

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

10:00 o'clock, Friday, May 18, 1973

Opening Prayer by Mr. Speaker.

INTRODUCTION OF GUESTS

MR. SPEAKER: Before we proceed I should like to direct the attention of the honourable members to the gallery where we have 33 senior students of the Egerton School of Minnesota. They are under the direction of Mr. Harring. They are our guests.

We also have 17 students of Grade 12 standing of the Alvarado Public School of Minnesota under the direction of Ronald Gruwell, as our guests.

And a further 21 students of senior standing of the Starkweather School of North Dakota under the direction of Mr. Kukla.

On behalf of all the honourable members of the Legislative Assembly of Manitoba I welcome you here this morning.

Presenting Petitions; Reading and Receiving Petitions; Presenting Reports by Standing and Special Committees; Ministerial Statements and Tabling of Reports; Notices of Motion; Introduction of Bills; The Honourable Minister of Education.

INTRODUCTION OF BILLS

HON. BEN HANUSCHAK (Minister of Education) (Burrows) introduced Bill No. 60, an Act to amend The City of Winnipeg Act (2).

HON. RENE E. TOUPIN (Minister of Health and Social Development) (Springfield) introduced Bill No. 63, an Act to amend The Health Services Insurance Act. (Recommended by His Honour the Lieutenant-Governor)

HON. RUSSELL PAULLEY (Minister of Labour) (Transcona) on behalf of the Honourable Attorney-General introduced Bill No. 64, an Act to amend The Garnishment Act.

MR. TOUPIN on behalf of the Honourable Minister of Highways, introduced Bill No. 51, an Act to amend The Highways Department Act.

MR. J. DOUGLAS WATT (Arthur) introduced Bill No. 62, an Act to amend The Oakwood War Memorial Scholarship Act.

MR. EARL MCKELLAR (Souris-Killarney) in the absence of the Honourable Member for Riel, introduced Bill No. 66, the Environmental Impact Statement Act.

ORAL QUESTION PERIOD

MR. SPEAKER: Oral questions. The Honourable Leader of the Opposition.

MR. SIDNEY SPIVAK, Q.C. (Leader of the Opposition) (River Heights): Mr. Speaker, my question is to the First Minister, and arises out of the consumer price index that was tabled yesterday for all of Canada. In view of the fact that Winnipeg since last year, April of last year, has had the highest increase in all items west of Toronto, in view of the fact I wonder whether the First Minister is in a position to indicate when the committee will commence its hearings on the cost of living in Manitoba?

MR. SPEAKER: The Honourable First Minister.

HON. EDWARD SCHREYER (Premier) (Rossmere): Mr. Speaker, the Honourable Leader of the Opposition refers to an index which has just been published apparently in the last 24 hours and his question sort of goes beside the point of the fact that in the previous 12 month cumulative consumer price index increase, that it would seem that the index increase in the City of Winnipeg is 3.8 as opposed to a weighted national average of 4.8; in other words for an increase of one point less than that of the weighted national average. That being so, and also because of the fact that the most recent index published is so recent, we will have to take the question as notice.

MR. SPIVAK: Mr. Speaker, I wonder if the Minister - my question is to the Minister of Industry and Commerce - whether there is any accounting for the fact that in the consumer price index just indicated it shows that the increase in food in Winnipeg from last April is the highest west of Toronto?

MR. SPEAKER: Order, please. The question is asking for an opinion, is therefore out of order. The honourable member rephrase it.

MR. SPIVAK: Mr. Speaker, I'll phrase it. I wonder if the government is in a position to explain why the food increase in the City of Winnipeg from last year is the highest west of Toronto in Canada?

## ORAL QUESTIONS

MR. SPEAKER: The Honourable Minister of Industry and Commerce.

HON. LEONARD S. EVANS (Minister of Industry and Commerce) (Brandon East): Well, Mr. Speaker, as one who has worked for Statistics Canada for eight years I have some knowledge of the way these indexes are compiled, and I would repeat what the First Minister has stated, that the experience in the City of Winnipeg has been over the last few years--and I say the City of Winnipeg because there is no consumer index compiled for the entire province--the experience in the City of Winnipeg with regard to inflation has been relatively favorable; that is the rate of inflation generally speaking has been lower in Winnipeg to the effect that the rise in real wages has superseded the rise in real wages in Canada as a whole. Now if you look to these indicators month by month, I say, Sir, with all respect to Statistics Canada they're not as reliable as if you look at them on a yearly basis and to look at every little item month by month they're just not as reliable and anyone who's worked with the figures can tell you that. But having said that, when you look at them in a longer period of time, if you take them in perspective, I repeat, Sir, that the experience in the City of Winnipeg which reflects generally the Manitoba situation is favorable.

Also I would point out that you cannot use these indexes to compare the cost of living between one city and another. You can use them to refer to the rate of change that has occurred in one city compared with another but you cannot use them in a special way. You cannot say because the index has risen greater in one city over another that therefore the cost of living is higher in that city because the indexes are not meant to be used in that way, and anyone who uses them in that way is misusing them.

INTRODUCTION OF GUESTS

MR. SPEAKER: Before we proceed I should like to direct the attention of the honourable members to the gallery where we have 80 students of Grade 11 standing of the Beausejour Collegiate. These students are under the direction of Mr. Dyne, Mr. Kowalchuk and Miss Galka. This school is located in the constituency of the Honourable Member for Lac du Bonnet, the Minister of Agriculture. On behalf of all the honourable members I welcome you here this morning.

The Honourable Leader of the Opposition.

ORAL QUESTIONS (Cont'd)

MR. SPIVAK: Yes, Mr. Speaker, to the Minister of Industry and Commerce. I wonder if he can confirm that the cumulative portion for this past year of a rise in Winnipeg was 5.6 percent, which was higher than the Cities of Montreal, Ottawa, Saskatoon, Edmonton, Vancouver, Quebec City and Thunder Bay?

MR. EVANS: Well, Mr. Speaker, I haven't seen the latest figures so therefore I'm not in a position to confirm or deny or otherwise the allegation or the statement made by the Honourable Member opposite. --(Interjection)-- Yes, I can take it as notice and examine it. But the point is that there seems to be some sort of implication as though the provincial government or the province somehow or other controls, has the ability to control the rate of inflation in Canada, and that, Sir, is absolute nonsense. No provincial government is an island unto itself and we cannot control, no province can control prices, unless you advocate--are you advocating--I would ask him if he's advocating that the government should try to control prices? I'm sure he's not asking that. Well I ask that question in a rhetorical way.

But having said that, Mr. Speaker, I would make one other observation. And that is that prices tend to rise more rapidly when there is economic booms, when there is economic prosperity, when there's a great deal of economic activity. And, Mr. Speaker, Manitoba today is experiencing a greater degree of economic activity and prosperity than it's experienced in many a year and this could have some bearing on the rising prices. And that, Sir, are the economic facts of life.

MR. SPEAKER: The Honourable Member for Roblin. The Honourable Leader of the Opposition.

MR. SPIVAK: Yes, to the Minister of Industry and Commerce. I wonder if he is in a position, and he may have to take this as notice, to account for the fact that Winnipeg's rise in the cost of clothing in the past month has been the third highest in Canada. Can he explain that?

## ORAL QUESTIONS

MR. EVANS: Mr. Speaker, the Honourable Leader of the Opposition suggests that I get up on my feet and explain that. Even if I had seen the figures and examined them I don't know whether I could explain it. If it is true, I'll look at the figures and just see what they--but I don't really understand the inference. Is he suggesting, are you suggesting, Sir, that somehow the policy of this government . . .

MR. SPEAKER: Order, please. I would suggest that the question period is not a period for debate. I would also suggest to the questioner that the questions be more precise so that we do not get into opinions and expressions and debate. The Honourable Member for Roblin.

MR. J. WALLY McKENZIE (Roblin): Mr. Speaker, I have a question for the Honourable Minister of Labour. I wonder if the Honourable Minister of Labour could advise the House, is May 23rd a statutory holiday?

MR. SPEAKER: The Honourable Minister of Labour.

MR. PAULLEY: No.

MR. McKENZIE: The 24th that is. Is May 24th a statutory holiday?

MR. PAULLEY: May 24th is a statutory holiday except that by custom, and I believe Federal legislation, the Monday closest to the day is observed as the day, but Victoria Day or Dominion Day, whatever you want--not Dominion Day, Victoria Day is still actually May 24th.

MR. McKENZIE: I have another question of the Honourable the Minister of Labour. I wonder if the Honourable the Minister of Labour has been advised that certain business establishments are advertising that they'll be open for business as usual on the holiday which we're taking on the 23rd?

MR. PAULLEY: Mr. Speaker, I'm sure my honourable friend is talking of Monday the 21st, not the 23rd. Yes, Mr. Speaker, I noted in the paper yesterday that Eaton's and The Bay have joined with the other large stores, particularly the discount stores, in declaring that they will be open on this holiday.

I also have made a statement to the press, Mr. Speaker, that I regret this action very very much and I intend to have the inspectors of the Department of Labour go into these stores to make sure that the employees are paid the necessary time and a half for working on the day. I also intend, Mr. Speaker, to take under consideration the advisability, on our return to government, to take into consideration the possibility of legislation to prohibit the opening of such stores on statutory holidays in order to give the employees an opportunity to have a well deserved weekend of rest.

MR. SPEAKER: The Honourable Member for Arthur.

MR. WATT: Mr. Speaker, I direct a question to the First Minister. My question is to the First Minister, I wonder can we expect further legislation, further than the legislation which he announced this morning over radio which would relieve certain areas of the Province of Manitoba from permafrost. Will we expect further legislation next week or the week after or the week after next week?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, I don't know what my honourable friend is referring to when he talks about permafrost, that's found usually north of the 55th parallel. I believe that the bill that was introduced by the Honourable the Minister of Urban Affairs this morning is the bill my honourable friend is referring to. It's already been introduced for first reading.

MR. WATT: A supplementary question. I ask the Minister, did he not say over the radio this morning that next week legislation would be presented before the Legislative Assembly to relieve certain areas of freeze or to unfreeze certain areas in the Province of Manitoba?

MR. SCHREYER: That, Mr. Speaker, was what my honourable colleague the Minister of Urban Affairs did 20 or 10 minutes ago.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. JACOB M. FROESE (Rhineland): Mr. Speaker, . . .

MR. SPEAKER: Order, please. The Honourable Member for Arthur has a supplementary.

MR. WATT: Well, Mr. Speaker, I ask the Minister then did he not make the statement over radio this morning, that legislation would be presented to the House next week in regard to the subject that I have brought up?

MR. SCHREYER: Mr. Speaker, it depends on how technical one wishes to be. The legislation referred to was introduced, presented in that sense, in the sense of being introduced

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(MR. SCHREYER cont'd) . . . . by way of first reading, about 10 minutes ago by the Honourable the Minister of Urban Affairs. The second reading presentation will be presumably some time early next week; I don't know what day.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, I have a couple of questions for the Honourable the Minister of Education. Could he tell the House what the total of all school budgets in the Province in Manitoba is for the current year?

MR. SPEAKER: The Honourable Minister.

MR. HANUSCHAK: No, Mr. Speaker.

MR. FROESE: Well can he not indicate to us what the total amount is? On a point of order, Mr. Speaker, I would ask the . . .

MR. SPEAKER: Order, please. One cannot raise a point of order on a question that's been answered. The honourable member has another question, he may proceed.

