

THE LEGISLATIVE ASSEMBLY OF MANITOBA
10:00 o'clock, Friday, April 11, 1975

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 85 students of Grade 8 standing of the Hastings Junior High School. These students are under the direction of Mrs. Milne and Mrs. Meleschuk. This school is located in the constituency of the Honourable Member for Riel.

We also have 27 students Grade 11 standing of the Churchill High School. These students are under the direction of Mr. Cooper. This school is located in the constituency of the Honourable Member for Osborne, the Minister of Consumer, Corporate and Internal Services.

And we have 30 students Grade 4 and 5 standing of the Happy Thought School. These students are under the direction of Mrs. Klim. 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.
Presenting Petitions; The Honourable Member for Fort Rouge.

PRESENTING PETITIONS

MR. LLOYD AXWORTHY (Fort Rouge): Mr. Speaker, I beg to present the petition of Susanne Thiessen praying for the passing of an Act for the benefit of Susanne Thiessen.

MR. SPEAKER: Reading and Receiving Petitions; Presenting Reports by Standing and Special Committees; Ministerial Statements and Tabling of Reports; --(Interjection)-- The Honourable Member is not a Minister. The Honourable Member for . . .

MR. SIDNEY SPIVAK, Q. C. (Leader of the Official Opposition)(River Heights): Yes, Mr. Speaker, I realize that but I wonder if I could direct, through you, a question to the First Minister and ask whether he intends to make a statement.

MR. SPEAKER: Order please. We can get that under the question period. The Honourable First Minister.

HON. EDWARD SCHREYER (Premier) (Rossmere): Mr. Speaker, it's a rather irregular procedure but I suppose by leave the question was put and by leave I reply that in the question period the substance . . .

MR. SPEAKER: Does the Honourable First Minister have leave to proceed with a statement?

MR. SCHREYER: No, I'm sorry, sir, I have no statement. I am asking for leave to reply to a question that I believe should have had leave to have been asked at this stage. And that is simply to indicate that the substance can come out in the question period.

MR. SPEAKER: Thank you. Any Ministerial Statements or Tabling of Reports? Notices of Motion; Introduction of Bills; The Honourable Minister of Agriculture.

INTRODUCTION OF BILLS

HON. SAMUEL USKIW (Minister of Agriculture) (Lac du Bonnet) in the absence of the Minister of Labour introduced Bill No. 28, an Act to amend The Employment Standards Act; and Bill No. 29, the Payment of Wages Act (Recommended by His Honour the Lieutenant Governor).

MR. SPEAKER: The Honourable Minister of Highways.

HON. PETER BURTNIK (Minister of Highways) (Dauphin) introduced Bill No. 30, an Act to amend the Highways Protection Act.

MR. SPEAKER: Questions.

ORAL QUESTIONS

MR. SPIVAK: Mr. Speaker, my question is to the First Minister. In his presentation to the Federal-Provincial meeting on gas and oil price increase, he indicated that every dollar added to the price of the barrel of oil would increase the consumer price index by at least 1/2 percent and in addition would add \$20 million a year to the cost to the consumers in Manitoba. So that a \$2.50 would be \$50 million - approximately - I wonder if he can indicate to the House what the cost to the people of Manitoba would be for the natural gas price to rise to the equivalent level.

ORAL QUESTIONS

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Well, Mr. Speaker, that could be calculated out, in fact I think one could do so almost extemporaneously if one had a mini-calculator here or a slide-rule, but it's a case of taking the present consumption by Manitobans, residential and industrial, of natural gas in MCF times the increment that would have to take place in adjusting from the present price to the oil equivalence price. I'm sure that the Honourable Leader of the Opposition has that figure or at least could easily obtain it, but I'd be happy to provide it as precisely as we could.

MR. SPIVAK: Well, I wonder if the First Minister could indicate with the battery of figures and proposals that he had in his suitcase as he went down to the conference whether he had the figure that would indicate in global terms what that amount would be for the consumers in Manitoba.

MR. SCHREYER: It would be in one of the tables of background material that we had. I don't believe that we incorporated it into the statement that we distributed as such, because at that point in time that was not the main point of the conference that took place in the last two days. And as the Leader of the Opposition knows, the firming up of the apparent intention of the Government of Canada to go along with the proposed increase in the price of natural gas to bring it to oil value equivalence, is something that was brought forward only in the last 48 hours.

