem there.

I might also note, Mr. Chairman, that in recent years that I have taken an interest in this field, I would say the last ten to fifteen years, I have not noticed in the newspapers the controversy that exists between school boards and the teachers' group as does today. It is so bad that I don't see how these people who in their own right and their own community in their own fields are well intentioned, decent, honourable citizens, but they have been fighting one another for so long that I think it's time that the Provincial Government stepped in and brought some order into this. Now I know that there are those who take a side, will say that the teachers are perfectly capable of negotiating contracts, that the school boards are perfectly capable of negotiating, but I only go by what I read in the papers and when I see statements that were made - and I'm quoting from the April 1st, 1970, Free Press, when Mr. Compton, President of the Manitoba Association of School Trustees -- I guess what would be obviously his side of the case. He says, "One reason why negotiations have been slow is that some school divisions wait until others have finalized an agreement so they can use it as a guide. The teachers on the other hand, they have their side of the story." But I don't think that in the years that I've been following these affairs that I have seen the bitterness and hard feeling that is developing between some of the groups in the province, I don't say them all because some have very good records for negotiating their problems and their differences. But I think it's so serious now that it's time that the province took a look at this problem and did something about it. I don't think it can be allowed to continue for even one more year.

I would like now to turn to a problem that may be unique to central Manitoba, I don't know. But it appears that the Boundaries Commission in their wisdom are trying to -- and this is only three years after school divisions had been set up -- are trying to eliminate a school division. Now it may be fine for these gentlemen to study the problem on paper and to hold meetings in the affected districts but if their recommendations are turned into the final solution the people of the district have to live with it forever or until they can fight off a change. And I would like to give you an example, where a hearing was held in Portage on November 8th, 1969, with the Boundaries Commission, and the Portage School Board, through their Chairman, expressed a genuine reluctance to expand the present size of their school division. He documented it with reason. I'm speaking now of Mr. Harold Narvey, and he says: "It is the considered opinion of this group that vocational education can be provided within the area on a co-operative cost-sharing basis without major boundary changes." This school division is presently about 25 miles by 30 miles square, that's a very rough estimate. The Pine Creek School Division which is adjacent to the west is approximately 20 miles by 40 miles. So one can see that these two school divisions, while not the largest in the province, are a pretty good size. So the Boundaries Commission is endeavouring, the last I heard, is endeavouring to have the Pine Creek Division dissolved, part of it to go to Portage and part of it to go to Beautiful Plains. The Pine Creek School Division at another meeting are against this move. They wish to retain their identity. They're only three years in existence. They would like to co-operate with the other school divisions in giving the specialized types of education but they do not want to be pushed or forced into another division where the boundaries can be, well 70 miles across which would mean that children would be going from 30 to 40 miles by bus to school.

Now I know that some urban educators will say you're against the specialized form of education that we must face today. Well this isn't so. The people I'm talking about are enlightened, dedicated educators and specializing in their field for many years. They have a solution that is the co-operation between divisions to supply specialized forms of education but they are against being forced into a still larger division. McGregor, the Town of McGregor, is central in the Pine Creek's Division; they have a good school system there, new school; they are reasonably satisfied with what they have; they are not against the concept of bettering the educational process, but they are quite satisfied to have the Pine Creek School Division stay as it is. The Portage School Board are satisfied and want to stay the same way. The municipal

(MR. G. JOHNSTON cont'd.). . . . bodies in both areas, the Chamber of Commerce in McGregor, the Rural Municipality of North Norfolk, the Village of McGregor, the Rural Council of Portage and the City Council of Portage are all satisfied with the way the operation is proceeding now, yet there appears to be this effort on the part of the Boundaries Commission to force something that people do not want and I would ask the Minister to examine this and to consult with these people before anything is done. I think that in some cases the Boundaries Commission are only going through a form of consultation and then they proceed to do what they think, and I don't think that's right at all.

I'd like now to turn to a problem that if this problem existed in the City of Winnipeg there'd be a revolution. I'm talking now about where school children have to go to school where there's no public transit, they have to walk up to two and a half miles to school and it's called an urban area. If 20 or 200 or say 2,000 school children in Greater Winnipeg had to walk two to two and a half miles to school down a highway where the speed limit is anywhere from 40 to 70 miles an hour, there would be a literal revolution of the parents and the children concerned. Yet the Minister is aware I'm sure, I have copies of the letter here, where this situation exists in Portage la Prairie. Portage la Prairie has large rural areas that are assessed as rural, there are no streets or no sidewalks. Some are small holdings and some is farm land but it's all assessed as rural farm land. I would like to read to him an account of a delegation effort in trying to alleviate this problem: "A delegation of five parents of the students in the Bridge Road area headed by Raoul McKay stated their transportation problems at Thursday's school board meeting. The students have to walk up to two and a half miles to attend Crescentview and Arthur Meighan School. The walk also includes crossing the four-lane Trans-Canada Highway. The problem facing the school board is that grants for transportation are only available for rural students and the 40 Bridge Road students are all within the city limits. A similar problem was prevalent last year. Secretary Jack Cundall commented that the transportation grant stipulations are concerned more with where a person lives and not where the transportation is needed. Mr. McKay pointed out that there is no sidewalk or portion of the thoroughfare on which to walk safely. The school board assured the delegation that they would further investigate the problem and would recommend amendments in the present legislation to solve the present situation." Incidentally the problem exists in another part, on the north side of the city of Portage also.

I have a copy of a letter dated November 4, 1969 addressed to the Minister from the secretary-treasurer, Mr. Cundall of the Portage School Board and in this letter they are asking for the necessary changes in legislation, so I'm asking the Minister now if he could tell us that this is going to be granted. I hope it is. I know it would be granted if it were existing in large numbers but because it's just 40 students it may not be felt to be important. But if this exists in Brandon or Winnipeg or wherever, then it should be there, that a student grade 1, or grade 2, or grade 3 should not have to walk down a highway for two miles to get to school. I think the Minister recognizes this problem and I think he recognizes that a change in the Act would satisfy it and the school boards hard pressed as they are would be able to receive a transportation grant for these students.

I don't need to mention to the Minister the problems of high taxes. I have a resolution on the Order Paper where I will discuss further the heavy cost that is being placed on the real property taxpayers to support the educational structure of our province and I know he's aware of it. He's told us that he is trying to do something about it, so I won't say any more at this time but I would like the Minister's comments on the problems that I have given to him now.

MR. CHAIRMAN: The Member for Churchill.

MR. BEARD: Thank you, Mr. Chairman, I've been waiting to get at the Minister for some time, but I would like to know whether the Chairman is out to a rock festival or is he sick this afternoon? -- (Interjection) -- No, this is the problem - we want to talk about the north for awhile. There isn't too many people around so I think we can have a kind of a cozy little talk again this afternoon, Mr. Chairman -- (Interjection) -- yes a fireside chat.

If Agriculture can have - was it 10 or 12 hours? - 13 hours, then I think the north should have at least 20 hours, because if they're ever going to survive, they're going to need the north to look after them. -- (Interjection) -- can I start now, Mr. Chairman?

I would like to congratulate the Minister of Education before we start the "night of the knives" and say that I think he is going to do a good job but I was really disappointed in his opening comments because they're read and they're terribly dry; well it certainly wasn't like

(MR. BEARD cont'd.). . . . it was in the old days when he could get up and give us the nuts and bolts of the whole educational program. He was doing a much better job at that time, but if he wants to give us a program that is so extensive that really after he finished, I really didn't know what he had said, then that's up to him.

He did touch on some subjects in respect to the north which I thought were at least a start in the right direction and maybe we can prod him on; certainly if he will undertake to study the brief or his department will study all the briefs in general which were submitted to the Northern Task Force -- and I don't mean this little blue book we are kicking around because that does not tie in the real problems that education has in the north -- I think that perhaps he will come very very close to looking at the problem as it is seen through the eyes of the people of the north, and certainly of course, that is where you are going to get your expert advice, is from the people that have to live in that area.