MR. FROESE: Well how much of the revenue required by school divisions will come from special levy on property this year?

MR. HANUSCHAK: Mr. Speaker, I do not know at this point in time. This information will become known to us later but not at this point in time when the school divisions are still in the process, as they and municipal councils are in the process of striking their levy and doing other matters related to setting the machinery in process for the collection of this year's taxes.

MR. FROESE: Yes, a different question to the same Minister. What is the department and the government doing to bring about equality of educational opportunity in Manitoba?

MR. SPEAKER: Order, please. The question is too broad and too general. I do not want a half hour discourse from the Minister. Order please. If the Honourable Minister can answer it briefly, yes.

MR. HANUSCHAK: Mr. Speaker, having placed that restraint on me makes it very difficult because this is not a question that I could answer briefly. I could tell the honourable member about the tax shifts which we've brought about; I could tell the honourable member about the changes in the grant structure, in the Foundation grant formula; I could tell the honourable member about the changes in the per student grants; I could also tell him about the equalized formula introduced into the per student grants, I could continue on and on, Mr. Speaker. Whatever the honourable member wants we'll talk about and I'm quite prepared to answer.

MR. SPEAKER: The Honourable Minister of Finance.

HON. SAUL CHERNIACK, Q.C. (Minister of Finance) (St. Johns): Mr. Speaker, I'd like to respond to a point raised by the Honourable Member for Lakeside on May 10th where he stated that - I'll quote: "There seems to be some, in some instances the sales tax, the provincial sales tax was applied on the purchase of bombardiers and some it was not." He asked a question of whether or not sales tax was to be paid on bombardiers used by fishermen, or used for fishermen. I responded then to say that I would try to get the answer but also that it would help if I were given information by the honourable member. I am now informed that as far as the department knows all bombardiers sales tax has been paid and recognized, and I therefore invite the honourable member to give us any information that is in his possession relating to non payment of tax so that we can see to it that tax is properly paid.

And while I'm on my feet, Mr. Speaker, may I indicate to honourable members--I ask permission to indicate that Bill No. 61 has been distributed. I have here the notes prepared by my department for the committee meeting on that bill and I'm prepared to have it distributed to honourable members in the hope that the Member for Birtle-Russell will be more careful in checking these notes than he was the last time I did this.

MR. SPEAKER: The Honourable Member for Birtle-Russell.

MR. HARRY E. GRAHAM (Birtle-Russell): Thank you, Mr. Speaker. I have a question for the Minister of Finance. Could he indicate to the House whether or not sales tax for production machinery or production equipment is chargeable on equipment used by a bee farmer in the Province of Manitoba.

A MEMBER: What kind of a farmer?

MR. GRAHAM: A bee farmer.

MR. SPEAKER: The Honourable Minister of Finance.

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MR. CHERNIACK: Mr. Speaker, I'll be glad to have my department respond to the honourable member's inquiry if he would only drop me a note to my office and I'll be glad to have them deal with it. It's a specific question which could be dealt with.

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

MR. McKELLAR: Mr. Speaker, I'd like to direct a question to the Minister of Finance. Do the Manitoba housing authority pay sales tax on buildings that they put up for elderly persons' housing or public housing in the Province of Manitoba, five percent sales tax?

MR. SPEAKER: The Honourable Minister.

MR. CHERNIACK: I believe the contractors are required to pay sales tax but if I find that that is not correct I will so report.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Mr. Speaker, my question is to the Minister of Industry and Commerce. I wonder if he's in a position to indicate to the House whether the government has made any studies about the basic increase in the cost of land and the cost of housing in Winnipeg in the last few months - basic increase.

MR. SPEAKER: The Honourable Minister.

MR. EVANS: Well, Mr. Speaker, although the Department of Industry takes an interest in general economic matters we have done no detailed study in that respect. Perhaps the Minister of Municipal Affairs who's in charge of the Manitoba Housing Corporation may be able to answer your question.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Mr. Speaker, my question is to the First Minister. I wonder if he can indicate whether the government has made any studies with respect to the increased cost of housing in Winnipeg and the charges that have been made that the lack of planning and the ability of subdivisions to be confirmed has been responsible for such an increase in the City of Winnipeg?

MR. SPEAKER: Order please. Again the honourable member is expressing an opinion and asking for a further opinion to a question. I will ask again that the honourable member make his questions precise and direct. The Honourable Leader of the Opposition.

MR. SPIVAK: Well, Mr. Speaker, I wonder if the First Minister can confirm that changes in the Unicity Act are going to be required if in fact subdivisions now in the process before the City of Winnipeg are in fact to be completed?

MR. SPEAKER: Again, "if in fact" which is a supposition. The Honourable Leader of the Opposition.

MR. SPIVAK: Is it the intention of the government to bring in changes in The Unicity Act to allow planning to be more easily dealt with than it is now under the present system?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, perhaps unavoidably, perhaps unavoidably the question of the Leader of the Opposition really does ask for what is in effect a legal opinion on my part. I am advised that the problem really breaks itself down into two parts; that within the City of Winnipeg proper there is in reality no need for any change to the Unicity Act in order to overcome some of the present problems of slowness, shall I say, in approval of plans of subdivision. The point implicit in my honourable friend's question is correct in my understanding of it. I agree with the Honourable Leader of the Opposition that there is a certain upward pressure on land prices within the City of Winnipeg proper because of the slowness with which plans of subdivision are being approved. But it is also my distinct understanding that this need not require any change or amendment to The Unicity Act necessarily in order to remedy. It is a problem which has a genesis of a different kind.

Insofar as the larger question is concerned, I can only say to the Leader of the Opposition that on the whole totality of the cost of living index taken over a 12-month period, which is the only way in which one could measure trends, the cost of living increase in Winnipeg was 3.8 as opposed to a weighted national average of 4.8. So we refuse to allow ourselves to be stampeded into an alarmist attitude.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Yes, Mr. Speaker. My question is to the Minister of Industry and Commerce. I wonder if the department is in a position to indicate, or can he as Minister to the Legislature, how many building contractors have in fact left Manitoba in the past year?

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MR. SPEAKER: Statistical question, Orders for Return. The Honourable Leader of the Opposition.

MR. SPIVAK: I wonder, Mr. Speaker, if the Minister is in a position to confirm that as a result of the delay in the subdivisions some - in fact several building contractors, house building contractors have left Manitoba.

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, that is a kind of question which would require some time to marshal the information for. I can only advise my honourable friend that on the basis of representations made to me, to the Office of Premier, would indicate that there is a fairly general condition of health prevailing in construction circles and that, for example, relative to 1969 and 1964, for example just 1969 and 1964, there is indeed a general condition of health prevailing in construction circles.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Yes, Mr. Speaker, to the Minister of Municipal Affairs who is in charge of the Manitoba Housing and Renewal Corporation. I wonder if he's in a position to indicate to the House whether any study has been made of the number of building contractors who have left Manitoba in the past year?

MR. SPEAKER: The Honourable Minister of Municipal Affairs.

HON. HOWARD R. PAWLEY (Minister of Municipal Affairs) (Selkirk): Mr. Speaker, I think in answer to that question I should indicate very clearly that if there is a problem with respect to contractors leaving the City of Winnipeg it's due to the delays that have taken place in the approval of plans of subdivision and the City has the power to approve these plans of subdivision and yet they haven't been processed as they ought to be.

MR. SPIVAK: Again to the Minister of Municipal Affairs. I wonder if he's in a position to indicate whether the government has made any study of how many have in fact left, how many building contractors have left?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, there has been no study made for the simple reason that there's been no general representation made to the government that there is some undue condition of ill health among construction contractors. I do believe that over the last decade, for example, one can find that every other year there are one or two or three contractors who do discontinue operations, transfer out or whatever.

I would ask my honourable friend to reflect back on 1964 as a case in point, as to the number of construction contractors that left the province that year and went to Edmonton and Vancouver to carry out the business of construction contracting. In 1972, Sir, there was a general condition of health that is very pervasive in the construction circles.

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

MR. McKELLAR: Mr. Speaker, I'd like to direct a question to the Minister of Labour. Could he inform the House what action he has taken, if any, to relieve the plumbers' strike that is presently on in the Province of Manitoba?

MR. SPEAKER: The Honourable Minister of Labour.

MR. PAULLEY: There is generally an association of relief with plumbing, Mr. Speaker, but I haven't taken any action.

A MEMBER: didn't he require them to pay more wages?

MR. McKELLAR: Will this plumbers' strike hold up the construction of the biffy over here on the corner of Osborne and Broadway?

MR. SPEAKER: Order please. The Honourable Member for Thompson.

MR. JOSEPH P. BOROWSKI (Thompson): Mr. Speaker, I have a question for the Minister of Industry and Commerce. I wonder if he could indicate when he will file a statistic report, the most recent statistics report that his department is in charge of, Manitoba Statistics I believe it's called?

MR. SPEAKER: The Honourable Minister of Industry and Commerce.

MR. EVANS: If I heard the honourable member correctly, he asked when we will release a statistics report from the Manitoba Bureau of Statistics. Well, Mr. Speaker, as I have explained in this House previously, thus far the Manitoba Bureau of Statistics has been utilized to provide statistical services for studies that are being conducted by the government for various administrative purposes, and as such we have not collected statistics to duplicate in any way, shape or form that which Statistics Canada has done. Although we've put many tables

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(MR. EVANS cont'd) . . . . together, etc., such statistics are available to the honourable member from Statistics Canada publications. In other words, the data that he may be interested in is available now as it is compiled in Ottawa.

MR. SPEAKER: The Honourable Member for Thompson.

MR. BOROWSKI: I have a question for the Minister of Labour. I wonder if he could indicate whether the statement of 3,000 jobs would be lost if the Federal Government discontinued participation in, I believe, it's the STEP program, one of the federal programs, whether the 3,000 job figure is a correct one for Manitoba?

MR. SPEAKER: The Honourable Minister of Labour.

MR. PAULLEY: Mr. Speaker, the figure of \$3,000 was given to me as an estimate or an approximation of the possible loss if all of the LIP--3,000 persons, Mr. Speaker--it's an approximation and it's not necessarily completely accurate. It was just a rough estimate of the possibility of unemployment increase if all of the LIP programs are terminated.

MR. SPEAKER: The Honourable Member for Thompson.

MR. BOROWSKI: Mr. Speaker, I have a question for the First Minister. I wonder if he could indicate whether the 30,000 minimum wage earners in Manitoba can expect the same increase that was given to the welfare recipients this year?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Well, Mr. Speaker, the answer to that would be evident when the Minister of Labour makes his statement which I believe is forthcoming some time soon - I can't be more specific than that. But I would also point out to my honourable friend that it is necessary in order to make a fair comparison to take the total time period between the last adjustments in both cases, and when that is done I have no doubt whatsoever, Sir, but that the increase will be at least, and more, than that which was made in the other respect.

MR. SPEAKER: The Honourable Member for St. Matthews.

MR. WALLY JOHANNSON (St. Matthews): Mr. Speaker, I'd like to direct a question to the Attorney-General. In view of concern expressed by the Honourable Member for Thompson regarding subversion of our youth will the Attorney-General investigate certain kindergartens where teachers are openly teaching their students about Little Red Riding Hood?

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

MR. EDWARD MCGILL (Brandon West): Mr. Speaker, my question is for the Honourable the Minister of Tourism, Recreation and Cultural Affairs. I wonder if he could tell the House if he has in his possession now . . .

MR. SPEAKER: Order please.