MR. SPIVAK: I wonder if the First Minister could indicate whether Manitoba agrees with the Ontario figures that 90 percent of the increase of the price per barrel from 3.80 to 6.50, of the 2.70 that has taken place and is still in operation and will be until the end of June, that 90 percent of that money went to the Governments of the producing provinces and to the Federal Government.

MR. SCHREYER: Mr. Speaker, I believe that that is an approximately correct estimate. Certainly it is no secret that Manitoba did not ask for any increase, other jurisdictions did, and in the discussions that took place, approximately a year ago, there was some consensus developed with varying degrees of grudgingness, or enthusiasm, for that price adjustment at that time. Of course, Manitoba's position was that the price increase would have an adverse effect.

The counter argument to that is that Canadians are, despite that increase of a year ago, better shielded against the great increases in the world marketplace as far as oil prices are concerned than people anywhere else in the free world. I'm not so sure about the Communist lot but that in a sense is irrelevant. So if the Leader of the Opposition is seeking to extend commiseration to this side or if he is seeking us to commiserate with his point of view, that is easy for us to do. We quite agree to commiserate.

MR. SPIVAK: Well then I wonder if the First Minister would acknowledge that the windfall profits of the 2.70 per barrel did not go to the oil companies but went to the Governments.

MR. SCHREYER: Mr. Speaker, with respect to the disposition of the increase that took place last year, the answer is an emphatic yes. That by far the greater part, something approaching 90 percent of the increase amount of last year did go to practically anyone else other than the oil companies. And clearly, largely the producing provinces, but Ottawa as well. That is why I have indicated to counterparts at meetings we had in the last two days, that if there was to be any hope whatsoever of gaining concurrence of certain provinces, in which I would include Manitoba, to any further price increase because of the allegation that such is needed to realistically provide for expensive frontier northern oil exploration that there would have to be some give and take, and part of that give would have to be a giving back by the Government of Canada and the producing provinces of the excessive take that they took from the price increase by way of increased royalties. In the case of Manitoba we have simply taken that very modest (in dollar terms I mean) modest increment and we have applied it to the rebating back by way of the drop in the motive fuel tax last year.

MR. SPEAKER: The Honourable Minister of Consumer, Corporate and Internal Services.

HON. IAN TURNBULL (Minister of Consumer, Corporate and Internal Services) (Opposition): Thank you, Mr. Speaker, I have a reply to a question asked by a member of the Conservative Party the other day with regard to butter. The retail price of butter in Winnipeg,

ORAL QUESTIONS

(MR. TURNBULL cont'd) Mr. Speaker, or throughout Canada is basically determined by the Canadian Dairy Commission's butter support price. If manufacturers cannot sell butter to the public at a price higher than the support price, the manufacturer would sell stock to the Dairy Commission. The Canadian Dairy Commission alone has the authority to purchase butter abroad; therefore, Mr. Speaker, no group could buy butter abroad at depressed prices and then resell at the support or above support price. The retail price of butter is relatively stable throughout Canada because of the Canadian Dairy Commission's control of import and support price levels. This is not the case in the United States where prices fluctuate more so than in Canada. Moneys gained through foreign purchases are therefore retained for dairy producers and do not end up in the hands of manufacturers or retailers.

Mr. Speaker, I have additional information here that I'm sure the member would be interested in. The purpose of the support prices to the Dairy Commission is to maintain prices at . . .

MR. SPEAKER: Order please. I can understand that a reply should be fairly cogent and with some detail but when it becomes a speech I think we have to rule it out - or a statement. The Honourable Member for Fort Rouge.

MR. AXWORTHY: Mr. Speaker, I have a question for the First Minister. In view of the agreements made at the Federal-Provincial Conference for policy and guidelines on inflation, can the Minister indicate whether we can expect his government to be announcing or making public its specific percentage guidelines for wage settlements in key areas that are coming up for negotiation during the spring such as construction, civil service and such like?

MR. SPEAKER: The Honourable First Minister.