He spoke on teacher training emphasis for the north and I would say that if the emphasis were really going to be placed on encouraging teacher training for northern Manitoba it should be done in the north. You have two facilities there, one in The Pas, it used to be known as a vocational school, I forget - it's some type of college now. -- (Interjection) -- Keewatin; and the northern Cranberry school area, has certainly that type of an atmosphere that would be necessary to encourage people to get into the environment of teacher training. I also think that it must be very important that the program tie in financial credits for this type of northern training, very much so on an immediate basis because of course, when a person moves out of that area then it doesn't apply as much as it would if they were staying in that particular area. So if you want to keep your teachers in the north then I think you've got to give credit, and credit to them for their abilities to cope with the problems of teaching northern students. And when we're talking about them, let's face it, this is going to be by and large Indian and Metis children, by and large children that do not know the English language; and also you must remember that there are children of families that are not Indian and Metis and that do speak the English language, so the teacher has the problem of trying to juggle these children so that they can get them through school and just make sure that each of them have an equal chance. We run into the problems of the fact that civil servants up there that have growing families are concerned about whether the type of teaching that is being made available to their children will qualify them to continue on in high school, and oftentimes is held back because of the fact that we haven't got into good kindergarten training to allow the Indian children to come up to a standard in which they can accept Grade 1 when they step into Grade 1 training, and so often we find that they're really not capable of proper instruction until they're in Grade 4, 5 or 6 and of course until they are almost in their teens; so by the time they have got to their teens they have got to go back and start all over again. This is a problem both for the Indian children and for the Department of Education and for the government as a whole.

I think that the children in northern Manitoba should be allowed to go to school, continue their education closer to their home. This was brought to us over and over and over again, and while I have no axe to grind with Frontier School Division, I think it's good; in respect to Cranberry Portage, there were many people as we got further away that did bring home the point that they wished that their children could be closer to their home and they felt that they would like to have the same opportunity of allowing these children to go to Pine Falls or Thompson or whatever - Churchill even - where they would be closer to home than having to travel so many, many miles to an environment which is much different to what they were used to. I think this is very important. I know that when children are coming into Winnipeg from even southern communities to go to school, where we hear of them going 30 or 40 miles in a day to go to school, they are out of their environment and the families feel that this is not a step in the right direction, that these children should be closer to their homes, and so it is in the north. I think that you have to start bringing education to the community, rather than get stalled on a program in which you have to take students to education. I think it is very important both from a family viewpoint and from the point of interest to the children themselves.

The Minister spoke of flexible programs. I think it's a good idea. But when we look at flexible programs we say that there should be flexible teachers, and there should be flexible superintendents who allow the teachers the right to be flexible, and, of course, flexible textbooks and teacher aids, because if there is one thing brought home, the fact that the aids and the textbooks do not necessarily fit into education in respect to all areas -- there can't be one

(MR. BEARD cont'd.). . . . textbook that can look after all areas of Manitoba. Unfortunately this may not go down well with the department when they start to say, well what are we going to do about this, it's going to cost us a great deal more money. But in some respects and in many respects, the teachers themselves if they're allowed to have flexibility in their programs can change their teaching to allow that to be brought into a program in which it will fit the needs of the child that they are educating. And I think this is very important because you are trying to reach out to a large and growing number of children, and what are you trying to do - make trained seals out of them; or are you in fact, trying to relay a program of education to them that they will accept and that they will make use of? And if you are going to do that, you are going to have to have flexibility in respect to whether they're living in a farm community, in an urban industrial community, or in a northern Indian Reservation community where they have different outlets in mind for the future and a different approach to living as a whole.

I hope, Mr. Speaker, I'm not trying to preach to you today, but it is important, I think, that education itself be flexible enough to allow these teachers to take the reins in their own hand and if I can confine myself to northern Manitoba, I say, let them teach them, because what good is there teaching a child in a reservation community that hasn't been out of there. In some cases they don't know what a telephone looks like. They've never seen an automobile; they may have seen a picture of it, but they have never seen an automobile. They have seen planes. They probably know more about planes than our children do down in southern Manitoba. They know about animals, but a different type of animals. And they know about buildings; but when you talk to them about a 20-story building they have no concept of what this is. It means nothing to them. And if you took the Richardson building as a means of trying to teach them something, then it is of no value to them whatsoever; no more so that if you took some of the things that are in their own environment in that area of skinning a moose or tanning a hide, than children down here know nothing about it and really care nothing about it because they're not going to become involved in those things. I think the involvement of children in the atmosphere in which they live is most important.

I think that, again, that children really shouldn't have to go to school for the sake of going to school. I think they should be rather encouraged to go to school with a purpose in mind and allow the teachers to judge what that purpose should be, because the children are more and more expressing themselves in respect to what they want out of life and they know, they are taught at an early age they are going to go to school for 12 years; then if this is 12 years of confinement, then there is no purpose to it unless you can link that with the things that they are considering later on as they grow up. As one man adequately expressed it, I believe it was in Garden Hill where he said, "the child in fact when he comes to 15 and 16 years of age ends up not unlike the man with a foot in two boats, and he has to make his decision as to whether he is going to get into one boat or the other; and when he comes to 15 or 16, his father is saying, who has never gone to school, says to him, now is the time for you to make your decision. Are you going to learn how to fish and to hunt and to look after yourself, or are you going to continue on with this education?" And, of course, the child is in the environment in which his father has grown up, fishing and hunting, and he follows the family in most cases and drops out of school. I can't really say that he is wrong in this because today education doesn't promise him a thing. Doesn't promise him a thing. Not when he's out in that area. So you have to have something that's more tangible, that the child can see and that the teacher can bring to him, so that he can be sure, or she can be sure, that at the end of the road there is something worthwhile for them.

I pass along now to the Minister's comments in respect to the teacher aids in the more sophisticated areas, and fortunately, I suppose I live in one of the more sophisticated areas in the north, but we have now computers, we have closed TV, and in many respects this cannot satisfy the curiosity and the questions of the students. They in fact discourage the individual initiatives of the students. As I understand it a good closed TV program is made up or produced by a professor, a top professor in that particular type of program. Now, after it's all over, where does the student go? He goes to some assistant and says, "what did the professor mean?" And, of course, the students would be much happier if they could go to the professor that produced the program so that they would know exactly what it was he was trying to get across to them.

I pass along to new school building programs. I know that there are particular schools in the north that I have heard about or in central northern Manitoba I have heard about that the people themselves look at it and say, is this really a monument to education or is this a cost

(MR. BEARD cont'd.). . . . that we have to absorb as taxpayers? Very seldom do I stray out of our constituency but I do know places, Gilbert Plains, they look at us and wonder and wonder, is this where our money is going? I think that in many respects we have allowed building programs to run away with themselves. I think we have a wonderful high school at Thompson, one that can accommodate the people in Thompson, but at our Northern Task Force what happened? The school board said they were not able or ready to accept the students from the outlying areas of the northern communities to take part in this school program, they weren't ready to; and yet here we have in Thompson, I suppose, one of the most modern high schools in the Province of Manitoba, and yet there is no built-in structure which will allow or dictate to those people that it should be available for the outlying area students just as it is available to Thompson. Does the school belong to the Town of Thompson? Does it belong to the province or does it belong to the people in a given area around Thompson? I think that we have to take a look at that and would wonder where we should go from there. I think that we must get down to the grass roots and say, buildings and building programs should be something that we're not allowed to have people run away with as far as experiments go until we're satisfied in our own minds that they're going to be a useful building for the community, not one that is going to be torn down a number of years from now because it's just old fashioned; but let's let it get worn out for a change, let's make sure that it's used, because in so many cases when I consider what goes on where children go to school and have to take their shoes off to go to the classroom, where they have to be very careful that things cannot be allowed to go on in a school because it may scratch the floor, then I think that we're off on a tangent which is not in my thinking, good economics. I think the schools should be used for - I would hope that they could double the efficiency of a school. I don't see why today with the high cost of schools that we can't use them on a 12-month basis. This will call for paying teachers more because you're hiring them for longer, or you're going to have to hire more teachers; and maybe this is the case, if you're going to have to keep changing the curriculum and the teachers have to keep going back to school themselves, then maybe it is necessary to hire more teachers so that you can carry on a program on a year-round basis. And this is not too out of the way because there are stages that you can use this in in which there would be classes that would be taking their holidays at different times of the year. But particularly in the north it seems ridiculous to me, both because of the student and the teacher that they're required to close in July and August when it's the nicest part of the year and have to go to school and have to teach in the north in January and February when the temperatures are at their lowest; so it would seem to me that there must be some method in which they can change these types of programs. There's no reason why it can't be done, because there's very little in this world that can't be done if we want to; but it's whether we're ready for change, whether we're ready to take another look at the type of education that we're offering students.