MR. MCGILL: I wonder, Mr. Speaker, if the Minister could tell the House whether he has in his possession now the Second Annual Report of the Manitoba Lotteries Commission?

MR. SPEAKER: The Honourable Minister.

HON. LAURENT L. DESJARDINS (Minister of Tourism, Recreation and Cultural Affairs) (St. Boniface): No, Mr. Speaker.

MR. MCGILL: A supplementary, Mr. Speaker. When this report is filed will it contain information as to the distribution of the net proceeds of the lotteries?

MR. DESJARDINS: No, Mr. Speaker, but if I remember right I think that I assured my friend that this would be something that would be prepared by the department and my people are working on that now.

MR. SPEAKER: The Honourable Member for Roblin.

MR. MCKENZIE: Mr. Speaker, I have a question for the Honourable the House Leader. I wonder if the Honourable House Leader can advise us how many additional government bills we'll be expected to deal with during this session of the Legislature?

MR. SPEAKER: The Honourable House Leader.

HON. SIDNEY GREEN, Q.C. (Minister of Mines, Resources and Environmental Management) (Inkster): Mr. Speaker, I can't be sure about government bills or private members' bills.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, I'd like to address a question to the Minister of Education. Has the government given consideration and are there any plans to provide a technical school in the south central part of the province?

MR. SPEAKER: The Honourable Minister of Education.

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MR. HANUSCHAK: Yes, Mr. Speaker, there are two or three areas in the Province of Manitoba that we feel are not at the moment being adequately served by vocational education facilities, some in and around the City of Winnipeg and others some distance removed, and one of which is the area that the Honourable Member for Rhineland refers to. This matter is presently under study to determine the best way of providing a facility to offer that type of service, because there are many ways in which vocation education could be provided, either from one centralized location or a decentralized location as is done in some areas where it's felt that that may be the more efficient way of offering such a service. But this matter is under study by the Department of Education, and in fact we have been in contact with the Federal authorities, and as the honourable member knows our source of capital funds for the construction of such schools is the Federal Government and we have received approval for the consideration of the establishment of a decentralized type of school if that's what the school divisions involved would wish; and if it should prove to be feasible.

MR. FROESE: Is there any indication how soon the plans could be developed to such an extent that the Minister could indicate when this could be brought about?

MR. HANUSCHAK: At this point in time, Mr. Speaker, I cannot answer the honourable member's question with any degree of precision. The principle of a decentralized school is certainly very attractive and something that I am considering, but it also has some drawbacks that have to be considered also, and the pros and the cons of such a project have to be considered. I'm urging my department, and I am confident my department is moving ahead as rapidly as it can with the planning of this school, but I cannot indicate to the honourable member exactly when we would be prepared to make a definite announcement.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: A further supplementary. Would plans of this type include residence for students at different points or . . .

MR. SPEAKER: The Honourable Minister.

MR. HANUSCHAK: Well, Mr. Speaker, that is exactly one of the problems that we are concerned about, and that is the distance factor that is involved in providing vocational education to the southern portion of Morris, MacDonald, Red River, the honourable member's school division, and Rhineland and Boundary and Garden Valley, and there are different ways of extending vocational education to such areas. One way I suppose is moving teachers, moving classes from time to time, busing students, perhaps the semester system and making some residence provision, I don't know. But all of these matters will have to be explored before a final decision is made.

MR. SPEAKER: The Honourable Member for Rock Lake.

MR. HENRY J. EINARSON (Rock Lake): Mr. Speaker, I direct this question to the Minister of Education. Is it correct that officials of his department have been taking a survey in regard to the per pupil count in certain school divisions in the province in recent months?

MR. HANUSCHAK: Well, Mr. Speaker, as the honourable member knows, the pupil count is the basis for the payment, or one of the basis for the payment of our grants, therefore it's very important that we have an accurate count. I'm sure that we always keep a very close watch on the student enrolment in our schools.

MR. EINARSON: Mr. Speaker, I don't think I got the answer to my question. Has his department made a survey in the last month or so in regard to the pupil count? In other words, I'm asking him - the fact that the superintendent and the school board have done this, is he not accepting the decisions made by the superintendent and the school division board?

MR. HANUSCHAK: I'm not quite sure that - I was of the impression that I answered the honourable member's question. We always require, in fact we require a monthly report from every school division as to the enrolment.

MR. EINARSON: Mr. Speaker, I'll be more specific, and I'm referring to the school division of Tiger Hills. Have any officials of his department made a per pupil count survey in that school division in the past month or so?

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

MR. BOROWSKI: Mr. Speaker, I have a question for the First Minister. In view of the . . .

MR. SPEAKER: Order please.

MR. BOROWSKI: In view of the exposé of this Teacher's Guide which is going to allow

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(MR. BOROWSKI cont'd) . . . . the teaching of the Nazi platform and the Regina Manifesto and the Communist Manifesto in the Manitoba Schools, could the Premier indicate whether he is going to bring in a bill in this session so they can also assist those schools who teach religion. In other words, will they get the same consideration as the Nazi platform?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Well, Mr. Speaker, just two points. First, while over the years there have been a number of things that my honourable friend and I could manage to agree to, sometimes the disagreement is almost painful. There is in my view some tremendous gap of misunderstanding about that alleged document and I would only say this to my honourable friend, that the Honourable the Minister of Education will be in a position this morning to explain just what that document is and what it isn't, and I'm sure that there will be embarrassed expressions on honourable members' faces when they are explained just what that document is not.

MR. BOROWSKI: Yes, Mr. Speaker, I'd still like to pose the question to the Premier. Can we expect some bill or some assistance by Order-in-Council to the teaching of religion in schools in Manitoba?

MR. SCHREYER: Well, Mr. Speaker, it is my understanding that teaching of religion as such, the teaching of religions is not precluded from the school curriculum in Manitoba now. I'll give as an example the Grade 12 history course, History of Western European Civilization, has three chapters on Christendom and the evolution of Protestantism, the counter - so called religious counter reformation, etc., so there is quite a course of studies on religion and religious ethic and ecclesiastical history in our school curriculum now. I admit it doesn't exist below grade 9 but in high school it does. And further to that, I believe that the Minister of Education can perhaps be more specific, but it is my understanding that curriculum work has been done, is being done with respect to the comparative teaching of religions. I can't be more specific but I understand that is being done for the syllabus of the elementary school as well.

MR. BOROWSKI: Mr. Speaker, I wonder if the Premier could indicate whether he is going to give some assistance to the Private and Separate Schools in Manitoba?

MR. SCHREYER: Well Mr. Speaker, that is one matter in which I make no pretense, the fact that an effort was made and it was unsuccessful, it failed, and I do not pretend that there is any prospect of anything changing in that respect. If some day someone comes along that is able to gain consensus on it well history will tell.

MR. SPEAKER: Orders of the Day. The Honourable House Leader.

ORDERS OF THE DAY - CONCURRENCE - EDUCATION

MR. GREEN: Yes Mr. Speaker, would you go to the motion on Concurrences.

MR. SPEAKER: Very well. I believe the Honourable Member for Roblin was on his feet. Was he complete? Resolution on Education pass? Resolved . . . Order please. The resolution is passed. The Honourable Member for Rhineland has already spoken.

MR. FROESE: On a point of order. . . . in the question period this morning that the Minister of Education would respond and I'm waiting to hear from him before I speak.

MR. SPEAKER: The Honourable Member for . . . I'm sorry I made an error. The Honourable Member for Rhineland has not spoken on this resolution. The Honourable Member for Souris-Killarney.

MR. McKELLAR: Mr. Speaker, I'd just like to say a few words on this department. We did not discuss this department in estimates and I think it's only right that we should say a word or two and I'll be very brief to satisfy the Minister of Finance. I'm a shareholder in the University of Brandon. --(Interjection)-- As a life member, yes. I'll speak on the subject that I want to speak on.

Mr. Speaker, education is important in the Province of Manitoba and I want to just say a few words on the education system. If the caucus would just slow down a little bit I might be able to get a word in edgewise. I think it is important that we have a good discussion on this department for all concerned so that we know where this government stands, where this . . .

MR. SPEAKER: Order please.

## CONCURRENCE

MR. McKELLAR: I can shout a little louder, Mr. Speaker, if the members so desire but I'll try to be very quiet this morning, very calm, very humble, and discuss it in an ordinary manner. Mr. Speaker, my son went to school in California this winter for seven weeks, seven weeks, and the year before he went to school in California for six weeks. Back in Wawanesa again he's going to school and I think this is good for children to get a variety of education. I think it's real good. --(Interjection)-- Mr. Speaker, the Honourable Member for St. Boniface, the Minister of Tourism and Recreation has a habit of heckling all day, all day, all night, heckling on to twenty after two in the morning.

MR. DESJARDINS: Mr. Chairman, I wonder if my honourable friend would permit a question?

MR. McKELLAR: Yes.

MR. SPEAKER: The Minister of Tourism and Recreation.

MR. DESJARDINS: My honourable friend was concerned about equality of opportunities in education. Am I not right in saying that only the people that can afford it can run around going to school in California and so on?

MR. McKELLAR: Mr. Speaker, if I want to work 18 hours on the farm and I want to work 18 hours a day in here in this Legislature to send my family away on a holiday, is there anything wrong with that? I didn't go on a holiday, and if the honourable member has got any more questions he wants answered I'll sit down.

MR. DESJARDINS: Mr. Speaker, I just asked a question. I don't care if my friend works 18 hours; if he works the way he's doing here he's not going to earn much money. I'm just asking is there equality of opportunity?

MR. McKELLAR: I tell you so far as I'm concerned there's just as much equality of opportunity as you want to make it as an individual - as an individual - and if you want to work a little harder and a little longer, I tell you, you can have as much equality as you want. I don't want to be equal to the First Minister, I don't want to be equal to him; he's a former professor in the University out here and I don't want to be equal to him. I want to be a humble farmer trying to do what's right for the people of Manitoba here in the Legislature. That's equality as far as I'm concerned. --(Interjection)--

My gosh, Mr. Speaker, I'm going to make a speech on that now, because he gave me something I didn't want to talk about because I wasn't ready.

MR. GREEN: Mr. Speaker, on a point of order.

MR. DEPUTY SPEAKER: Order please. Order! The Honourable House Leader on a point of order.

MR. GREEN: Just taking the honourable member's announcement that he is . . .

MR. SPEAKER: Order please. I am trying to hear what the Honourable Minister is saying and I can't hear for the shouting and babble that's going on in this Chamber. The Honourable Minister of Mines and Resources.

MR. GREEN: Mr. Speaker, I would think that the honourable member on a point of order would reflect on speaking within the framework of the resolution and not announce that he's going to speak generally on another subject.

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

MR. McKELLAR: Sure. But I want to read here because, there's a statement here, and this is Volume 2 Social Goods and Services, The Province of Manitoba, Guidelines for the Seventies: "Although equality of education has long been an objective, it has not been realized." It has not been realized. Mr. Speaker, one of the greatest things that we have got going for us in Canada, in the Province of Manitoba over the years; that we could have as much education as we want, we could have as little as we want, we could have it where we wanted and when we wanted. And you didn't have to have it between the ages of 6 and 16, you can go to school when you want to. This is one of the greatest things - nobody tells anyone when they go to school. We have got people going to school right today up to 60 years of age, and this is wonderful. We are trying to educate them, re-educate them, and this is what we want, but don't tell me about equality of education. I didn't get all the education I wanted because I had to go out and drive four horses up and down and plough. That's why I didn't get all the education I wanted.