MR. SCHREYER: Mr. Speaker, there would be some dilemma in trying to meet the request of the Honourable Member for Fort Rouge, because just yesterday the provinces were asked to co-operate with the Federal Minister of Finance in the bringing forward of guidelines for responsibility and restraint in the economy. Unfortunately those guidelines or proposals which the Federal Minister of Finance is working on, conjuring up or working on, whichever it is, are not yet forthcoming, and if we or any other province were to attempt to bring guidelines forward at this time, it would be flying very much in the face of possible future federal-provincial co-operation, because the guidelines might be at odds or at variance one with the other.

MR. AXWORTHY: Thank you, Mr. Speaker. Could the Minister indicate whether he is prepared to begin meeting with representatives of key sectors of the economy, such as labour officials and apartment owners and other people who are now in such a position to develop what might be acceptable guidelines so that he can help the Minister of Finance in his conjuring as well as to establish some guidelines within our own province?

MR. SCHREYER: Mr. Speaker, meetings of that kind have been taking place in recent weeks and for that matter continuously from time to time over the past years. I'm not sure that I want to give an undertaking to meet with any specific group or association per se, but certainly I will continue to meet with people who are representatives of the various sectors of our economy and I do not resist the prospect of meeting more formally with associations as such from time to time.

MR. AXWORTHY: Thank you, Mr. Speaker, I have a final supplementary to the First Minister. Could the Minister indicate whether he will be giving instructions to government departments and Crown agencies, in specific Manitoba Hydro to pull back on some of their increases, and in specific, would we see a rescinding of the Manitoba Hydro rates back to a lower level in terms of trying to respond to the call of the Minister of Finance for greater restraint on price pushes in inflation?

MR. SCHREYER: Mr. Speaker, I have never heard the Honourable John Turner, the Prime Minister or any responsible person in Canadian public life, advocate the rolling back of a price of a utility service that is operating under either a non-diversion of revenues statute or operating under formerly determined by utility board or commission, rate bases and rates of return.

The fact of the matter is that in the case of Manitoba Hydro, it is not as though it is enjoying surplus revenues or profits as a result of excessive pricing in the marketplace. Manitoba Hydro's operation is now, and has been for a few years, in a state of substantial expansion and so a certain cash flow is needed in order to offset its certain basic expenses and interest carrying costs. And I say finally, and this should really put the lid on whatever my

ORAL QUESTIONS

(MR. SCHREYER cont'd) honourable friend is thinking, that Manitoba Hydro rates are still in the lowest quartile or the lowest rank of electric energy rates in Canada, among the very lowest, sir.

MR. SPEAKER: The Honourable Leader of the Opposition.

MR. SPIVAK: Mr. Speaker, I wonder if the First Minister can indicate to the House whether in the discussions that took place in private, and they were not public, with respect to an increase that could take place up to 2.50 a barrel or what price could occur, whether the Federal Government, through the Prime Minister or through the Minister of Energy and Mines, indicated that the provincial governments would also share in the new moneys to be realized as a result of the increase by way of some additional funding of equalization payments so that every provincial government would increase the amount of funds it would receive from the Federal Government?

MR. SCHREYER: Well, Mr. Speaker, firstly I would like the Honourable the Leader of the Opposition to know that I was not among those urging or pressing for the closed session on the second day. I think I'd just like to be on record in that regard. However, even the mode or the fashion in which the meetings are held, that, too, sir, are subject to consensus as to how it should be done.

Well, apart from mechanics, I must say to the Honourable the Leader of the Opposition that there is no undertaking with respect to any change in the equalization formula. And here I might indicate one or two other points here that might be of some information to the Leader of the Opposition relevant to his question, but these were matters that came up at the closed luncheon meeting. And just offhand, I'm not sure if it would be quite ethical to reveal it at this time since they, in a sense, indicate federal policy intent not yet announced by the Federal Government itself. So I have a problem there.

MR. SPIVAK: I wonder if I could phrase the question in such a way to the First Minister without having to put him into a position where any confidence would be breached, to ask through you, sir, to him whether Manitoba could anticipate additional funds available to the Provincial Government if a price increase was to take place?

MR. SPEAKER: That's hypothetical.

MR. SCHREYER: Hypothetically, I should think not, not on the basis of what was said thus far.

MR. SPIVAK: Mr. Speaker, I wonder then if I could move to another phase and ask the First Minister whether in the discussions that took place, Manitoba proposed a control or freeze on wages, prices and profits.