We had for some time in Thompson staggered classes -- (Interjection) -- yes, they stagger back and forth. The thing was that the students liked it and some mothers and fathers were a little hesitant about it because they said they were cooking meals all day long for students. But basically what happened was the student went to school at 8 o'clock in the morning and finished at noon, and he went to work in the afternoon and had a job all afternoon, studied at night and went back to school in the morning; and the student was happy. The student in the afternoon went to school from 1 to 6 and didn't have to go to bed at 9 o'clock at night because he didn't have to go to school until noon the next day, so he enjoyed either late TV or was allowed to go to a show; but there was study time available.

But, Mr. Minister, what it proved to us was the fact that students can go to school from 8 to 12 or from 1 to 6 and pass their exams; they don't have to go from 9 to 4 or 9 to 3:30; they don't have to have time off at lunch time; and they don't there, they don't. They fill in their lunch schedule through the different blocks of when they had to be in school and when they hadn't, I never can keep up with that, but there are times when they can have their lunch and school goes on all the time between 9 o'clock and 4; I don't see why it can't go on for two shifts of children using a school instead of one. I think it's very important. Maybe some will differ with me but when we see our taxes going up and we could maybe in many respects cut the cost of building in half, and if the people say we shouldn't be cutting down on cost of education, then use that money for more services within the Education Department.

I think that another problem is exams, they're dropping exams. I think I can see the importance of this in respect to the fact that exams themselves are something that you would

(MR. BEARD cont'd.). . . . cram for, most of us used to have to cram for two or three times a year and whether we got through school or not was our ability to have the answers for some of the questions that were asked on that exam paper today. Now they say they do not have exams and I think that this is one small step in the right direction, because of course the examination is on a year-round basis. I believe that the child should continue to go from one grade to another or one level of education to another, because if he hasn't accepted what he has been taught in one year it doesn't say that if he stays there two years he will accept it any more. Maybe he'll be lucky at exam time, but if he can continue on to something else then perhaps he'll go back and pick up what he wasn't able to absorb the year before. And this is always possible. If it's a poem and English well then it doesn't matter, it's something of the past anyway; but if it's mathematics, etc. there's oftentimes he can learn as time goes by. And maybe he's not ready to accept it that year, maybe he will the next year.

The centralizing of education facilities of course is not always the answer. I think children get homesick and they certainly get homesick in the north just as well as they do in the south or any other areas of the province, and I think that we have to relate education, the facilities and abilities of children to go to school closer to their homes. It is only in the north that they have to travel many hundreds of miles to go to school and unfortunately a lot of these times these children are really children, they're not teen-age, they're less than that. Can the public school system in this province really make up for the care of a mother and father during pre-teen age era in this child's life? I don't think so. And I think it's going to cost the Province of Manitoba money to make sure that this doesn't carry on for a long time, longer than necessary. I think it has to encourage the Federal Government to see to it that children remain closer to the home, to their environment, because you can't brainwash a child by grabbing him out of a reservation and taking him down to a more sophisticated area and say, you stay there so many months a year until you have proved to yourself that you'd rather live there than on the reservation; because up 'til now the Indian children have proven that they would rather have the reservation than have something else stuffed down their throats during the time that they're being in school; and I think it's really right because all you add to the children is confusion. They have a regimentation that they do not have at home. The thinking that goes on in the sophisticated area certainly is not the thinking that they have been brought up on at home, and it is not up to us to say as members in this House or in the Department of Education that the thinking of the people at home is wrong, because these children are people in Manitoba and they should have the advantages that other children have.

I think that if there was one thing I would like to end on, Mr. Chairman, is the fact of government attitude toward the hidden problems in the north; because there are hidden problems and it's just because government have never got around to asking about them or doing anything about it when they're brought up to government. I could say that the fact that the Frontier School Division offices were changed from Dauphin, which I don't think they should have been there in the first place - sorry - but taking them further south to an area such as Winnipeg and saying we can do the job better there, they can't; because while I have nothing against Dauphin, it did seem, and has proven again on the Northern Task Force, that teachers who are able to write sophisticated enough to deal with government could not get through to the Department of Education the problems that they were involved in; and if they could get somebody to admit there was a problem of course they said there was no money. In some cases it was ridiculous. In many cases the things go on, and now I quickly break off with the Federal Government and say that they set a policy and they continue on, and sometimes the Frontier School Division grabbed on to these outdated policies, such as a teacher in the spring who may not be happy at all with what goes on in that particular village they're in and say they're not coming back, but they have the responsibility of ordering supplies for the next teacher that comes in the fall; and if they're not very interested and if they hate the place and if they don't want to have anything to do with the north any more, they just don't bother putting in any supplies. So the next teacher comes along and says "well, where are my supplies?" Well the teacher that was before you didn't bother to order any so we just sent what we generally would send the year before.

As we know it, teachers differ, we can't find two teachers that would agree to any one thing let alone a number of things, and here we have a new teacher coming in that has new ideas, and we're talking about flexible programs, but we find that some other teacher has ordered in all the material for them, and when they say, "what are we going to do with all this material" - we'll use it up or store it; but don't ask for any more, don't ask for any more

(MR. BEARD cont'd.). . . . because the Department of Education hasn't got any for you; they only order once a year and when that's finished you've had it. So a teacher is hired during the summer, they're not introduced to the area in which they have to teach in, they come there a week before or whatever it is to get ready to teach and they find that they haven't got the aids that they want, and in many cases they've been misled as to what is going to be there and when they get there they find that they're short. It could be crayons, it could be pencils, it could be foolscap or it could be something that is piled up on the desk that the last teacher never did want to use anyway, so somebody is expected to use it, and the only way to get rid of it if you don't like it is to go back outside and burn it, and that's what they do, and that's what they do, because it's of no use to them, it's outdated. This goes on and it's a waste, it's a general waste. I think that rather than moving south for efficiency they have to move headquarters north for efficiency so that they can supply the teachers that are dedicated enough to go to the north and do something about the problems that many hesitate to tackle. We've always spoken, and it was brought up in the Northern Task Force that there are ways and means of teaching teachers themselves how to cope with the thinking of Indian people. The University of Saskatchewan or Saskatoon - Saskatchewan I guess it is - has an important program in which it does teach teachers how to teach Indian children.

MR. CHAIRMAN: May I remind the honourable member that he has about five minutes left.

MR. BEARD: Thank you. I've just about run out of things to talk about anyway. I think there were many problems brought up in respect to Cranberry School itself and I don't agree with some of the members on the Task Force. I think that Cranberry School is a good system. I think it is a system that can be used for integration, but, Mr. Chairman, I don't think it can do the whole job for the whole of the north and I don't think it should be put into a large production system that is going to do it, because it will end up to be just a filing system for a bunch of kids and they'll be there and they won't get the personal touch of education that's required in these areas. An example should be made of Frontier School -- Frontier School is used as an example for another area. I think that we'll have to be careful where these children go because we're going to flood areas which are not ready to accept them as far as the number of rooms, etc., and I think that this is something that has to be looked into very carefully.

So I think that Manitobans if they're really concerned about the cost of social services, then I say let them vote, let them vote for more money for the north in respect to education so that we can get through to the children the tools that are necessary for them to earn their own livelihood, speak up for themselves and to find their place in life. Thank you.

MR. CHAIRMAN: The Honourable Member for Winnipeg Centre has a question?

MR. BOYCE: From the member's experience with the Task Force on Northern Affairs, do you think it would be any benefit to this House to establish a task force to look into the whole matter of education?

MR. BEARD: I would say that if a Committee of this House took the briefs that were submitted to the Northern Task Force then they would have many of the problems set before them on an immediate basis rather than having to go all over it a second time. They are quite thorough.

MR. CHAIRMAN: The Honourable Member for Rhineland.

MR. FROESE: Mr. Chairman, may I just remind the Honourable Member for Winnipeg Centre that he did not ask for leave to ask a question.