But Mr. Speaker, getting formal education isn't the only thing in life. We are getting education every day we live and this is what we want. We are getting educated. We got an education last night, we will get an education today, and we will get an education tomorrow,

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(MR. McKELLAR cont'd) . . . . and this is what it's all about, what life is all about, and let's hope it remains that way, so that each day we are going to improve ourselves and educate ourselves. And this is what we have to instill in our youth of today. Let's not tell them that by the time they reach Grade 12 that they've got sufficient to meet the requirements for the rest of their life. Let's tell them that every day from then on that they must improve their education so that they can fit themselves for the demands of the 80's and 90's and the year 2000. Because my goodness, Mr. Speaker, those years are going to be difficult years. They are going to be difficult years for everyone who is living in those times, trying to even survive.

One of the greatest, I think, wrongs that has ever been done to the people of the province is telling them that they can get by with 40 hours a week and 5 days a week, working five days a week. There's not enough money in this world to give them the recreation that they need, and I maybe should be on the wrong thing. Maybe they should be in education during those off hours, during the night, you know, and the extra days if they are going to work four days a week. Maybe they should be re-educated to keep them up-to-date, but that's not my doing. That's the individual's doing.

Mr. Speaker, we have had in our Province of Manitoba a good educational system and I still say it's a good educational system, as long as a person can fit his education into his own demands for his own life, and this is what each person has to do. And as far as I'm concerned, I got equality of education. I had a grade 11 education. When I graduated in the 30's from school that was one of the best educations you could get in our Province of Manitoba except those who could afford to go on to university. And my father couldn't send me to university, so I still got through life. I've got a few more years to pay taxes yet, but I hope to pay taxes for a long while and serve the Province of Manitoba in a useful manner. Even though I mightn't be here that long in this place I'll still be paying taxes.

So, Mr. Speaker, education is important, and as I mentioned, my boy was going to school and I did it for a very useful purpose; to see whether he could adjust to a different educational system, and he did come back, and during that term he was there in California, for seven weeks this year, he was elected vice-president of his class for that short interval, and he told me that he was elected vice-president of the United States and he thought that was really wonderful. He's got a good background, he can adjust. Maybe he'll never get back to California again but I think he has learned a lot about the system. They go to school at 8:30 in the morning, they get home from school at quarter after two in the afternoon, and the way they work it, the teacher is never teaching over 10 students and the bus is going and bringing them at different times. One bunch go at ten o'clock in the morning and get home at four. The other ones start at 8:30, they get home at two, and the bus keeps hauling them in. The teacher never has over 10 students to teach at any one time. They can give individual attention in the classroom, and this is something which we haven't got the money here, because you can't have the busses at different times. You can't expect the teachers to be teaching longer hours either. But this is a system they work under with individual attention. We're adopting some of the habits and some of the programs that they have already thrown out. This is something in education I think that we have a habit of doing, is adopting programs that the American system have thrown out. I think we're always learning and I imagine the Minister of Education is in contact with different educational systems in the North American continent trying to improve ours.

Now, Mr. Speaker, we do have a large amount of money being poured into education and I think this is good because each year as I mentioned before, our students have got to be better prepared and I think this is the right way of handling a situation. But there will be a time, Mr. Speaker, as times get poorer, that we are going to have trouble contributing the high amount of money that we are contributing this year - \$134 million in education plus colleges and university budget.

So, Mr. Speaker, I think this is a large amount of money. When I first came in here in the Legislature, the Minister of Tourism and Recreation came in 11 months later in 1959, the budget when I came in in 1958, the total budget of government was \$80 million. This year it's \$694 million - \$694 million. Sixty thousand people more in the Province of Manitoba than there was in '58, 60,000 more people, and yet their budget's gone up around 900 percent. And the total budget this year in education is about two and a half times what the total budget for all the government services were in 1958. So there have been large amounts more collected in taxes, larger amounts paid out in grants, and the cost of education and other services provided

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(MR. McKELLAR cont'd) . . . . by government. --(Interjection)-- No I don't think it's too much, I don't think it's too much, I don't think it's too much at all. I'm not arguing against the amount because I think this is an important service to the Province of Manitoba. I can tell you other services that I more or less disagree with in government but we will not have the time to deal with each individual department that we didn't discuss in Estimates. But, Mr. Speaker, quality of education is as each person sees it. For some in life, Grade 8 will be sufficient; some others, high school education will be sufficient; and others, like the First Minister, will want to become a professor of life, then on to be a leader of a government. So each person has to decide his own fate and I think this is the way it should be.

Vocational schools, vocational schools, I guess come under the Minister of Colleges and Universities, and I'm sorry I wasn't in the House last night when that was discussed. I was just wondering, Mr. Speaker, I would like to ask, what area is the new vocational school in Brandon - I guess he's not listening - what area in the western part of the province is the new vocational school under construction? What area is that going to serve, when will the building be completed and officially opened for the students of that particular area? --(Interjection)-- Vocational school in Brandon - High school vocational school. --(Interjection)-- No, it's not the university. --(Interjection)-- If the Honourable Minister of Finance would get over in his seat there I wouldn't mind replying to him but he's always jogging around playing musical chairs - musical chairs.

Mr. Speaker, I'll sit down and let somebody else take the floor.

MR. DEPUTY SPEAKER: The Honourable Member for Ste. Rose.

MR. A. R. (Pete) ADAM (Ste. Rose): Mr. Speaker, I wonder if the honourable member would submit to a question. I was just wondering if the Member for Souris-Killarney could explain the statement he made last night in the House that the Brandon University was a hotbed of communism.

MR. McKELLAR: Mr. Speaker, any statements not made from your seat is not recorded.

MR. DEPUTY SPEAKER: Resolution on Education. The Honourable Member for Arthur.

MR. WATT: Well, Mr. Speaker, I was waiting for the Minister of Education to reply to the speeches that were made last night and this morning, promised by the First Minister a few minutes ago. --(Interjection)-- Well go ahead and speak right now and I'll speak after you. --(Interjection)-- No, because you weren't going to speak at all. I'll sit down and wait and see if you're going to speak.

MR. DEPUTY SPEAKER: Order. I would like to draw to the honourable member's attention that if he is not going to proceed with the debate he has now taken part. The Honourable Member for Arthur.

MR. WATT: Okay. So I'm speaking now, Mr. Speaker, because the Minister of Education was not going to reply. He didn't dare get up and reply to the speeches that were made last night and to this document that came out from under the desk that he was hiding from the public until after the next election. But it just happened to be discovered by one of the Conservative members, my colleague from Riel yesterday. How many more he's got like this I would like to know, we would like to know. But there will be no way of knowing until after the next election. When we take over we'll find out what they have hidden under the books and under their desks.

Mr. Speaker, I'm sorry that the Honourable Member for St. Boniface is not in the House, in his seat right now, because I just wanted to make a few comments on the member who has already jumped off the listing decks of one ship into the murky waters and then fished out by another party and now is on the listing decks of another listing and sinking ship, and I'd like to know and have him in the House listening to see if he could give me an answer on where he expects to flow to, and what party is liable to fish him out of the water the next time he jumps off, which won't be very long.

MR. DEPUTY SPEAKER: Order, please. Order, please. I'm trying to give the member a lot of latitude but we're not in the naval section or people . . . We're on education.

MR. WATT: No, that's right. I was just commenting on the remarks that were made on the same subject . . .

MR. DEPUTY SPEAKER: Order, please. Now I think the honourable member who was a Minister of this House previously, I believe he was also Deputy Speaker of this House, knows that when the Speaker is on his feet that the member should sit down. Now the honourable

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(MR. DEPUTY SPEAKER cont'd) . . . . member I'm asking him would he come back to the topic of the resolution that is under discussion at the present time. The Honourable Member for Arthur.

MR. WATT: Thank you, Mr. Speaker. I recognize your position, and I recognize the troubles that you get in from time to time brought about by those members across on the other side of the House, so I will try and stay with the resolution, and I believe that this document becomes a part of the resolutions that were accepted last night by the Speaker of the House, and I believe it has now become part of the resolution that is before us.

I want to refer back, and I'm sorry that the First Minister, as usual, after the question period leaves his seat and disappears for the rest of the day.

MR. DEPUTY SPEAKER: A point of order has been raised by the Honourable Attorney-General.

HON. A. H. MACKLING, Q.C. (Attorney-General) (St. James): Now the honourable member who is speaking he is casting aspersions on the leader. I note that his leader is not in the House, nor is the other leader of the other political party, and it is not customary or usual for the leader to leave his seat after the question period. And I think that's uncalled for and should be withdrawn.

MR. DEPUTY SPEAKER: Order, please.

MR. WATT: Okay, Mr. Speaker, I withdraw the statement that the First Minister is not in his seat . . .

MR. DEPUTY SPEAKER: Order, please. The Honourable Member for Rhineland on a point of order.

MR. FROESE: The point of order is that the Attorney-General referred to other leaders and I'm in my seat and I'm a leader of a party too.

MR. DEPUTY SPEAKER: The Honourable Member for Arthur.

MR. WATT: Mr. Speaker, the Department of Education has been thoroughly discussed in the House and debated and received about all the answers that we can expect to get from the Minister of Education, and I really don't expect to get any further answers from him regardless of what I may say this morning or whatever any of my colleagues or members in Opposition have said last night, or this morning, but I should say probably up to - what was it 2:30 this morning.

But I want to refer, and this is why I'm sorry the First Minister is not in his seat because when I mentioned and referred to Nazi socialism in the House some time ago the First Minister referred to me as being a despicable person, contemptible and mean, for simply mentioning the fact that it appeared to me that there was an element of Nazi socialism on that side of the House. And I thought probably afterwards that maybe I shouldn't have suggested such a thing, that maybe I shouldn't have. But here we find a document, Mr. Speaker, a document - Political Studies, recommendations as a teachers guide by the Department of Education. And it says in part, it says in part, and I'm referring to the bottom of the first page, in section 4, "attempt to get at the underlying values, beliefs, goals, attitudes and assumptions of the ideology of" - and I won't go through them all - but example A, Nazi Platform. Now we'll start again, "attempt to get at the underlying values". So apparently in the Department of Education on that side of the House there were underlying values in Nazi socialism. And I was termed as despicable for even suggesting that I should refer to that side of the House as being possibly leading towards Nazi socialism, and here we have a document, here we have a document before us suggesting that the school teachers in the Province of Manitoba study Nazi socialism and attempt to bring out the underlying values, the underlying values of Nazi socialism. --(Interjection)-- It doesn't say that; I'm just referring to what is in the document. I'm not reading between the lines, I'm reading the document exactly what is there. I'm just reading exactly what is in the document. --(Interjection)-- My honourable friend is always chattering from his seat, always chattering from his seat, like the Leader of the House, who is not in the House now, but he constantly chatters away from his seat. Does he want to say something now? --(Interjection)-- Certainly I'll answer him.

MR. DEPUTY SPEAKER: The Honourable Attorney-General.

MR. MACKLING: Do I take it that the honourable member considers that everything that is taught in kindergarten and elsewhere should be literally interpreted?