MR. SCHREYER: We expressed the view, Mr. Speaker, it is a rather balanced and refined view if I may say so and it doesn't lend itself to a one or two sentence articulation. The statement was circulated publicly after my verbal comments and I would prefer to leave a copy or to ensure that a copy is made available to honourable members, following which perhaps some questions might be asked or it might be debated further in the Budget Address. But, in a nutshell, sir, we have indicated that while we have some skepticism about the idea of voluntary price and wage and profit guidelines, nevertheless we wholeheartedly join in the attempt being requested by Ottawa for the simple reason that no other alternative at this point in time seems likely to be accepted by a sufficient number of governments in Canada to make it work, in any case. So really what choice is there but to go along with what may seem to be a relatively less effective means but it is worth trying.

MR. SPEAKER: The Honourable Member for La Verendrye.

MR. BOB BANMAN (La Verendrye): Thank you, Mr. Speaker, I direct my question to the Minister of Agriculture. I wonder if the Minister could inform the House as to when the elections will be held to elect producer representatives to the Manitoba Producers Milk Marketing Board.

MR. SPEAKER: The Honourable Minister of Agriculture.

MR. USKIW: That determination has not been made yet, Mr. Speaker.

ORDERS OF THE DAY

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

MR. SCHREYER: Mr. Speaker, I understand that there is one bill that could be called, and that is Bill No. 20, debate standing in the name of the Honourable Member for Roblin. --(Interjection)-- If there is a desire to stand it, well then, sir, I would move that we would proceed into Committee of Supply.

Accordingly, sir, I move, seconded by the Honourable Minister of Agriculture that you, sir, do now leave the Chair and the House resolve itself into a committee to consider of the Supply to be granted to Her Majesty.

MOTION presented and carried and the House resolved itself into a Committee of Supply with the Honourable Member for Logan in the Chair.

COMMITTEE OF SUPPLY - EDUCATION

MR. CHAIRMAN: Resolution 47 (d)--passed. Resolution 47 (e)-- The Honourable Member for Rock Lake.

HENRY J. EINARSON, (Rock Lake): Mr. Chairman, I'd like to pose a question to the Minister in regards to 3(e) - Teachers' Retirement Allowances Fund. I think it's in order under this item, Mr. Chairman. That it's been a problem with the minority group of people who have been involved in the teaching profession and it's a matter that I'm given to understand the teachers who are involved in this particular area have had difficulty in trying to come to a consensus with the Minister and his Department. And the teachers that I'm referring to, Mr. Chairman, are those who offered their services in the Second World War.

Now there are a number of categories that these teachers find themselves in. It could be that a person went to Normal School prior to the Second World War, had probably just completed their Normal School in '39 or '40 and then offered their services for their country. There were those who probably were in the services came back and were disabled for a period of time and who could not engage themselves back in the teaching profession for some time after the war was over. I understand that it's not a great deal in the way of a money problem; I also understand that those people who are involved in this category were prepared to put up their portion of the funds to bring them into that category whereby if those years that they served their country would be given credit to a pension plan that they are seeking.

I thought, Mr. Chairman, this is an issue that is important to those people who offered their services, the supreme service, to their country and are not being recognized by this Minister of Education. I feel, Mr. Chairman, that there's a moral principle here that the Minister should be looking at. And while he may have many arguments from many citizens of this province who find themselves in other categories and try to compare it with what I am referring to now, I don't think that their comparison is a valid argument. So, Mr. Chairman, I would like to hear what the comments are from the Minister on this particular point. I think it's an issue, and I repeat again that there's a moral principle here, and that those people who did not offer their services or did not have to go for various reasons to serve their country are able to benefit by the years that they were teaching while others went to serve their country. I would like to hear from the Minister on this particular matter, Mr. Chairman.

MR. CHAIRMAN: The Honourable Minister of Education.