MR. CHAIRMAN: Perhaps I asked for him. The Honourable Member for Gimli.

MR. JOHN C. GOTTFRIED (Gimli): Mr. Chairman, I'd like to bring to the attention of this House a situation that exists in this province about which I feel a good many of the members here are not fully aware of. I refer in particular to the practice of this government, and of former governments, of withholding teacher grants paid to school boards on behalf of teachers who are certified by this province, who follow the prescribed curriculum and who are subject to all departmental inspection and regulations but who happen to be teaching in a private or a parochial school. Now these teachers are also prevented from participating in the benefits of the Manitoba Teachers' Retirement Allowances Act.

Now I know that this is a shocking practice, Mr. Chairman, and I would request the Honourable Minister of Education to please inform this House why some of the minority groups and individuals are discriminated against in this manner, since Section 22 of the Manitoba Act specifically states that in and for the province the said Legislature may exclusively make laws

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(MR. GOTTFRIED cont'd) . . . in relation to education, subject and according to the following provision: that nothing in any of these laws shall prejudicially affect any right or privilege which any class of person had by law or practice in the province at the union. And further, in a decision handed down by an appeal made in 1894, the Privy Council acting on behalf of the then Sovereign, Queen Victoria, ruled that the right of minorities had indeed been prejudicially affected by the school legislation of 1890. This, Mr. Chairman, is tantamount of sentencing someone unjustly to prison and then finding out approximately five years later that a mistake had been made and forwarding the order down to the guard to have the prisoner released. Instead, we find that the guard has skipped away and had a little chat with the warden and decided that instead of releasing the prisoner they would agree to give him an extra bowl of soup a day.

Now to me, Mr. Speaker, and to the ordinary layman on the street, to be prejudicially affected means in plain words to be discriminated against, and when legislated discrimination is retained for a period of 75 years in spite of the recommendation of Her Majesty's Privy Council that the situation be rectified, the existence of constitutional government in this province is at stake. The validity of some of our most fundamental declarations of support for British justice in the area of civil and human liberties is threatened and awaits our action. One of the honourable members on the other side of the House said only a few days ago that the Indian and Metis groups to the north are becoming very restless and that maybe one day we'll see them marching through this doorway. Well I suggest that it's legislation of this type that has brought them to that stage.

I'd like to ask here, what do we have against Her Majesty? Her Majesty did ask the Privy Council at that time to render a decision and it was rendered. Why did we not follow the recommendations? I would also like to ask the members of this House, what do we have against constitutional government? Section 22 of the Manitoba Act is very clearly written and very clearly states the rights that we are to uphold and protect on behalf of minorities and individuals. If we are not going to stand up and implement this section, then withdraw it. Also, why must we practice discrimination in this province? Mr. Chairman, I suggest that the self respect of each member in this Chamber is at stake. We have a responsibility to uphold the dignity of the Crown and the constitutional form of government.

I'm reminded at this stage of a conversation I had with an American serviceman during World War II. During the course of the conversation the topic turned to the conditions in the southern United States and I asked the man point blank, I said, "Why are you having all of these difficulties with the Negroes in the south?" And he says, "You wouldn't know," he says, "you haven't been there." And I said, "No, I haven't. Would you please tell me why you can't treat these people with equality and respect?" And he said, "Well, the best way I can explain this to you is to explain it by means of a situation." He said, "Let's say," he said, "we decided to give the Negroes equal wages with the Whites." I said, "Yes, go ahead." He says, "Well," he says "you know what would happen?" And I said, "No, what would happen?" And he said, "Well if you were standing at the street corner waiting for a street car to come along and a Negro was there, do you know what he'd do?" And I said, "No, what would he do?" "Well you know he'd just push you aside and he'd walk in ahead of you." Well is this a reflection of the type of thinking that prevails in this province? I'd like to see something done about this particular problem because I for one am against discrimination of any form and I think this is something that should have been attended to a long time ago.

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MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. SHERMAN: Mr. Chairman, there are many problems in the field of education and certainly many challenges for the Minister. He's had some problems illustrated and outlined during the debate on his estimates thus far, and another one of a particularly unique nature came to light just a moment ago in the remarks by the Honourable Member for Gimli. It appears that the Minister has, in addition to the other problems weighing him down in his department, he's got a communications problem with some of his own backbenchers and no doubt faces some interesting . . .

A MEMBER: Just wait a while you fellows.

MR. SHERMAN: . . . no doubt faces some interesting caucus sessions in the days ahead. So we concede that's he harassed and trouble-laden at the present time, Mr. Chairman, but this doesn't say that out of sympathy for him in his position that Manitobans must silently grin and bear the tax pressures placed on them by the present government's system of financing its education and other programs. Never, Mr. Chairman, has there been such a need as there is today for some relief for the real property taxpayer where education costs are concerned.

Now the Honourable House Leader of the Liberal Party made oblique reference to this subject a few moments ago and spared the Minister any long deliberative assessment of the problem in this field, but I think it's urgent that a number of arguments and a number of factors in this situation be placed on the record and I intend to say one or two things about the subject because the government of the day in Manitoba is constituted of men who in many cases in this Chamber in years past had a great deal to say about the educational load borne by the real property taxpayer of Manitoba, and up to this point in its albeit brief lifetime, this government has not moved to relieve the real property taxpayer of any of that burden nor has it indicated in any way what it intends to do to effect such relief.

In my own constituency, Fort Garry, Mr. Chairman, this situation has reached the point of crisis. It's the cause of much agonizing today on the part of the Mayor of Fort Garry, His Worship Dick Wankling, and members of Fort Garry Council. If the trend to increased school costs, increased school board budgets and increased education cost burdens for real property owners is not curtailed and not contained within reason in the immediate future, then many real property owners in my constituency, Mr. Chairman, are going to be financially crippled to the extent, I would suggest, of very likely in many cases of having to relinquish their homes.

Mr. Chairman, in Fort Garry - and I speak only of that constituency but the situation certainly is translatable to many many municipalities in Manitoba today, particularly in the Metropolitan Winnipeg area - in Fort Garry residential property taxes have now soared to a new all-time high, a record high. They've been set at a level which is almost eight mills, the precise figure is 7.92, almost eight mills higher than that that existed last year, and the reason, the primary, fundamental cause for this is the school board budget in Fort Garry and the school spending program and the educational burden that is imposed on those property owners.

There are three school divisions in Fort Garry. They are the school divisions of Fort Garry, Seine River and Assiniboine South, and spending by those three divisions covered by the municipality has jumped this year to \$1,221,000 compared to last year's total of \$915,486.00. Now that increase alone has required a tax increase of nearly five mills, so that five mills on the 7.92 mill increase are directly accountable and attributable to the school board budgets. And that is residential property taxes, the 7.92 mill increase I'm talking about. For commercial and industrial property owners, Mr. Chairman, the new tax bill for 1970 will be considerably higher. For commercial and industrial property owners the increase is as much as 9.8 mills in some cases this year over last.

Mr. Chairman, as I've said, I think this condition reflects itself and repeats itself over and over again in municipalities throughout the Metropolitan area, but it can't be emphasized too strongly before the Minister and his colleagues in this government and it can't be emphasized too strongly in the councils of this Legislature. I want it on the record, Mr. Chairman, that in our opinion, in the constituency of Fort Garry, we've reached a point where the burden on the real property taxpayer insofar as education costs are concerned is now virtually intolerable.

There was an editorial in the Winnipeg Free Press last night that talked about the whole situation in the taxation field in the province and discussed the increased assessments this year and discussed the ramifications of that on the tax bills which property owners in the province are going to face next year, particularly in the Metropolitan area once again, an editorial that was entitled "The Great Deception", and in the closing paragraph of that editorial

(MR. SHERMAN cont'd) there was a statement that the time may well be near when the camel's back is broken. And I submit, Mr. Chairman, that where property owners and real property taxpayers, particularly in the constituency to which I refer, Fort Garry, are concerned, the time may well be near when the camel's back is broken.

Fort Garry Council has severely criticized the three area school divisions for failure to curtail their operating costs, but the exercise in criticism is merely an exercise in legalistic procedure and in political procedure, for the council itself, as all members of this Chamber well know, is powerless to do anything about curtailing those school costs. The only people who have power to make any effective difference in this situation are the people who sit in this Chamber, and more particularly those who sit to the right of Mr. Speaker and have the responsibility for the administration of the affairs of this province, to wit the government of the day.