MR. WATT: Again I say to the honourable member and to the government - what is left

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(MR. WATT cont'd) . . . . of them on that side of the House, there will be less after the next election - I say to them I'm referring exactly to what is in this document: that Nazi socialism should be considered, it should be considered for its underlying values. And if this is not directing, if this is not a biased, a biased document directing the teachers of the Province of Manitoba to bring forward to their students, to the young people of the Province of Manitoba the underlying values of something that was started by a Nazi socialist government in 1939, and was destroyed at the expense of hundreds of thousands of young lives in the Province of Manitoba, many of them friends and relatives of those sitting on that side of the House and on this side of the House. And here since 1945, since we thought and believed that we had destroyed, that we had destroyed the ideology of the Nazi socialist thinking and we have back before us a document now that's directing the teachers to teach their children the underlying values of Nazi socialism. --(Interjection)-- I'm not reading out of a newspaper; I'm not suggesting something that came over the news media by radio or television; I'm reading from a document that came from the Department of Education. And all we want this morning, and all we tried to get out of the Minister last night, was an answer that he would get up on his feet and that he would answer to the Member for Riel, my seatmate, that he would give him an answer, what this document is all about, and the First Minister this morning told us that we would be very embarrassed, we would be very embarrassed on this side of the House, those of us who had spoken, when the Minister got up to reply to us. And he refused this morning to get up and reply because his Estimates were going to pass if the member . . .

MR. DEPUTY SPEAKER: The Honourable Attorney-General on a point of order.

MR. MACKLING: Mr. Speaker, now the honourable member is casting aspersions on the Minister of Education saying that he refused to get up on his feet and respond. The Honourable Minister is exercising his right to await the contributions of all members so that he can respond fully to all of the worthy contributions that he may see fit to answer. And the Honourable Minister graciously afforded the honourable member who is now speaking the opportunity of making his very erudite expressions so that he could fully answer them.

MR. DEPUTY SPEAKER: Order, please. A point of order has been raised. I think the Chair should make a decision. There is no point of order before the House. Whether an honourable member or an Honourable Minister doesn't speak, or does speak, in this House is not points of order. The Honourable Member for Arthur.

MR. MACKLING: Mr. Speaker, the honourable member used the words that the Minister refused to speak, refused to respond. And it's those words that I clearly object to and I say that the Minister did not do that. He is saying the Minister did something which the Minister did not do.

MR. WATT: And I am saying, and I will say again . . .

MR. DEPUTY SPEAKER: Order, please. There's no point of order before the House. We have a dispute between two members. The Honourable Member for Arthur.

MR. WATT: Mr. Speaker, I just want to point out that had it not been for my colleague the Member for Souris-Lansdowne a few minutes --(Interjection)-- Killarney, sorry. Had it not been for him a few minutes ago concurrence on the estimates of the Department of Education would have passed because the Minister made no attempt, there was no indication whatsoever that he intended to get on his feet, and the Member for Souris-Killarney got up on his feet and spoke because the Minister was refusing, was refusing, was not going to get up and answer and answer the question that was brought before this House this morning, about 12:00 o'clock this morning by Riel. He had no intentions of getting on his feet, and I say it, and I say it again, to the Honourable the Attorney-General that it is a fact that he was not going to --(Interjection)-- Yes. But I think now that probably that the Member for Souris-Killarney and myself this morning, and probably we will hear from the Member for --(Interjection)-- Yes.

MR. DEPUTY SPEAKER: Order, please.

MR. WATT: Well, Mr. Speaker, I'm not worried too much about interjections from the little turkey in the straw on the other side of the House. He doesn't bother me any, but I just simply say that we would like to get some explanation that is going to embarrass us on this side of a document here that has been hidden by the Department of Education and would not have come before the House had it not been discovered by my honourable friend the Member for Riel.

INTRODUCTION OF GUESTS

MR. DEPUTY SPEAKER: Order, please. I would like to draw the attention of the honourable members to the gallery where we have 60 students of Grade 6 standing of the Arborg Elementary School under the direction of Mr. Goodmunson and Mr. Price. The school is located in the constituency of the Honourable Member for St. George.

Also in the galleries we have 55 students of Robert Smith School under the direction of Mr. Mikolaynko and Mrs. Sinclair. These students are in Grade 6 standing and the school is located in the constituency of the Honourable Member for Selkirk, the Honourable Minister of Municipal Affairs.

On behalf of the members of the Legislative Assembly of Manitoba I bid you welcome to the Chamber.

CONCURRENCE (Cont'd)

MR. DEPUTY SPEAKER: The resolution before the House, Education. The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, I had rather hoped that the Minister would respond and speak on the motion before we would have to speak out. I feel that the Minister should have spoken first so that we knew where the government stood and so that he could tell us about the programs of his department. But since he does not respond, and does not speak up, no doubt we have to get up and say our part. I had intended to speak on a number of things, however because of last night certainly I'll have to change a number of things that I had planned to say and speak to a certain extent to the matter that was raised last night. However before I proceed on that I would raise a few other matters.

In the Guidelines for the Seventies we have in the second volume a section dealing with education and the goals of education. And I might read one paragraph here, and I'm quoting now from the report on Page 87: "Education policy for the seventies will be directed toward the achievement of three basic objectives, equality of education opportunity, responsiveness to community needs and broadening educational programs." Then later on in another paragraph dealing with equality of educational opportunity, and this statement was already read by the Member for Souris-Killarney, which states: "Although equality of education has long been an objective it has not been realized." Mr. Speaker, members of the House who have been here for some time will recall when the Conservatives brought in the unitary division plan, or the division system, that it was hailed as "the thing", that here we were going to have equality of opportunity and that this would be the answer to all the needs. But what do we find? Now we find in this report that it has not been achieved, that no such thing has happened. Yet even the members of the NDP who were in the opposition at that time supported that program and hailed it as one that would bring about equality of opportunity, and here they've been in office for four years and we still find a report that it's still an objective and nothing apparently has happened so that we will achieve equality of opportunity.

Mr. Speaker, I think there has been a lot of idle talk on this matter, and unless the Minister can tell us some things that have happened to contribute toward this I'd like to hear from him. On the question put earlier in the question period he came up with certain tax measures that they had brought in and that this would provide the equality of opportunity. I still don't feel that that is the total answer, that other measures, and other rectifying measures will have to be brought in to provide for that.

I had planned on mentioning teacher training. We used to have a one-year course for teachers, now we're having a two-year course, and how is it working out? Is it an improvement over what we had before? To what extent are we giving the teachers who are in training more than we did before? Is it not that to a large extent that they just get another year in education and then more or less the same course that they had before this? And at the same time are the teachers that are coming out of training school, are they getting jobs? I would like to hear from him on that score. What is the situation? And to what extent has the two-year training course been an item to increase the salaries of teachers and the cost of education? I think this has certainly had a bearing on it and while I don't mean to say that we just have to have mediocrity and that we don't have to have qualified people in our teaching profession, certainly we have to have qualified people. But I think it also has been a contributor to the higher cost of education in this province.

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(MR. FROESE cont'd)

I asked the Minister this morning about school budgets, what the total was of the school budgets for this year, and I'm sure that the budgets had to be handed in quite some time ago and that he should have this information long before this. And we were assured that at the time that the Estimates would be considered that the information would be given to us, and I certainly do hope that the information will be provided when he does respond and reply to some of our comments and questions.

I would also like to know how fair is the Public Schools Finance Board in evaluating the budgets that are being presented by school divisions, and are they getting equal treatment, or are there areas that are getting special treatment from the Public Schools Finance Board to the deprivation of other divisions? From what I hear is that some divisions here in the Greater Winnipeg area, especially now that they can ask for anything, almost anything, and they get it, and I'm wondering whether this also applies to some of the rural divisions, because we could certainly use some of those facilities that they're providing in the Greater Winnipeg area as well.

What about regionalization? This certainly hasn't been discussed to any extent and is there a program on the drawing board whereby the schools will be further centralized, the administration of schools will be further centralized under regional boards? Is this an intent of the department? I would like to know because I feel very strongly on - to have local control and have local boards who have authority to deal with matters. And I feel that more authority should be given to unitary division boards than is presently provided to them under Act. Just take a look at the transportation system that we now have centralized control as to the purchase of buses and so on. Why should it be centralized in the Public Schools Finance Board? I think the local areas should have some say in the decision on that. I don't believe in centralization of power in this respect to the degree that is being promoted, and this is why I'm taking issue on it. In fact I would like to see that transportation probably not be part of the unitary divisions sponsoring it themselves. Why not hire the job done? Certainly this would eliminate conflict of interest when tenders are made for the purchase of buses, as has been the case in the past. And I think there should be room for competition in that area.

The technical-vocational schools is another matter, and the Minister informed me through the questions that I put to him this morning, and I appreciate the comments that he did make in that respect, that consideration will be given to the south central area of the province in respect to technical schools and as a result of that more and greater opportunity will be given to the students in that area. Certainly when we contribute as taxpayers to the general fund of this province and to the revenue that is provided for the department to make the grants to the various divisions, we are contributing very heavily in our area I feel towards these revenues and that we should have some results from that as well.

The matter of religious exercises was raised by the Member for Thompson in the question period. Here again what is the situation in the province today? Are religious exercises being held in the various schools? To what extent do we have religious exercises in the Province of Manitoba? And is this being encouraged or do we take an attitude of not caring at all. Certainly I think where requests are made we should try and accommodate as much as possible to assist so that we would have this type of a program in our schools in Manitoba. I'm a believer, and therefore I think it's incumbent on us as members in this House who have a belief in Christ and in the scriptures, that we make this available to the students in our schools so that a program of this type can be carried on. I also feel --Interjection)-- Pardon? --(Interjection)-- Well I think the Member for Point Douglas mentioned that the Churches have an obligation, if I'm right - is that what he said? Well surely the churches have an obligation, but here we have access to a daily program the church is probably having once a week, and this can be very ineffective when it's interspersed at that rate. Here we have a daily opportunity for them, and I think we shouldn't pass up an opportunity of that type, that we should make use of it. And I think the Honourable Member for Point Douglas should be encouraging the churches of this province to see to it that a better opportunity, or we realize the opportunities that are there for us and make use of them as much as possible.

Mr. Speaker, I think the matter that was raised last night certainly will be a big factor in - for the private schools to request money for their institutions because if the public school system is going to be taken advantage of in the way that it seems, certainly I think many people in this province will give greater consideration to having private schools fostered and improved,

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(MR. FROESE cont'd) . . . . and also that the request will be forthcoming in much stronger terms for assistance to our private and parochial schools in this province. I think a case has been made, and I'm sure that as a result of this we will find that there will be response to this that we will see more requests and a stronger argument for aid to private schools as a result. And when I take a look at the guideline that was tabled here yesterday, or distributed by the Member for Riel, as a Teachers Guide for Political Studies 201, I was also amazed at what he said at the time, and since then I've had a copy presented to me and I've had a chance to peruse it to a certain extent. And, Mr. Speaker, right at the very start we have and I should probably read the first - on the first paragraph it says, "The proposed different situations which require decisions on the part of the individual student" and then the examples. And the first example presented here is, and I quote: "A person is at a party and must decide whether or not to smoke marijuana." . . .

MR. SPEAKER: Order please. The Honourable Member have a point of order?

MR. JOHANNSSON: In our House rules we do have a rule against repetition, which the honourable member is now violating.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Mr. Speaker, I am not repeating because this is the first time I'm speaking on it. This is the first time I'm speaking on it. And I just read out the first section where the student or the person is to decide whether to smoke marijuana. Why would a person of the department encourage, as the Member for Assiniboia says, to smoke marijuana. But really I didn't want to use the word "encourage". I would rather say that, why put up such evil alternatives? There are three alternatives mentioned, and why can't we put up something constructive? Make a decision where the person is to be constructive. Here he is faced - supposed to make a decision whether to smoke marijuana. --(Interjection)-- Well I feel that the other propositions could have been put forward which would be in a constructive way, rather to put in such evil things and immoral things, because look at the next one, or the third one. A person is under age and is asked to attend an adult movie. What is implied here, Mr. Speaker? The implication is that it is a movie that is not fit for him to see.