HON. BEN HANUSCHAK (Minister of Education; Minister of Colleges and Universities Affairs) (Burrows): Yes, Mr. Chairman. The matter that's at issue here is one concerning something in the order of about 30 teachers, and I would like to remind the honourable member that the concerns, some of the anomalies - and there are anomalies related to these particular cases - had first been brought to the attention of government of this province about ten years ago, and I think, Mr. Chairman, you will find that the record would show that during the first four years of that ten-year period absolutely nothing was done with respect to those who for whatever reason, because of the manner in which the legislation and/or the regulations read, were disqualified from claiming credit for war service. And since then a number of those anomalies have been corrected, and if the honourable member would check back on the bills amending The Teachers' Retirement Allowances Fund Act over the past few years he would find that to be so. But nevertheless the fact still remains that there are approximately 30 or so within this category. So I would not wish an impression to be created in this House that war veterans in total are being disregarded and are not being given credit for war service, because that is not so. It is a small number, as the honourable member did point out, I believe.

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd)

Now it so happens, Mr. Chairman, that practically each of the 30 cases is somewhat different from each other. There are some similarities and on the basis of those similarities it's possible to group them into about five or six different categories for the reasons for which they may have been disqualified. One is - the first that comes to mind - is the definition of a teacher for pension purposes and a teacher is defined as one who had held a teaching certificate and had been employed as a teacher within the public school system within - and I'm speaking from memory, Mr. Chairman. There is a time limit, I think it's twelve months prior to enlistment. No, no, immediately prior to enlistment, that is it. And must return to the active practice of teaching within a definite period of time after his discharge or release from the Armed Forces.

I know some of the cases had arisen where a teacher may have terminated his teaching contract the end of June anticipating being called into the Armed Forces in the near future; the summer months went by, the months of July and August, he wasn't called up and then, as the honourable member may recall, he may have been called maybe shortly after that but there was leave given to complete the harvesting operations on the farm and this sort of thing and consequently he may not have enlisted until some time later in the fall. So according to the interpretation of the Act he did not go directly from teaching into the Armed Forces, because a teaching year commences September 1st and he was not under a teaching contract at that time. And he did it with the best of intentions knowing full well that he would not be able to serve out the full year as a teacher and not to in any way put the school board into any difficulty therefore he did not go into teaching.

And then there were also problems at the other end, after discharge. One type of case that comes to mind, where some teachers who were in the Armed Forces were asked to teach under a federally-funded program, the name of the particular Act escapes me at the moment, but the purpose of it was to offer sort of a quick refresher - high school refresher program for the war veterans to enable them to continue with their education. So teachers of course were asked to offer that course. And this was offered right across Canada. And I don't know under what arrangement it was offered in other provinces but I discovered recently that in the Province of Manitoba, even though it was a federally-funded program, but it was offered under the jurisdiction of the Department of Education. So the way The Pensions Act reads it would seem to disqualify those people because they had - and some of them may have, you know, stayed on for a couple of years under this program and therefore did not return to teaching within the prescribed time - but it would seem that in Manitoba those teachers could well be included as they have been and have been recently notified of the fact that they could receive credit for war service where they taught in Manitoba under a federally-funded arrangement for the retraining of war veterans.

And then of course there's the question of those who may not have completed their teacher training prior to enlistment, in fact they may have been very near completion of their teacher training at the time of enlistment, but they did not hold a teaching certificate at the time they enlisted and then the question arises should they be entitled to credit for war service.

Then the other issue that we must bear in mind is we attempt to keep the two pension plans, the teachers and the civil service one operating within very similar parameters, and there is the question that if we change the legislation governing one pension plan what effect would it have on the other. The honourable member may recall that last year the Manitoba Teachers Society appeared before a Law Amendments Committee of this House urging amendment to legislation to cover the categories of teachers that the honourable member was referring to to enable them to claim credit for war service, and at that time I did assure the delegation from the Manitoba Teachers Society that I together with the Minister responsible for the Civil Service Commission will take this matter under consideration and address ourselves to it. This we are presently doing and it is my hope that before the session ends that there will be legislation brought in amending the Teachers Retirement Allowances Fund Act to deal with and correct the anomalies that have presently been drawn to our attention. Whether or not we will be able to correct all I cannot say at this time, and I cannot say at this time because our staff, and because this is an inter-departmental thing where we have to continuously keep touching base with the Civil Service Commission, we have not made a complete and final check and comparison of the effects of such amendments that there would be on both pension plans. So

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) this is still continuing and that is why I cannot say at this time whether we'll be able to deal with all of the anomalies or what may appear to some to be inequities, but certainly an attempt will be made to correct as many as we possibly can.