Mr. Chairman, if I may quote from Mayor Wankling in his address to council in Fort Garry on this very subject: "In each school division the special mill rate has almost doubled since 1968. There is considerable cause for concern." Mayor Wankling went on to say that "somewhere, somehow the education costs levied against real property must be levelled off. Sooner or later there will be no way we are going to be able to collect this money from property taxes and property taxpayers." And certainly everybody on that council and in that constituency, and certainly I for my part, echo and endorse and underline those sentiments. And I'm sure the Minister does too - I'm sure the Minister does too. The problem is that he . . .

MR. CHAIRMAN: I might ask the honourable members not to speak too loudly because they are now competing with the Member for Fort Garry, if they could keep the tone down a bit.

MR. SHERMAN: Thank you, Mr. Chairman, I'm sure the Minister does too. The problem is that he is caught in a situation with his own colleagues that demands a very courageous, very bold and very imaginative action, and no matter how much he might like to take that action, in the final analysis the approval for same must come from the First Minister and from all members of the Executive Council, and it's obvious that a considerable stall, a considerable delay period is being practised by the government in this regard and the Minister of Education is caught in a very severe crisis between these two positions.

Mr. Chairman, school board levies in the Municipality of Fort Garry have jumped 105 percent since 1968 although spending for strictly municipal purposes has dropped. Spending for municipal purposes has dropped to 18 mills from 21.7 mills in that time, and to reiterate, at that same time school board levies have jumped 105 percent - that's since 1968. Now I ask the Minister and his colleagues and all the members of this Chamber how long that kind of spiralling inflation, that kind of spiralling burden can be permitted to go unchecked and uncurtailed. People are going to have to relinquish their homes in order to meet their taxes and in order to absolve themselves of the responsibility of having to pay ever-increasing education costs in the form of real property taxes in the future.

Mr. Chairman, before I sit down, I'd like to say a word or two about the summer job program for students which is another challenge and responsibility coming under the aegis of the Minister. I would like to suggest that in my experience the program, or all programs having to do with summer job opportunities for students have been fashioned on an ad hoc basis year after year. There has always been a desperation scramble to put something together at the last minute, in the last month or two before the students are out and on the labour market, and I would like to challenge the present Minister to face the fact that the problem of student employment in this province and indeed in this land is no longer a chronic or a unique kind of problem that comes up once in awhile on an individual basis, the problem is here with us now for the foreseeable future. It's a permanent feature of Canadian and in fact North American life. The government therefore should be seeking permanent solutions to this problem and not fashioning last minute arrangements out of prayer and guesswork to cope with a situation, a social situation that is part and parcel of the - as the First Minister would say - the warp and woof of our society in this province now and is likely to be here for many decades to come.

We have, Mr. Chairman, special social and socio-economic problems in our society as great as any existing anywhere. For example, the poverty and disadvantage of many rural regions, particularly in the north, and the poverty and disadvantage imposed through no fault of their own in particular upon our native populations. I wonder, Mr. Chairman, why there could not be some imaginative thinking and initiative given to formation of a kind of Manitoba peace corps for example, or Manitoba Company of -- Company of Young Manitobans, whatever the proper term is, for example, that would work in the area of underprivileged and disadvantaged in social terms and allow many of our students, who are idealistically motivated today to

(MR. SHERMAN cont'd) a far greater extent perhaps than our generation of students was, allow them the opportunity to fulfill some of the very admirable socio-economic ambitions that they have and at the same time meet the problems of our underprivileged regions.

This peace corps or Company of Young Manitobans should be made up of undergraduates of course, not of graduates but of undergraduate students who still are processing themselves through their academic courses, and it could be set up in such a way as to strike off specific task forces of young people who would work in clearly defined areas and fields such as the fields of academic education, home building, health care, and sport and recreation. These young people could go into areas in the province and work in those areas of our society to build new structures and build new opportunities for our people in the summer months when they were between semesters in their university courses, and in some cases there would be senior high school students who I suggest would be indeed very well qualified to serve in this capacity.

Of course these programs require money but the budget in the Department of Education, Youth and Education, stands at \$160 million in the current fiscal year, and Mr. Chairman, I suggest that one million dollars additional - one million dollars additional would go a long long way towards building this kind of company or corps of young people to which I have referred and towards bringing new opportunities to and opening up new vistas and horizons for the people of our disadvantaged areas.

The student salaries wouldn't have to be too substantial. They would have to be of course reasonable, but they wouldn't have to be too substantial. Most of our students today, as I have said, or a great many of them at any rate, are very idealistically motivated and money is not their prime consideration; service is their prime consideration. So a reasonable salary would be all that they would ask, and what was left in the budget of one million dollars - and it would be substantial - could be spent on bringing the actual programs themselves in these fields that I have specified, into those areas and setting up the structures that would enable people in those areas to have a much broader and richer fabric of life.

MR. CHAIRMAN: The Honourable Minister.

HON. SAUL A. MILLER (Minister of Youth and Education)(Seven Oaks): Mr. Chairman, I would like to thank members who've made their comments and I would like to answer some of the questions posed to me. I've tried to keep track of them all, I may have missed some, and if I have I am sure honourable members will remind me or perhaps we will pick them up as we go through the details in the appropriation.

Perhaps I might start with the Member for Riel as he was the first speaker for the official opposition. He takes the position pretty well that we haven't done enough for education, that more should have been put into the budget, although the Member for Fort Garry just suggested perhaps another million should have been put in. But one of the items that the Member for Riel took some exception to was the statement he made, I think it was, that we are crippling the foundation program and that we are degrading it, and that really we have deprived the people of Manitoba something like \$4 million of provincial monies. Well, I don't know how he arrived at his arithmetic, but for the benefit of members I would like to say this, that there are a number of factors which are taken into account in determining the levy itself. There is the cost of the foundation program, there is the assessment from the province and there is the experience from the previous year.

Now the question was why did we lower the mill rate of the foundation levy by one mill. The suggestion was, if I read the member right, we should have left the mill rate where it was and in that way we would have had more money in the foundation program to pass on to the school boards, which means really that instead of the levy being placed at the local level I suppose, the levy would be imposed by the province. The fact is that we did lower the mill rate by one mill, and although the Member for Fort Garry points out to me that the levy in Fort Garry is very substantial, there are other school divisions in Manitoba where the levy is very slight or there's no increase at all. In other words, they benefited from the drop of one mill in the foundation levy on property tax.

The question really is why did we, and where did we get the money to lower the foundation levy. The suggestion is that we did it by some trickery. The fact is that there was a surplus and the Finance Board, I think quite properly, having this surplus - and this was the surplus dealing with the 30 percent only of course, that's the only part they can deal with, the 30 percent raised from taxpayers - there was sufficient to retire the remainder of the deficit which had been accumulated since 1967. I think it was something in the order of \$900,000, and in addition to that, to apply \$800,000 to the 1970 levy, so therefore there was \$800,000 and an increase in

(MR. MILLER cont'd) assessment of \$82 million - and I'll come to that in a minute - which allowed the Finance School Board to reduce the levy by one mill and this one mill was passed on therefore to every property owner in Manitoba.

Now the suggestion is that somehow this government went around the countryside and urged assessors to raise the assessment unduly. I checked on this and I find that the total assessment increase in the province of Manitoba this year, the reassessment, the increase in balanced assessment if you want to call it that was 4.4 percent; last year it was 4.3 percent; and the year before it was 4.8 percent. So any suggestion that there has been undue assessment or outrageous assessment simply doesn't stand up. In fact it's very much in line with what has been going on in the last few years that I have taken note of, and I took the last few years because it is really since the foundation program came into being that any comparisons are valid.

Now in some cases, as I say, the school boards have been able to hold the line or to hold it somewhat. They've had to have some raises, but generally speaking I would suggest that school boards are aware and quite conscious of costs and they are cooperating in any cases where they can by keeping costs down, and those areas where they have skyrocketed, as the Member for Fort Garry just pointed out, I don't know the reason but I am suggesting that the school board, if it did have to raise it, probably felt that this was the only way to maintain the program that they would like the children and the parents of Fort Garry to have for their school division.