MR. GREEN: Mr. Speaker, I wonder if the honourable member would permit a question?

MR. FROESE: Well I'd prefer rather afterwards. Okay.

MR. SPEAKER: The Honourable Minister.

MR. GREEN: I wonder if the member would be satisfied if the question said, how many angels can stand on the head of a needle? Would that be a good subject for discussion?

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Well I don't think that that is a proper question, and I don't think it needs an answer. Certainly they could have asked other questions. Whether to extend aid to other countries, when we have so many countries today that are in need of help. And this certainly would promote a discussion that would be constructive, and I feel that suggestions of this type could be made. Not to make a suggestion that for the person and as a student--we're speaking to the students here--to attend an adult movie, and the implication is here that he would see something which he would not be authorized to see, and which he should not see according to our classifications that we have at the present time under legislation here in this province.

MR. DESJARDINS: Mr. Speaker, on a point of order.

MR. SPEAKER: The Honourable Minister.

MR. DESJARDINS: My honourable friend is wrong. According to the classifications the kind of movies that he's thinking about are Restricted Adult.

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Well, Mr. Speaker, if the movie was open to him certainly it wouldn't be here "to attend an Adult movie". There must be something in here implied that it is something that he should not attend and therefore now he is asked to do that. He is asked to go against the law of the province.

Then the next one is: "to go to a beverage room for some alcoholic drinks." Again this is something that we as members of this House certainly don't encourage, and I wouldn't encourage anyone to go - for students to start drinking. --(Interjection)-- Well this is the decision that the student is asked to make here and this is the thing that they're asked to discuss. So, Mr. Speaker, the questions on this sheet just represent the thinking of the people that drew up this statement, and the thinking that the people are proposing here in my opinion

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(MR. FROESE cont'd) . . . . is derogatory. It is something beneath the level that I feel that people in our department who have the authority to implement certain programs, and to put forward certain programs are not meeting the standards that we should have in this province.

The second one: "a person is in high school and wishes to drop out." This would have more merit, but even here there is a certain condescending implication, too, that a person who drops out is inferior, and will be inferior in society. So there may be a certain amount of merit in this particular one but I took very strong exception to some of the other - to the other ones, and I feel that we should be more constructive and that our people who are charged with the responsibility in the education field certainly should make that a point.

The other matters have been discussed as well but I would like to raise the other point as well. Under 3 we have: "the students must then take or play roles in order to make decisions", and then they have examples again. "Nationalization of natural resources." Well there is an inference here too that they should think along the lines of nationalization. Why couldn't we replace that with a sentence: "How to best develop our natural resources." How to best develop our natural resources? Wouldn't that be much more constructive and much more favourable? Wouldn't the inference be that we do not have to resort to nationalization? So again I feel that there is another area that could be improved on. The next example is: "Food and price controls by government." Why couldn't we replace this one with: "Ways and means of increasing purchasing power to the people of this province so that we would not have to have price controls," so that the purchasing power would be there so that we could go along without controls. And I certainly am not for controls in my philosophy. If the members of the government side feel that they are for controls, and certainly one of their points in their philosophy is that all production - control of production be under the government, auspices of the government. --(Interjection)-- Well if the Minister of Agriculture thinks I'm not right, I hope he takes part in the discussion afterwards and --(Interjection)-- Well I'd appreciate that, and I certainly appreciated the Attorney-General's yesterday when he at least got up and responded. So many of the other Ministers didn't even care to do that. I want to compliment the Attorney-General for doing that.

The third example, Mr. Speaker, is: "Abolition of private property." Well here I take a very strong exception because certainly I don't believe in that. I believe in private ownership, and why couldn't we have a sentence in there to the effect that to encourage, the encouragement of private ownership and the benefits resulting therefrom. Or couldn't we discuss the merits or demerits of our present distribution system? Here again I think is a large area that needs discussion and that should be discussed.

A MEMBER: Is that what you would do if you were a teacher?

MR. FROESE: Well sure, why not?

A MEMBER: Well then you understood, they give you an example, you wouldn't like it, you take it out.

MR. FROESE: Well I think these examples are in poor taste. This is very true. It's poor taste of the examples that are given in this particular sheet.

On the following page we come to the matter of ideology, and again here there are a number of examples mentioned here. For instance the first one is: "Optimistic or pessimistic", and there is so much reference here to socialism and I wondered, is there such a thing as an optimistic socialist? I don't think there is one. I don't think there is such a thing as an optimistic socialist. So --(Interjection)-- Well I think I have my right to discuss the matters raised. --(Interjection)-- Well if the Minister of Tourism is so interested I'm just wondering about this whole thing, whether our teachers are under a thumb not to reveal a dictum like this that was passed out to all our schools in this province. Why didn't we hear from our teachers on this? --(Interjection)-- No, I didn't. Well I heard of this thing through the grapevine some time ago but I never had - never got it and as a result I didn't know. So --(Interjection)-- Well a certain party told me about it but I hadn't seen it and he had only got it secondhand too, so that's the way things go. Did the Minister in any way try to prohibit teachers from revealing a statement of this type? --(Interjection)-- I'm asking the question. Surely he can answer it if he didn't, he didn't. Well and I'd be interested to hear from him. I asked for him to respond before, before I spoke, so that I wouldn't be making false accusations. I don't want to make false accusations and this is why I wanted the Minister to speak first but he wouldn't.

On the matter of the examples listed here, and the documents would prove quite meaningful at this time, and they set the examples of: (a) The Nazi Platform; (b) The Regina Manifesto;

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(MR. FROESE cont'd) . . . . (c) Guidelines for the Seventies; and (d) Communist Manifesto, etc. The Honourable Member for Portage last night mentioned that the way it was set up it was more or less to bring the pupils into question whether these programs were really that bad, and after they would have considered the Nazi and the Communist platforms certainly by that time the NDP manifesto would be very mild indeed, and that it would be that much more acceptable, and that there's a certain strategy in this to make the NDP platform and its policies more acceptable to the people, to the students. And no doubt this would be the case. After hearing the extremities of the principles of the other manifestoes it would certainly by that time be more acceptable and more palatable.

I listened to the Member for Winnipeg Centre yesterday when he spoke and would just-- oh here . . .

A MEMBER: You're wanted on the phone, Jake.

MR. FROESE: Yah, somebody wants to get me off here so I cannot complete my remarks.

The Honourable Member for Winnipeg Centre mentioned, or made a statement to the effect, that by accepting this statement or speaking on it the way honourable members did in the House last night that they lacked the confidence of the teachers of our schools. I certainly don't see it that way. I don't--certainly don't see it that way because we have some very good teachers in our schools in this province and I have full confidence in them. So that when he made this statement I refute that and do not accept it.

Coming back to the examples here I would like to mention one more thing, and that is that when I presented the resolution on aid to private schools in 1970 the Honourable Member for Inkster made an amendment, and which included these words, "that methods of resolving some of the difficulties and deficiencies inherent in the existing public educational system." Apparently - I'm just questioning now whether this is one of the deficiencies that we've had in our school system up till now, that this is to supply the needs of the deficiencies that were mentioned in his, or suggested in his amendment. Because I certainly wouldn't feel that that would be it, that the examples given here that we should study them, and that this would help resolve our difficulties and the deficiencies on our public school system.

The sources given in the paper as to - it mentions here a note: "Two sources of invaluable suggestions and related activities are the Canadian Political Studies series by McLean-Hunter, and also secondly, March, 1972, issue of Canada and the World on Ideology." I had the pages check the library whether these periodicals or these books were in the library. The first one wasn't, but the second one - I have a copy here of the Canada and the World, March issue, or February issue, and there is an article right on Page 12 of that periodical dealing with ideology, the various shades of political opinion, and so on. And --(Interjection)-- No, ours isn't. This more or less refers to the main old line parties. But it is rather surprising that they've listed here on top Liberalism and Conservatism, and under Liberalism they have Communism, Socialism, and Democracy in the center, and on the right side under Conservatism they have Authoritarianism and Totalitarianism. I fail to see the author of this, how he can analyze them in that way. I haven't had the time to read the article and to peruse it; but then again under Communism they have Left Wing; under Socialism they just have Left; under Democracy Center; and Authoritarianism Right; and Totalitarianism Right Wing. Well again I would take exception to some of the categories placed in that article and don't necessarily agree with the division that has been made here in that respect.

And I'd like to quote one paragraph in this - and one of the articles under having party groupings, and I'm quoting: "We still use these expressions in speaking of political parties. Today the Right includes parties which follow policies of restriction and control. They would reduce the degree of freedom allowed and introduce closer regulation of business. Their policies may range all the way from a mild control to total organization." This in my opinion is wrong unless we subscribe it to Totalitarianism, and I don't agree that when we talk about Right Wing parties that we speak about Totalitarianism.

MR. SPEAKER: The Honourable Member for Wellington. Order please.

MR. PHILIP M. PETURSSON (Wellington): In the honourable member's recital of all the names and parties and movements, and so on, that he feels should be on the prohibited list, where would he classify such things as say the Inquisition and Torquemada, torture chambers, the rack, gas chambers and the gallows? Where would he classify the French Revolution? Would children be permitted to study that? Or Henry VIII and all his wives. Would they come

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(MR. PETURSSON cont'd) . . . . into any of these prohibited classifications, or would the students be permitted - would they be exposed to them?

MR. SPEAKER: The Honourable Member for Rhineland.

MR. FROESE: Well I think I would put them under Totalitarianism but not, in my opinion, not under Right Wing, because to me Totalitarianism isn't necessarily Right Wing. --(Interjections)--

Mr. Speaker, may I continue and read the next . . .

MR. SPEAKER: The honourable member has five minutes.

MR. FROESE: . . . the next quotation which is headed "The Left". "The Left is made up of parties which would give citizens increased control of business and profits. They advocate control of production by society and the sharing of benefits among the people. They would increase citizen participation in the affairs of society. We usually think of our Canadian Liberal and Conservative parties as forming the center with Authoritarian groups on the Right and Socialist groups on the Left." The last part of it seems more appropriate but to have this as resource material for the students, I think this is highly improper, or certainly doesn't meet the occasion and the material that is required. I would like to have read this article completely so that I could give a better - pass --(Interjection)-- Oh the author of it is Maurice Walsh. I don't know who Maurice Walsh is for the moment. It's not Mr. Walsh here in the City of Winnipeg, I know that.

So, Mr. Speaker, I too feel that we are going too far in presenting material of this type without giving consideration to balancing it off with democracy and parties to the right, so that the students at the same time would receive the ideologies of other groups, not as socialistic, not as left wing as is what is provided in this article.

Mr. Speaker, I had planned on bringing in some other items but before just before I leave - I noticed the Member for St. Matthews got up yesterday and he said that this was just one course, and that it was more or less indicated as though it was very innocent, that they were just going to bring in one course --(Interjection)-- Well how is indoctrination started? Isn't it started with just a little and then gradually putting in more and more, and that this is the very beginning of a process that could well be growing and increased over the years?