MR. EINARSON: Yes, Mr. Chairman, just to conclude then, I thank the Minister for his descriptive explanation and I think I did preface my comments by saying that the number of teachers were few, they weren't many. Did I understand then the Minister to say that he was hopeful of trying to come to an agreement with the Manitoba Teachers Society on this problem with the maximum number of those concerned before the session ends?

MR. HANUSCHAK: Yes.

MR. CHAIRMAN: (Resolution 47--Passed) Resolution 48 (a) (1) The Honourable Member for Brandon West.

MR. EDWARD MCGILL (Brandon West): Mr. Chairman, I'm having a little difficulty here. I'm wondering under which item in the Education Estimates the matter of the Textbook Branch of the Department would be discussed. I understand there is a textbook store or purchasing agency. Could the Minister indicate which line that would properly come under.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: It's an open ledger account, it's a self-sustaining operation and hence it does not appear in the Estimates, but the Textbook Bureau is reported on in the Annual Report. I suppose, Mr. Chairman, to assist the honourable member, to indicate where it would be appropriate to deal with the Textbook Bureau, not seeing any appropriate slot I suppose it will have to be under my salary.

MR. CHAIRMAN: (Resolution 48--passed) Resolution 49 (a) (1). The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I have a few comments to make on this department, of this Branch of Curriculum Development and Special Services. I would think it would be fair to say that the problem bothering, or most bothering the parents and the post-secondary teachers and the administrators in post-secondary education is the fact that large numbers of young people are leaving the high schools in some degree illiterate. That is they lack the ability to read and write and calculate. Mr. Chairman, this failure places a rather heavy burden of responsibility on the Curriculum Development Branch and on the Professional Development Branch. Since 1970, and including the '76 appropriations the Curriculum Branch has and will spend approximately \$6 million, a little more than \$6 million, and the Professional Development Branch a little over \$1 million. Between them well over \$7 million in six years. And yet at the end of that time, after that expense and that amount of money we face illiteracy in students coming out of the school process. There can hardly be a more damning criticism of any government operation than to say that after spending millions of dollars we are producing large numbers of students who cannot read properly, who cannot write or speak grammatically and who cannot calculate accurately.

Mr. Chairman, I think this in summation is the concern, and a growing concern, in all parts of our province and across Canada. It isn't peculiar to - I think in fairness we should say that these criticisms have been made in other provincial jurisdictions. But I'd like the Minister's comment at this time, it's under Curriculum Development that this should properly be discussed, and I think specifically I'd ask the Minister to tell me what the procedures are by which curriculum revisions take place.

MR. HANUSCHAK: Well, Mr. Chairman, I've made a note of the honourable member's earlier comments but I have not of the last one, so as not to forget it let me commence with it.

What are the procedures with respect to the handling of curriculum revisions? Well No. 1, in the various subject areas that are taught in the public school system we do have staff, each of whom is expert in his own particular field, to give the necessary guidance and direction to curriculum development within his particular area. But this is done in very close liaison with the teachers. There are a number of curriculum committees set up on a subject area basis at the elementary, junior high, senior high levels which work with our staff, which report back on the suitability of various teaching aids, various teaching methods, texts and so forth, which in turn assists us in determining what texts we would approve for the teaching of various subjects and what teaching methods we would encourage the continuation of or the development of and so forth. So this to a very very large extent, Mr. Chairman, is done on a

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) co-operative basis, the department working in very close liaison with those actively involved in teaching.

Now the suggestion that the school system is producing a large number of illiterates, you know, if that statement is being made in some comparative manner attempting to compare the level of achievement and basic skills of the students of today with the students of yesterday, I think that a number of factors have to be borne in mind. Firstly, I do not accept the fact that the level of illiteracy of our students of today, graduating from our schools today, is any less than that in previous years. One has to take into account, you know what standards of measures of literacy, as it were, are being used today and what standards of measure may have been used in previous years. Are we simply measuring students' ability to memorize rules, definitions, certain facts, definitions of grammatical terms and concepts and being able to go through grammatical exercises, or are we testing and measuring students' ability to comprehend that which he reads, to apply that which he studies to his own experiences in life. Are we attempting to measure his ability, the degree to which the student is able to apply what he is taught in the school system toward his personal enrichment? Then it becomes a different matter.