The Member for Riel also referred to the relationship between school boards and teachers. I think the Member for Churchill also made reference to that as well, but the Member for Riel feels that the relationship today is poorer than ever and he's very concerned about that. I think he used the words "this year is disastrous". Well I disagree with him completely on this score. I think for the first time in Manitoba teachers and trustees are looking at each other in the way that the Act that was passed by the Manitoba Government back in 1956 or '57 expected them to deal with each other, because that Act made it possible for the school boards and trustees to negotiate, negotiate in good faith with each other to arrive at some agreement.

Failing that, they could then turn to conciliation and turn to arbitration, and when the Member for Riel says to me that this year there are 18 boards in conciliations and 16 have now gone to arbitration, and he says that's disastrous, I say no, that is reality, and perhaps with this year behind them both teachers and trustees will realize that there is machinery and the Minister of Education is not loath to use it. When requested he will appoint conciliators; when requested he will appoint arbitrators; and the teachers and trustees should both take advantage of the machinery that is established for that very purpose. If they are not, then they are avoiding the issue and they are really asking someone else to take on this responsibility. If this is what they want, then the province may have to move in that direction, but if we do move in that direction then let's not be coy about it. If the province steps in, then it steps in and takes over, to all intents and purposes takes over the system.

I think the experience gained this year will make both trustees and teachers aware that since there is machinery and since both sides can use it and since the Department of Education will not avoid the issue, knowing this, they may both be a little more realistic in their negotiations, be a little more realistic in their demands from each other, and perhaps this year may be the year when we see, and I hope will see, the end of not necessarily protracted negotiations but the end of unrealistic negotiations. Very often in the past I have felt that it's almost a charade, where the board takes the position beginning from let's suggest a 10 percent decrease in salaries, the teachers take the position, let's suggest a 30 percent increase in salary, now let's see where we go from there. Now both are completely unrealistic, and I don't think that this should continue. I'm hopeful, frankly, that the fact that we are prepared to go to conciliation and arbitration will in the final analysis prove to be a very positive action and will make both, as I say, a little more realistic, aware of their responsibility.

The Member from Riel brought up the fact that at the recent convention of the Manitoba Teachers' Society a resolution was passed which requested the right to strike, and he asked what is government policy. At the present time this resolution has not come forward to me. It is my understanding that this resolution, since it was not presented to the various locals prior to the convention, has now gone back to the various locals in the various school divisions and there will be reaction from the teachers at the local level. Eventually that will come to us, and if it does then we'll have to deal with it, but until such time really I don't think I should comment.

I was pleased that the Member for Riel recognized the move that we're planning to help

(MR. MILLER cont'd) make it possible for teachers who are well on in their years, over sixty, to retire perhaps a little earlier than they can at the present time under present regulations and present restrictions. There will be a bill, as I mentioned, will be brought in which will make it possible, I hope, for some teachers who feel that they cannot stay in the system and who really are not contributing as they would like to, being conscientious people, make it easier for them to retire at an earlier age without the very severe penalty which is now imposed upon them and which makes it almost impossible for them to do it.

The Member for Riel also mentioned the question of the SACU test, that is the Service for Admission to Colleges and Universities, and cautioned against this being a barrier to students seeking entrance to university. I take his caution and I'm welcoming him -- or I thank him for bringing this to my attention because certainly this is not our intent. As I understand it, and the way I would like to see it work, is that SACU will simply be one measure and one measure only, because SACU is really -- these are language aptitudes and scholastic aptitude tests. In the final analysis, it'll be the student's demonstrated ability by his school marks and the recommendations by the schools which will determine where he goes on and whether he goes on to university. I can see the university using SACU as one of their guidelines, but certainly I would not want that SACU should become the only measure and therefore, as the member points out, perhaps a barrier. This is not our position at all.

The member also questioned the summer jobs, and I'm pleased that he felt that it was a positive approach, but he still questioned whether it'll work. Now I can only say to him, and to the Member from Fort Garry, that I'm pleased that they both see some positive features in it. Whether it'll work or not we will only know if we try it. If we sit back and just follow the old procedures, then I suggest that we'll never know. Now I'm a little more optimistic; I think it will work. I think that we can come up with more jobs this year and certainly what will come out of this year's exercise is the basis on which to base the entire program for next year and for the years to come. This includes the kind of far-sighted suggestions made by the Member from Fort Garry.

But the Member for Riel felt that we should have expanded, continued and expanded the program which was offered at the University of Manitoba last year, and just for the sake of the record I would like to correct what perhaps he unmeaningfully said, but he left the impression that for \$25,000 the University of Manitoba created 150 jobs. Well, this isn't quite the case. Firstly, it was \$50,000, and to say that it was only \$25,000 of government money is begging the question, because the other \$25,000 was money granted by the University Grants Commission. And where did the university get its money from? From the University Grants Commission. And where does the University Grants Commission get its money from? From the Provincial Government. In the final analysis, it's still provincial money. He suggested there were 150 jobs. To the best of my knowledge there were 100 jobs created. Also, they were created for a 10-week period, not the full period that the students necessarily require the jobs but for a 10-week period, at a scale of pay which was possible last year because of the minimum wage at that time, which would have been impossible this year, so that they couldn't have supplied the same program and given the same job opportunities for the same money.

The reason we didn't go into that program, frankly, is two-fold. One, because it would have meant that we have to recognize that the University of Winnipeg and the University of Brandon are entitled to the same consideration. Then, too, there are the students at the community colleges. They too should be recognized; they too require summer employment. But in addition to that, I felt that although the University of Manitoba made jobs available, I'm not all that sure that those jobs were socially useful jobs. Sure, it was very nice for a professor to have someone spend 10 weeks on compiling his bibliography for the book he may or may not publish some day and I'm sure that some young fellow enjoyed doing it, but frankly, if we're going to create jobs, I would like to feel that the jobs we create are socially useful and I think that this year some of the jobs that I mentioned during my introduction will be more socially useful.

As a matter of fact, they meet the target somewhat mentioned by the Member for Fort Garry when he talked in terms of the Peace Corps and he talked about reaching out to the under-privileged in our communities and working with them. The summer enrichment program that we envisage, as I mentioned yesterday, will do just that. Students will be directly involved with children from areas of the city where they normally cannot and do not have the kind of facilities, the kind of experiences that are shared by the general middle-class of our society,

(MR. MILLER cont'd) and we're hoping to bring to them and make available to them an experience this summer which they would never have otherwise.

The Member for Riel also questioned the amount of the increase to the universities, and I think he said something about that the increase is only about 13 percent if I remember correctly. As I read it, the increase, taking out capital costs, is in the neighborhood of 20 percent which is about the same amount, the same percentage as it was the year before, because I don't think you can include the capital and operating in arriving at percentages. In dollars the capital is about the same, so if you eliminate the capital from the budget, and we'll get to that I'm sure when we get to the specifics, it works out to about the same percentage and there hasn't really been a drop.

The Member from Riel also asked me to expand on the Community College Council that I referred to yesterday. What it is really is a new council to replace the old Technical Advisory Board -- and I mean the board, that is the over-all board, I did not mean that we were eliminating the various boards which deal directly with specific areas of instruction and training in the schools. Certainly these are going to be retained. We must have them, we need them, because it is their input, it is on their advice -- because these are people who are knowledgeable in the field -- that the school is able to keep pace with the changes required in industry and business and commerce, to keep pace with the changes so the programs can be constantly updated so they can reflect the needs of the business community, and it is our intention certainly to keep them active and to keep them going.

The purpose of this council really is to act as a council over all community college operations, and that is why I felt it was essential that this college should be more than just some people reflecting a certain element in our society. That's why this council, which has on it 20 members, will have representatives of students who will be participants in the council; of teachers -- and by teachers I don't mean members of the administration of any of the colleges but actual teachers who work in the classrooms; and of lay people from various walks of life who by their knowledge, by their interest in the community generally, can I think contribute a great deal. So I don't think the member need worry really that we are in any way jeopardizing or ignoring the valuable, the very valuable input on the part of the advisory boards and the people who sit on them and have helped so much to make the community colleges the kind of institutions that they are.