Then on the other hand, if we are going to discuss socialism and the left wing parties, why not introduce Social Credit philosophy? Because if you are doing one thing, if you are doing one thing I think you should do the other, because certainly our principles in social credit are of the highest ideals and also will provide the solution to many of our problems in the world today, and I mentioned distribution as one of them before. Certainly this is one of the key issues that should be discussed. The Minister of Tourism mentions funny money. I would just hope . . .

MR. SPEAKER: Order please.

MR. FROESE: I would just hope that our students were taught our present system as to how money comes into existence, how the supply is expanded and contracted - I think this is what the students should know, and this is an item that we use every day of our life, yet our students know nothing about. I feel that if our students were taught that we would have no trouble whatever of selling social credit, none whatever, because then they would see where the problem is and what the solution is, and for that reason if we are going to have a thing like this then it should be applied equally to all the different ideologies and philosophies of all the different parties.

MR. SPEAKER: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Speaker, I hope that at this time I would have opportunity to deal with a number of matters but it seems that there are only one or two of particular interest and concern to honourable members of the opposition, so perhaps in fairness to them, to accommodate them I ought to commence with those. It seems that one of the matters of concern to honourable members is that our schools may be conducted in such a way that they tend to foster one particular political ideology and they feel that this may happen for one or two, or perhaps for both reasons. One because of the nature of the education program, and secondly because of the type of personnel that we have working within the department of education offering guidance, leadership and direction to the education program in the Province of Manitoba.

And one of the political ideology that some of the honourable members of the opposition were most incensed about was the reference to Nazis, but perhaps maybe I ought not blame

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(MR. HANUSCHAK cont'd) . . . . honourable members for this. Maybe they weren't aware - I thought they were because I think that the word high school, and so forth was mentioned from time to time, and certainly the honourable member who was the first to raise this matter ought to know, having been a Minister of the Crown and, in fact, having held this very portfolio at one point in time, no doubt is aware that this is not a course - we are not talking about a course offered at the Grade 1 or Grade 2 or Grade 3 level, at the most impressionable age of a youngster, but this is a Grade 11 course, a Grade 11 optional course, Mr. Speaker, a Grade 11 -- (Interjection)-- the honourable member was aware of that. Well if he had mentioned that -- I thank the honourable member because that point had escaped me at that point in time. Grade 11 is on the threshold, on the threshold of reaching the age of majority, on the threshold of reaching the age of majority. Grade 11 students are not 9 and 10 year old youngsters and some, as the Honourable Minister of Agriculture points out to me, and he is correct, some no doubt have reached the age of majority - at an age at which time they are faced with and are aware of the need to make political decisions and having a desire to be informed, to be informed to make wise political decisions, to be informed to enable them to take their proper place and perform their proper role in our community. You know, Mr. Speaker, for the life of me I can't understand why suddenly yesterday, everybody in the opposition gets so up tight about making a reference to a political ideology within the school curriculum.

I have here a text authorized for the Province of Manitoba --some honourable members may remember this - and this was - well Grade 8, this was prescribed for Grade 8 and they talk about political parties. It's a civics course, Canadian Civics - they talk about political parties. And now, do they talk just about the nice things about politics? Here's what they say, "Sometimes also money is paid for votes," and then it goes on to say that this bribing of electors is one of the greatest crimes that can be committed against the nation. And in the same chapter it goes on, Mr. Speaker, to talk about what government parties do to keep themselves in power come election time, or on the eve of an election, gerrymandering. And this, Mr. Speaker, was in the days when in fact the two parties, Liberal and Conservative Parties were described in a manner that we would hesitate to describe them in the same terms today, except perhaps in jest - the two great parties. The two great parties --(Interjection)-- the two great parties and this was --oh I'm sorry- I thank the honourable member for reminding me-- this was published in 1909, in 1909 --(Interjection)--

A MEMBER: In Manitoba?

MR. HANUSCHAK: That's right, in 1909 and, yes as a matter of fact. . .

A MEMBER: A point of privilege - that's the year he was born.

MR. GRAHAM: On a point of order, will the Minister table the document he is reading.

MR. HANUSCHAK: Mr. Speaker, I do not believe that the rules call for the tabling of books. I believe instead of tabling the book I can give the honourable member the title. The title is Canadian Civics; the author is R. S. Jenkins, M.A.; it's a Manitoba edition; it was published in Toronto by Cobb Clark Co. Limited --(Interjection)-- in 1909, and I'm sure if the honourable member wishes a copy of this book he can contact the publisher and get it, and that, I believe Mr. Speaker, I have complied with the rules of the House.

And then Mr . . .

MR. J. FRANK JOHNSTON (Sturgeon Creek): Mr. Speaker on a point of order. State my point of order that last night there was a request made to table a document, It was tabled, and the whole document was read because there was accusation that we only read parts of it. The Minister has only read parts of a document and it has been asked to be tabled, maybe somebody would like to read other parts of that document.

MR. HANUSCHAK: Thank you, Mr. Speaker, and so it goes. In more recent years in my days in teaching, a number of them which were spent in the classroom during the days of the Conservative government, and here I have a text dealing with Social Structure in Modern Community and it speaks of social classes, and it speaks of ethnic groups, and it speaks of influencing public opinion, and it speaks of persuasion, and coercion, and advertising, and propaganda, and agencies of influence, and this, Mr. Speaker, you can find these topics discussed in another text -- which I am sure is also available -- "Understanding Yourself and your Society" and the author of it is John Mac Donald in the Faculty of Education in the University of Alberta, published by the Macmillan Co. --(Interjection)-- yes. Published by the Macmillan Company, copyrighted in 1962, and a text with which I am sure many are familiar

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(MR. HANUSCEAK cont'd) . . . . with in this room, this is a "Survey of European Civilization", and this was a prescribed text in Grade 12 history - and again to satisfy the honourable member the editor is Carl Becker, and it's published, the authors - oh I'm sorry he's the editor, the authors were Wallace Ferguson and Geoffry Broom, and it's published by the Houghton Mifflin Company and sold by its Canadian agent Thomas Nelson and Sons in Toronto.

A MEMBER: What year?

MR. HANUSCHAK: And what year, oh I'm sorry. This text was, ah yes, back in the days of the Liberal government, 1947.

A MEMBER: That was all right. That's a good book.

MR. HANUSCHAK: And I just happened to come across a section here about Communism --(Interjection)-- I believe so. I did not have the opportunity to check but I find that it speaks about organized bands of Nazi agitators carried Hitler's banners throughout Germany, attacked his political opponents, especially the Communists, with violence, and committed many brutal and disorderly acts and this was taught to Grade 12 students. The Jews were marked out --(Interjection)-- yup, the Jews were marked out for systematic persecution on the ground that they had evaded their patriotic duties during the war, and had enriched themselves in unscrupulous fashion amid the national misery that followed it. The Nazi use of violence, terrorism, and even assassination, to promote their aims made them abhorrent to many observers, and so it continues. and so it continues, Mr. Speaker. --(Interjection)--

MR. SPEAKER: Order please. Order please. The Honourable Minister .

HON. SAMUEL USKIW (Minister of Agriculture)(Lac du Bonnet): To the Honourable Minister of Education. The book that he just - well he didn't table it - but he referred to a book from Alberta, that apparently was within the university system of Alberta, was that book authorized by the Social Credit Government as a document that conformed to the laws which . . . reading in Alberta at that time?

MR. HANUSCHAK: Of that, Mr. Speaker, I'm not aware, but I am aware of the fact that it was authorized by the government of the day, of this province for use in our schools. Then, Mr. Speaker, we move on and we move on at a 19 - and then we find a course, the Grade 12 history course revised. It is now called "Modern Civilization," and the outline for it is put out in 1966. In 1966, Mr. Speaker, and it covers much the same period of history of Europe since 1500 as the previous one did, and very clearly and definitely in the outline, it deals with the rise of totalitarian dictatorship, Communist Russia, Facist Italy, Nazi Germany, totalitarian aggression, --(Interjection)-- yes it's all there - in 1966 and in 1971, in 1971 a further revision, a further revision, and now, Mr. Speaker, we offer, as of two years ago, a course in "World Studies Comparative Systems," making a comparative analysis of one system of government with another, and then, Mr. Speaker . . .

MR. FROESE: When the Minister is finished with the pamphlet, or whatever he has there, could he table that also?

MR. HANUSCHAK: Mr. Speaker, these are public documents. These documents are available to all, but I would be happy to table them, yes of course, of course, to accommodate the honourable member --(Interjection)-- Province of Manitoba, Department of Youth and Education, "History 300, World Studies, Comparative Systems." Authorized by the Minister of Youth and Education in 1971. Province of Manitoba, Department of Education, "Modern Civilization 300", authorized by the Minister of Education 1966 --(Interjection)-- 1966, Mr. Speaker. Then yes, and it also speaks about democracy. It also speaks about democracy, and let's move on, Mr. Speaker. Then we come to the present state of affairs with the introduction of an extension of the study of comparative governments, and also brings it down one grade for the grade 11 level, to a course entitled "Political Studies 201". It's an optional course --(Interjection)-- Well yes. It was just pointed out to me that . . . has any reference to democracy. Of course, even in the 1971 program one of the topics is "What is Democracy?"

Now we come to the course that we are dealing with at the present time, and last night, Mr. Speaker, honourable members spent many hours dealing with one particular portion of it, with one unit of it, which the honourable member and a number of honourable members in opposition, call the "Teacher's Guide". Now let's look at this, Mr. Speaker, in its context, in its entire context - what is this course of political studies all about?

Now I hope that the honourable member would listen, and I will read this especially for him and especially for the Honourable Member from Thompson, Mr. Speaker. "In recent

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(MR. HANUSCHAK cont'd) . . . . years," and this is what this course is all about, Mr. Speaker, "In recent years government and politics have increasingly pervaded our society. At the same time political change is constantly taking place without people being conscious it. More people are demanding a greater voice in the decision making of the different levels of government. It is certain that non-political problems such as ecology, nuclear weapons, and multi-national corporations, will eventually require political solutions. Due to these reasons, and the fact that the age of enfranchisement has been lowered, it is felt that the general objective of this course is to make the students politically aware. This is to be accomplished from a study of politics using Canada" - and I repeat for the benefit of the Honourable Member for Thompson - "using Canada as a basis of understanding."

Mr. Speaker, at the present time for the information of the Honourable Member for Thompson, to enable him to compare the document that he is reading from with the document that I am reading from, the document that I am reading from is entitled, "Province of Manitoba, Department of Education, Political Studies 201". And if he says the same thing then we have a problem, but I don't believe that it does, Mr. Speaker --(Interjections)-- Then let me continue, Mr. Speaker.

MR. SPEAKER: Order please.

MR. HANUSCHAK: However the understanding should come about not only through a study of the political processes but also through active student involvement." And then it goes on to define the specific objectives, to acquaint students with political concepts; to make students aware of the different functions of government; to develop student skills and formation of hypotheses and defining and testing and gathering data, and then generalizing; to assist students in identifying conditions conducive to political change; to foster the understanding of political problems through involvement, activity and imagination; to strengthen students abilities to support ideas and interpretations with reason, evidence; to help students to examine the national, provincial, and local governments of their country in the light of their understanding of the political concepts within these objectives. And then the program, Mr. Speaker, is divided into four units, into four units. The first is Introduction to the Study of Politics; the second unit with Political and Social Change -- and that subdivided in two parts, political activities and (b) a political project; the third unit, State and Government; and Unit 4, is titled Ideologies.