You know one could take students through the exercise of teaching them basic grammatical concepts, basic arithmetical skills and so forth and that can be taught by the Rote method and the students could be examined and tests may show that they're doing extremely well, but is that all that education ought to be about? I don't think there are any honourable members in this committee would say that it is. So we have to be mindful of that fact, that, you know, what are we expecting of our educational program and what standards of measure are we applying today as compared with previous years.

The other point that also is a significant one, is the fact that up until not too long ago only a very small percentage of our students had access to an education program beyond the elementary level. Only a very small percentage went to high school. Today the intent is, and this is our philosophy and one that we intend to promote, to make a post-elementary or secondary high school education available to all, to all who wish to avail themselves of it, to provide a meaningful educational program that the students can cope with, can successfully grasp. Now when you do that, then of course you are going to be dealing with a student whose level of learning ability may be somewhat less than that of the student who may have been found in a high school of 15 or 20 years ago, at which time, you know by and large, certainly by the time he reached grade 11 or 12 the majority of the students who remained were those who were bound to a post-secondary institution - and at that time too there was really only one category of post-secondary institution and that was the university - and perhaps some others who may not have had plans or intentions to continue with post-secondary education but most likely had the ability to do so had they chosen to, as opposed to today when you have a much wider range of students, ability-wise, found within the school system. So naturally even if the same measuring instruments were used 15, 20 years ago and today, of course you would find that there is a greater number of people in our high schools today whose ability in the basic skills may be somewhat less than that that were found in the previous years, because in the previous years they just weren't in the high schools. They weren't in the high schools, they completed grade 7 or grade 8 and they ended their school career and went to work, whereas today they are in the high schools.

So I said even if you applied the same measuring instrument - of course I don't want to suggest that we would want to adhere to the measuring instruments of past years, because if we did then that would not be in keeping with our philosophy of education, because we do believe that the purpose of our education program ought to extend far beyond just developing the basic skills. And in saying that, Mr. Chairman, I also wish to impress upon the Committee that I'm not in any way suggesting or in any way minimizing the importance and the necessity of developing an ability in the basic skills area. That is extremely important, and that is being done.

But to sum up, as I've said, when you're dealing with a broader range of students, it may not be unusual to find the median average, whichever you want to measure their total performance, it may even drop somewhat from what it would have been in the past when you were dealing with a very selective group. And as I had indicated during my opening remarks on the estimates of this department, and had repeated on one or two occasions, that on the Canadian

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) tests of basic skills which is used quite widely in Canada -- and it's a standardized test for the measurement of, as its title indicates, basic skills, reading comprehension - well all the reading skills, spelling and grammatical skills and the ability to comprehend what one reads and arithmetical skills - the students of Manitoba on the average do tend to score higher than the Canadian norms. And in fact the performance of the Manitoba students on the basis of this test, if the honourable member wants some scientific data, has shown a gradual increase.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, the answers that the Minister has been giving really began with a series of rhetorical questions which seemed to be asking what are our aims in education. Now it seems that this is rather strange that we're spending \$165 million on education in Manitoba and we're asking rhetorical questions about what our aims and objectives should be. Surely there should be an over-all plan and objective in the Department of Education in Manitoba, it shouldn't be, at this stage, something that we are unsure of, that we simply are saying, well do we really want to get out of our educational system.

Then the Minister introduces the argument, well, you know, why should we say that the students are not as well educated now, that they are less able to read and write, after all there are many more pupils in high school. Now, Mr. Chairman, is that to say that, while maybe the quality isn't as good as it used to be, but we're going to make that up in quantity. Is that a reasonable assessment of the argument that the Minister is making, that because more people go to school that it's all right to have a lower standard in the graduates, that this is a satisfactory situation to expect of our educational system. Does it necessarily have to be that because you say a greater percentage of the students are completing high school, are we merely going to reduce standards so that everybody feels happy and arrives at the culminating point in their educational career and go through a form of graduation when in fact they really haven't reached a satisfactory standard.