The Member for Winnipeg Centre had some very interesting comments and I don't think I can disagree with too many of them in the sense that they are very philosophic, and I imagine that most people in this House can and will agree that his thoughts are very progressive and certainly all of us would endorse it. He suggests a human resource research council, a multi-discipline council, and I'm not averse to that proposal. I sometimes wonder however whether we haven't had enough commissions, studies and more studies to study the studies and whether perhaps the time has come that we have to sit down and just get on with the job itself. I think that we are doing something along the lines that the member is suggesting, perhaps in a different way. We're trying to develop greater feedbacks from students, from faculties -- from teachers that is -- in order to evaluate the programs, in order to meet some of the questions that the Member for Churchill posed when he asked the question, when he posed the question really, the administrators say one thing, the teachers are caught in a bind and haven't got the flexibility that they require. I think we're moving in that direction.

The Liberal House Leader, who's not in his seat at the present time but I'm sure he'll -- (Interjection) -- No, he comes later, he comes later. -- (Interjection) -- No, no, I've taken them one by one. I don't think I should play favorites, besides the member for Gimli is not a leader of a party. The Liberal House Leader read the memo, or letter I suppose it is, from the Superintendent of Pelly Trail. I know the gentleman in question and I have great respect for him, and he questions some of the methods by which the foundation program is operated, the method of paying for some of the services, and the fact that there was the hope that there would be specialists provided under the foundation program. I'm sure if Mr. Cooper, who wrote that letter, was in the House yesterday and he'd heard the announcement that we were making changes in the foundation program so that some of these specialists he's talking about can be made available and will now be within the fiscal abilities of the school divisions to hire for the special education areas that the Pelly Trail superintendent was so concerned about, I am sure that he would have been pleased with some of the remarks I made.

The same goes for the enrichment in the vocational technical foundation grants. There,

(MR. MILLER cont'd) too, there is going to be far greater flexibility than ever before. And I might point out, now that I remember it, the Member for Riel yesterday also was a little put out and claimed that Winnipeg wasn't getting a square deal, that they were teaching a number of students, Indian students sent into Winnipeg from reserves in Manitoba, and weren't getting full support for them. I suggest that when they digest the changes in the grant structures which I announced yesterday on the vocational technical training, I think that some of their pleas will have been answered and I think that Winnipeg will find that it's not so badly done by as it thinks it has been.

We are taking one more step to meet I think the kind of problem posed by the Liberal House Leader, the problem which the present grant structure imposes on us where the grant structure is made up by categories - a grant for supply, a grant for maintenance, a grant for administration - so that there's a tendency to spend that amount because if you don't spend it you don't get it and there's no way to understand and utilize the money in another area. This year we've decided to unblock that categorization and we're going to make it possible for the school divisions to bulk the supply, administration and maintenance grant into one so if they wish, if they choose to spend more on maintenance than on administration or vice versa, they're free to do so within the limits imposed, within the dollar limits, but it gives them the flexibility they lack at the present time. Certainly, as I mentioned yesterday, we are looking at the question of textbooks and we hope that by next year we will come up with a better system than exists now.

The Liberal House Leader also questioned me on the matter of the Boundaries Commission and the hearings held at Portage la Prairie and the views expressed by them. I can only say to him that the Boundaries Commission has not made a final recommendation; I don't know how soon that will be forthcoming.

I was very intrigued by his comments regarding the regional concept rather than a change in the boundaries themselves, and perhaps he's aware that I am one of those who has felt for some time that perhaps the answer to providing services to students should be on a regional basis. The changes in the grant structures we suggested yesterday that we're proposing for this year will make it possible for school divisions to send their students into another division where they don't have the facilities for, let's say vocational training, and certainly with the new grant structure it will be possible for a division to send its students into another division where such facilities are available. There's no question, whether it's in dealing with the composite schools, since it would be impossible and economically not feasible to put a composite school in every school division, it will have to be worked on a regional basis. And I can tell you that in the school which will be serving the Metro east area there are five school divisions involved. They will all be using the facilities of the Metro East Composite High School. The same applies in Swan Valley. There, a number of school divisions will be using the composite high school. So that the idea of the regional usage of the facilities is one which this government is welcoming and will foster and will encourage all that we can. Now he suggests that I consult with the Boundaries Commission with regard to that. I don't think it would be proper for me to consult with them on that. They are holding their deliberations and when they are made we'll see what they come up with.

The Leader of the Liberal Party also questioned about the problem in Portage la Prairie with regard to transportation of certain students within what I assume is the City of Portage la Prairie, although he claims that they live in a rural area, and I wasn't quite sure whether they were within the city limits or not. If they are, then I know the Act today simply provides that there cannot be and is not a grant paid for bus transportation within city limits. On the other hand, if it's so acute then perhaps the school board of Portage la Prairie, which is operating a fairly extensive bus transportation service, might be able to pick up these children anyway if the bus is driving by or is close to the homes where these children live, because they must be coming in from outlying areas to bring children into the high school at Portage la Prairie. In any case, I will take a look at it and see whether anything can be done in this regard.

The Member for Churchill passed me a note not to answer his questions until 5:00 o'clock. I see it's 5:00 o'clock and I now see he's back in his chair and I gladly deal with his questions. Frankly, I was very pleased at the comments he made, and all that he said after congratulating me, he said now we'll start with the long knives. I frankly have to say to him that the knife wasn't very long and maybe because I don't mind what he said, I don't take exception to what he said. The Member for Churchill has a very great understanding of the problems of the north

(MR. MILLER cont'd) and I respect him and the knowledge that he possesses. We are looking at these problems and I can assure the member that the Task Force studies, and the papers and the documents which they have brought forward, will be given extensive study and review by our department. And I don't mean just the little blue book that he pointed to but the actual details as reported in the verbatim minutes taken at the various meetings.

The Member for Churchill says yes, he admits that we did make a start and he's pleased that a start has been made, but he feels that teacher training should be done in the north if we're going to achieve any success. Well I can tell the member that I'm sympathetic to that and we looked at it, but at the present time it just wasn't feasible. It wasn't feasible because it would be very inefficient and very costly to try to duplicate the facilities of Brandon, the teacher training facilities or the University of Manitoba teacher training facilities at the Keewatin Community College. It would mean bringing staff there, the kind of facilities, the expertise that's needed for a comparatively small enrolment, because I'm sure he understands the enrolment would not be very great.

What we are proposing I think deserves a chance and I hope will work. We will make every effort to bring students in from the north. But I agree with him we're not simply going to bring them in here and turn our backs on them, because the problems that he has set out, and which I tried to do and not quite as well as he did yesterday, the problem of the northern students, the native students in particular who come here who are completely out of tune with our society and our culture and our technology, are completely lost when they come here. We're going to try to meet that by bringing the students in, by assigning people to work with them constantly so they're not simply left to drift on their own but to help them live in southern Manitoba during their teacher training period, to work alongside them so they can make the transition, adjust in their living conditions and have a successful teacher training experience at our teacher training facilities. If the program works we will try to expand it so that more and more teachers from the north can be trained and will go back to the north and have the great advantage of knowing both the problems of the north and having some knowledge of southern urban life.

I know that one of the problems he points to, and we've heard it before and I don't doubt but that it's going to be with us for a while, the question that children should be taught close to their homes and that Cranberry Portage is too far. Now there's no question that where you have an area the size of Frontier School Division, which encompasses such a vast area of land, it's very very difficult to do. Everyone would like to have their children taught close to home, and in some cases in southern Manitoba six miles away is too far away, so I quite appreciate how the people living in the remote settlements feel about this. But it just isn't practical, particularly at the secondary level, to try to bring an adequate educational system to small little groups scattered throughout northern Manitoba. Where it is possible and where we can, we will try to keep the children in their communities as long as possible, but for the sake of the children and in the long run to their own benefit, they have to be brought in to a central point where they can be educated. Now perhaps Cranberry Portage is not the only place. Perhaps we can, and the Member for Churchill brought this home to me very clearly, perhaps an area like Thompson could be utilized more than it is. Perhaps there are other areas in northern Manitoba which can be utilized and should be utilized, and I can assure him we will look at this.