And the first unit, Mr. Speaker, the first unit, and I would want you, Mr. Speaker, to examine this in its total context. "Introduction to Politics." In this context, explore - this is --(Interjection)-- check again, yes. This is the outline. In this context explore such concepts as conflict, institutions, decision making, leadership, membership, citizenship. These should be discussed with reference to contemporary events and situations, depending upon the student-teacher preferences and student ability. A discussion and study of so-called non political events and situations should lead to a discussion of these concepts in the context of questions such as (a) what is politics, (b) how these politics occur, (c) why study politics. And teachers are reminded again to encourage student interest by reference to contemporary political events and situations.

And then the second unit, Mr. Speaker, goes on to deal with "Political and Social Change". And just very quickly I'll skim over this. Political activities, political parties - I'm sorry the Honourable Member for Rhineland isn't in his seat, there's nothing here excluding the Social Credit Party. I am sure that in dealing with political parties, all political parties would be dealt with, --(Interjection)-- Even the Social Credit Party and the Independents. The electoral process, agents of political change, the individual in politics, interest in pressure groups, public opinion, and then goes on to deal with student political activities and projects, and some suggestions for types of projects that they could choose from, some areas of consideration are ecology, elections, law enforcement, drug abuse.

The third unit deals with state and government. "What is Canada?" And the question is put: a state or a nation? This question is for discussion purposes. Differentiate between the above terms and explain in the context of questions such as: What is a State? What are the essential characteristics of a state? What's a nation? Why do we need government? What is government? The Institutions of Government; the Legislature; the Executive arm; the Structure of the Legislature; the Functions of the Legislature; and within the Legislature of course when we talk about function of Legislature, we talk about the function of the government and the official Opposition; the Executive Function; the Structure of the Executive Arm

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(MR. HANUSCHAK cont'd) . . . . of Government and its Function; Law in the Judiciary; and then Public Administration; Constitutions; How our Governments are Organized.

And then Unit 4. Unit 4, Mr. Speaker, as Unit 4 reads: "Within the plan that is being followed by the five schools within which this course is conducted on the pilot basis." Perhaps I should mention the schools too, Mr. Speaker, On a pilot basis, Sisler School is one; the Kildonan East Regional Vocational High School is another; Garden City Collegiate in Seven Oaks is a third; Westdale School in Assiniboine South is a fourth; and the fifth school--the Honourable Member for Thompson would be interested in knowing which - of the fifth schools, which one is the fifth school that is conducting a pilot project in a course of political studies. --(Interjection)-- No, it's not a school in Thompson, it's St. Paul's High School in Winnipeg, St. Paul's High School in Winnipeg.

A MEMBER: You mean that catholic school?

MR. HANUSCHAK: Yes, yes. --(Interjection)-- And it's a private school, yes. And it is conducting, it's joined with us to run this course on a pilot basis, on an experimental basis. And, Mr. Speaker, -- Interjection)-- With the Catholic Church, yes. --(Interjection)-- The teachers at the present time is a mixture of lay and clergy. --(Interjection)-- And the outline for Unit 4, Mr. Speaker, reads as follows: "Teachers are reminded that this is an introductory course and the number of ideologies considered, as well as the level of sophistication, should be governed by student ability and interest. This is the way that it reads for the current school year.

For next year there's going to be a slight revision because as had been pointed out by the Honourable--as had been pointed out. --(Interjection)-- If the Honourable Member for Thompson would just bear with me and I'll tell him what the revision is. As the Honourable Member for St. Matthews pointed out night, that the curriculum planning process involves not only staff from within the Department of Education but also teachers in the field, and ad hoc committees are formed from time to time to review programs, review various courses, and they sit down and review the courses, make recommendations - some of the recommendations are accepted, others are not - and thus change comes about, Mr. Speaker, And the committee assigned to deal with the Political Studies Program is still in the process of meeting and is still in the process of revising the program.

You know, Mr. Speaker, I really do regret that the Honourable Member for Riel has found it necessary to leave because - however he'll read it in Hansard - and . . .

MR. SPEAKER: The Honourable Member for Thompson.

MR. BOROWSKI: Mr. Speaker, the Minister just indicated five schools that are teaching it. I wonder if he'd explain how this is possible when we were told last night by several Ministers that this is really only a recommendation like the Kierans Report? Yet we're being told today that it's actually been taught. Who is lying in this House?

MR. HANUSCHAK: Again, Mr. Speaker, obviously the Honourable member misunderstood the explanation completely. The projects that were assigned, the topics for discussion that were set out, those are recommendations, Mr. Speaker. Those are the recommendations. And then, Mr. Speaker, let me get back. I said that at the present time the teachers are reminded that it's an introductory course and the number of ideologies considered, as well as the levels of sophistication, should be governed by student ability and interest. Next year, and this by the way is no different than it read in the old history course where there was a similar recommendation made that the following outline is intended to be suggestive rather than prescriptive, provided that the eventual goal is reached teachers should feel free to organize their material as they think best. And this, Mr. Speaker, is very much in line with the extended freedom and independence that we've granted school divisions and teachers in the delivery of the education program in the Province of Manitoba to our students.

For the following year, Mr. Speaker, Part 4 is being amended by this one addition, that this unit is to be attempted only --(Interjection)-- You know if the Honourable Member for Thompson - he makes it so obvious that he has this damned one-track mind of his - every second word is Bolshevism and communism. If he'd shut up for a minute and listen then he'd learn what the hell this is all about. --(Interjection)-- I now thank the honourable member.

A MEMBER: Take the blinkers off.

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MR. HANUSCHAK: This unit is to be attempted only if time and the abilities of the student permit. Now some questions to be posed in this section are: The first, What is an ideology? What is the function of the government and the individual in the context of contrasting ideologies? Possible ideologies that may be considered are, anarchism, conservatism, democratic socialism, fascism, liberalism, marxism, leninism, national socialism, populism.

That, Mr. Speaker, is what is how Unit 4 reads at the present time. What I have just read to you, Mr. Speaker, as to what is contained within Unit 4 by way of guidance to teachers is exactly what I have read. And it's exactly what I've read, Mr. Speaker. Now the honourable member is saying to me that it is not. Now let me explain to the honourable member --(Interjection)-- let me take a few minutes of the House's time and explain to him what the document is that he has in his possession. And the explanation's very simple, and the explanation is very simple.

A MEMBER: Well don't you want to hear it anymore. Well then keep quiet and he'll tell you. You want the truth, or what do you want. Let him explain it; let him answer.

MR. HANUSCHAK: As I had indicated to you, Mr. Speaker, . . .

MR. SPEAKER: Order please. I am going to appeal to all the honourable members once more. I have no objection to a little bit of banter to the odd interjection but when it becomes totally overbearing, it is most annoying and it's really contrary to the rules. And I think that the honourable members should contain themselves and find another opportune way of doing what they wish to do, do it properly in debate. I think that's what this House is for. Let's do it properly in debate not just interjecting. The Honourable Minister.

MR. HANUSCHAK: Mr. Speaker, you're quite correct in admonishing the House but may I point out to you that the rabble that I just heard a while ago did not really disturb me all that much. Let me explain to the Honourable Member for Riel and the Honourable Member for Rock Lake, who feels that I have a lot of explanation to do, to offer him, to explain to him very briefly what it is that he read. As I said a moment ago, Mr. Speaker, this is a pilot project. There is a committee appointed by the Curriculum Branch of the Department of Education to keep a constant watchdog eye on the growth and the development of this program. And because it is still in a state of flux even -- and because only five schools are involved, you're not dealing with a hundred schools - so from time to time there is need to make changes in mid-term, or perhaps the committee would meet and recommend changes for the following year. The suggestions for change may come from the Director of Curriculum, they may come from another officer or employee of the Department of Education, they may come from the teachers responsible for the conduct of this pilot project, from whatever source. They may come from members of the community, of the curriculum sub-committee perhaps if I wish to be more accurate, dealing with the program of political studies. And, Mr. Speaker, a member of the committee, one a teacher employed within the Province of Manitoba who serves on this committee, sat down and put down some of his own thoughts, his own ideas, on paper as to how he would develop this particular unit, as to either how he would develop it, or what suggestion, what counsel and advice he would offer to other teachers to assist them in developing it. And he put this down on paper, and he put this down on paper and at this point in time, Mr. Speaker --(Interjection)--

MR. SPEAKER: Order, please.

MR. HANUSCHAK: And at this point in time, and at this point in time, Mr. Speaker, the curriculum sub-committee has not dealt with this matter, has not approved the paper, and nor have the teachers. --(Interjection)-- Of course they do and I've read to you. --Mr. Speaker, if the honourable member would have listened, I read to him the outline of Unit 4 that is followed. I read to him that; he chose to shut his ears, so that's his own damn problem not mine.

MR. SPEAKER: Order please.

MR. HANUSCHAK: . . .and the honourable member knows full well the program is being taught in the school system today, and he knows full well the program is being taught in St. Paul's High School today, and doing a fine job of it. --(Interjections)-- Now, Mr. Speaker, . . .

MR. SPEAKER: Order, please. Again I appeal to the honourable members. Would the honourable member that is debating address his remarks to the Chair and totally ignore the others, and if they keep interjecting I shall name them, then we'll be rid of them. The

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(MR. SPEAKER cont'd) . . . . Honourable Minister.

MR. HANUSCHAK: Mr. Speaker, as long as this program is in the course of development, and even after, because with other subjects, they're possibly under review and in the process of change to meet the changing needs of the times, and so it will continue with this, that there will be many papers, many proposals, many proposals submitted to the curriculum committee or a sub-committee thereof suggesting change. And many of those changes, and many of those proposals, will not be accepted, and many others will, Mr. Speaker. So as far as this proposal is concerned as far as this proposal is concerned, the proposer of it did not suggest any change to the basic content of what should be contained in Unit 4. He introduced some project activities, and what not, that features . . .

MR. SPEAKER: Order, please. The honourable member state his point of order.

MR. BOROWSKI: My point of order is, Mr. Speaker. A moment ago you asked the House to keep quiet while the Minister spoke. We on this side have been silent. The members on that side are provoking us, and I ask you to enforce your ruling, that is, naming members, because they're the ones that are chattering, we are quiet on this side.

MR. SPEAKER: The point the honourable member raises is well taken. I wish he would take his own advice. The Honourable Minister.

MR. HANUSCHAK: Mr. Speaker, but as far as the shape and form of this program, no doubt it may change as it goes through a process of evolution, but insofar as the content of it is concerned I do feel, Mr. Speaker, that we're offering something in response to what the youth wants. You know somebody spoke of a generation gap. It's more of a generation gap on that side, it's probably something much wider and deeper than a Grand Canyon between them and the young people. The young people are asking for information to assist them in making political decisions wisely, and I feel, Mr. Speaker, that we are offering a course that's meaningful, that's relevant, and it will foster development of citizens to take their proper place in our country.

MR. SPEAKER: Order, please. The hour being 12:30 I am going to adjourn the House but before I do I want to indicate to the Honourable Minister he has five minutes left in his 40 minute allowance. The Honourable House Leader wish to make a comment?

MR. GREEN: Yes, Mr. Speaker, I spoke to the Honourable Leader of the Opposition. I believe I spoke to the Honourable the House Leader but I'm not sure, that I would presume that we would come back into the House at 2:30 and go to Committee after the question period in the possibility that we could continue working if committee doesn't happen to last until 5:30.

MR. SPEAKER: Agreed? (Agreed) The House is now adjourned and stands adjourned until 2:30 this afternoon. (Friday).