But we are trying to resolve some of this, and I think the member might be interested to know that we are trying to do something which is -- well trying to make the school more relevant to the people involved. Starting in September, for example, local advisory committees of Norway House are to be given greater responsibility to develop the budget approved by the division. And by this I mean that they will be not just an advisory board which will be asked to rubber stamp something or will simply be asked for advice and then ignored, but an active advisory board and committee which will participate in and, within the financial budget available, will make a meaningful contribution to the school program.

The Indian and Metis representatives are now also being invited to regular meetings of the school administration, and we hope frankly that this will lead to greater involvement from both parents and the people living in the communities to help shape policies so that we can get the kind of feedback the Member for Churchill is talking about. There also is a new plan to invite representatives from all school communities to visit the collegiates, to have the communities send parents to live in for a few days, to live at the collegiate for a few days in the dormitories, these parents to be chosen through their communities so they can go back to their communities and can, as I say, develop perhaps a two-way dialogue between the communities

(MR. MILLER cont'd) themselves and the schools in which their children are being taught. Perhaps these are just small steps and not perhaps fast enough for the Member for Churchill, but I hope he agrees that these are positive steps. In Pelican Rapids we're experimenting with Cree as a language of instruction in a pre-school program class.

A MEMBER: How about Pukatawagan?

MR. MILLER: Pukatawagan? Not yet. And already there are indications that this seems to have been successful. We're encouraged since the interest has been taken and it seems to help to develop a self-confidence in the children, and it's this self-confidence that I think the Member for Churchill was trying to explain to me, or to convey to me the feeling of self-confidence that children must have, that we must try to inculcate in all children because without that confidence, without that ego that we must develop in each of us as individuals, then I agree with him the children cannot feel part of the society and will always be out of the mainstream of that society.

The problem of textbooks is not a new one, it's been with us. I don't know how quickly we can solve it and I agree with him that the textbooks are not always relevant, that showing children up north who have never seen a building beyond a one-storey level, showing them a picture of the Richardson Building is like me looking at a moon shot. It's as remote as that. He suggests that teachers should be allowed greater flexibility so they can reach out to the children and to develop a course that will be more meaningful, to which I say Amen. If our teachers are being prevented from doing that I want to know about it, because frankly I would like to give the teachers in the classrooms that kind of flexibility. I think it's necessary. I think that with the program now where we are trying to supply aides to the teachers, aides who are conversant in the native language, that with the aide and a teacher with them that they can make the programs and the teaching more relevant to the students so they can feel that what is being taught to them is meaningful to them and not something which is imported from some far-off land somewhere in southern Manitoba.

Now the member also referred to the building programs of southern Manitoba. He talked about the extensive costs or the high costs, and as I mentioned yesterday, I too share his concern and we are hoping that perhaps we can do something along that in the not too distant future. But he compares those with what is going on in northern Manitoba and he says, "well, there's really no comparison." I want to tell him that in Norway House we are going ahead with an extensive program, a building program which, after many many months of negotiations, has finally been brought to realization. It will run in the neighbourhood of \$2,300,000.00. There is participation on this with the Federal Government because it was more than just the school itself, the project includes roads, docks, barges, renovations, etc., and it is hoped that the tenders for new construction will be opened sometime in October and the school will go ahead at that time. We are also planning to build at Waterhen, at Crane River, at Wabowden. There are going to be some -- at Cranberry Portage, elementary schools. There's going to be \$40,000 spent there in renovations and improvements and \$300,000 at the Frontier Collegiate, which are expenditures necessary in that area. So the member shouldn't feel that we are ignoring the north entirely. We may not be moving as fast as he would like but we are trying to meet the needs as they arise.

The Member for Churchill also brought out, or posed the question, or perhaps the solution to some of the high costs when he says, "Let's have staggered hours. It seems to be okay by the students, why shouldn't we do it?" Now I agree with him that most students do -- oh, I shouldn't say do like it, they don't disapprove of it necessarily. The problems, he is right, are the parents. And I can see it's a real problem for many parents. If you have children attending three levels of school, let us say elementary, junior high and high school, and you have children coming home at different times of the day and the husband coming home a different time again, then lunch and dinner become one long prolonged work activity, as well as breakfast.

Whether that type of solution might be an answer is something that I think the parents themselves would have to answer, but there is another aspect of the problem which he didn't touch on. It's true this would give us greater utilization of our school buildings, but there is the problem of staffing the schools themselves. I don't think he was suggesting that the same teacher would be in the classroom from 8 in the morning 'til 5:30 at night with no lunch period. It would mean in the final analysis that we would need as many if not more teachers and this basically is where the cost lies, not actually in the cost of the building itself; that in the total

(MR. MILLER cont'd) is a comparatively small percentage. Whether or not in northern Manitoba it makes more sense to close the schools in January and February than in July and August is something that frankly I hadn't heard of before. If it's feasible, if the teachers want it, if the students and the parents want it, maybe we could look at it. I think generally that teachers, our population on the whole in Canada, look to July and August as their normal holiday period, and the suggestion that we should use the schools throughout July and August may meet the satisfaction or requirements of some people, may be acceptable to them, but by and large most families plan on summer holidays and certainly in the urban areas I think the use of schools for normal, formal classrooms would be somewhat limited.

I'd like to bring to the attention of the Member for Churchill that we are going to try something different in the north. We are going to open this year, on an experimental basis, a university field office at The Pas. That is, an extension agent in the north, someone who will apply himself to try to acquaint people with the availability of correspondence courses which are available through the Correspondence Branch of the department or through the extension course of the University of Manitoba, someone who will work alongside with the people at Keewatin Community College to try to organize more adult education within the community in order to bring together what I think has great possibilities, the various loose ends of programs which now exist but perhaps which have to be tied together, which have to be given perhaps a little more direction, so that they can be better utilized and where you can very often use people in the community themselves to head up some of these adult courses, because in some of these areas such as The Pas or Thompson, there's no question there are people who have the expertise, who are knowledgeable in certain fields, and if approached would undoubtedly be prepared to hold seminars or classes in some sort of community schools programs which could be held in the evening.

He questioned the move of the Frontier School Division's main administration offices from Dauphin to Winnipeg, and we did it frankly because it was a saving and Dauphin we felt was not the logical centre. We found that the staff involved spent more time travelling to Winnipeg and then travelling from Winnipeg back north again, or just coming into Winnipeg to consult with departmental officials or Hydro officials or Manitoba Telephone officials or the Indian Affairs offices, which are in Winnipeg. They spent more time on the road than they spent in Dauphin, so when he suggests that this is the wrong move, I want to say to him that really all we did was bring certain elements of the administration to Winnipeg where they can meet and be in constant contact with the head offices of these various branches that I have mentioned. But we have still left behind in Dauphin and at The Pas, there is the regional offices. These regional offices still have the supervising; they are the ones who work with the teachers in the field; they are the ones who are closest to the day to day educational system and it is not our intention to close them down. We are looking at these offices and the two regions that exist in the north will continue to exist. If it's found feasible, we may try to increase the number of regions but this we can only do as we examine it and are satisfied that by doing so we can come up with better service than we have at the present time.

Now, Mr. Speaker, the Member for Gimli had some very interesting comments to make and I am not going to get into a lengthy debate with him. That debate has been held for years in Manitoba and all I can say to him is the debate will no doubt continue for years in Manitoba and perhaps that's my answer to him, but I can't accept the statement that these people are discriminated against, that constitutional government is at stake, that the monarchy is being flaunted. With all due respect, I think these statements are somewhat wild and, I have to say to him, somewhat irrelevant to the question.

The public schools of Manitoba are paid for by public tax dollars; they are open to all, irrespective of race, colour or creed. They are paid for through the public purse, by taxation. Everyone is welcome to them and if they don't want to come and if they choose to have other schooling, this is their prerogative and this is what democracy is all about. You have the right, if you wish, to operate a private school; you have the right, if you wish, to do so but the public school is there and it was created to serve everyone who wished to avail themselves of the service. The example of the Negroes and the Whites I don't think is at all relevant to this question because in the United States the Negro was deprived the use of the facilities; they were segregated by law. This is not the case in Manitoba. The choice is theirs and theirs to make.
-- (Interjection) -- Committee rise? Thank you.

MR. CHAIRMAN: Committee rise. It is now 5:30. I am leaving the Chair to return again at 8:00 o'clock this evening.