But the Minister says, what is that standard? What should we be looking for? Is it just the ability to communicate, to read and to write and to calculate? Well not altogether, but I would say those are basics, those are essentials, and we must have some pillars in education upon which to build a structure. Surely, Mr. Chairman, there should be some general agreement on the basic skills that we will insist upon as we broaden the educational spectrum. There must be some foundations. And without them there can be no firm structure erected by the Department of Education. And the people who go out into society, although they have many choices, as Mr. Spicer, the Director of the Bilingualism Program in Canada said, "They are the victims of a rampant optionalism in the educational system." They're confused and, I think, in great difficulty attempting to select out of all of the variety of choices that are given to them by those people who are now making the decisions on curriculum, that they are inclined to choose, as most young people would do, those which they think might require the least amount of effort perhaps and end up lacking some discipline, some real sense of purpose in their whole high school education.

I'd like, Mr. Chairman, to ask the Minister again about the curriculum revisions and ask him if he could say something specifically about how the targets are defined in curriculum changes and how performances are reviewed by those people who are making these decisions. How do you evaluate the curriculum targets, the results that are achieved when you do introduce changes into your system?

MR. HANUSCHAK: Mr. Chairman, the honourable member states that in my attempt to define the goals, the purpose of our education program, that I did so in a series of rhetorical questions. Mr. Chairman, I did not pose any rhetorical questions. I did say very emphatically that the purpose, the goals of our education program today extend beyond developing a competence in the basic skills. That it does include developing an ability to make decisions, an ability to analyze, an ability - one could go on and on and philosophize about all the necessary characteristics and attributes that an individual must have to become an effective member of this community, and basically that is what our education program is all about.

Now the honourable member still insists, or he interprets my statement when I said that there are more students in high schools today and he equates that somehow with a lowering of standards. The fact that there are more students in our high schools does not result in

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) any lowering of standards whatsoever. The standards are still there and they have remained unchanged. The standards that the university bound student had to meet 15 or 20 years ago, he still has to meet them today. To enroll in the Faculty of Science, the Faculty of Engineering, Medicine, Law, what have you, if you have to have certain skills in the sciences, in mathematics, certain communication skills, then the students have to meet those requirements. But what we have done is open the door to more students, students who previously would not have been able to find their way into our high schools and now we're providing meaningful programs for them.

Now, what happens, and this results in the production of some evidence that would seem to indicate that there is a lowering of standards. If I could use a very simple example: If 10, 15 years ago when only the top 15, 20 percent of the students found their way into the high schools and only a percentage of that 15 or 20 eventually graduated, so all right if you're surveying the performance of your top 15 or 20 percent well that may show that they on a given mathematics test, their average mark may be 80 or 85 or whatever, let's say for the sake of argument, or whatever standard measure you want to use, but then if you open the doors to more students and you allow some with a lesser ability of performance in that given subject area and you administer the same test to all of them, then the average mark is going to drop somewhat, but that doesn't mean that the goals that are set forth, what is expected of the more competent student have in any way been lessened. That has not happened, Mr. Chairman.

The honourable member seems to - and this point didn't come to me too clearly, but he seemed to have suggested that with the introduction of a wider range of options that this leads to the confusion of students. I wish to remind the honourable member that the student is not all alone on a desert island somewhere in the process of selecting whatever options he wishes to select. There is the assistance of his teachers, of the teaching staff within his school, there is the assistance of the guidance counsellors within his school, and so forth, which assist him in the selection of the options that would be suited for him, those options that he should take, being mindful of course of what his plans are for his post-high school career.

So what I am really saying is that the student who is university bound, who is planning on enrolling in the sciences or some field of the applied sciences, engineering, architecture, what have you, the requirements are there, they're very clear, and this isn't dictated by us really, it's just those are the demands of that profession, those are the skills that are required, that a student has to have a thorough background, a thorough foundation in mathematics and chemistry and physics and those subjects he must take, those he had to take 25, 30 years ago and those subjects he has to take today. And the same could be said of other faculties, I'm just using those two as an example.

Now beyond that, there always had been options that students could choose from. That range of options may have been extended. The types of language arts courses, of English courses have been expanded and the introduction of various other courses have also increased the range of options that are available to him, which enables him to take those in which he feels that would be of greatest interest and benefit and value to him and enables him to choose those in which he feels that he would be most successful in taking, because no doubt every student wants to select those courses in which he hopes to do reasonably well. So I don't accept the fact, Mr. Chairman, that any increase in the range of options that is being offered in any way creates a sense of confusion or a state of confusion within the mind of a student.

Now, what are the targets in any curriculum change and how is this evaluated? You know, there's also another partner in the area of curriculum development and perhaps seldom is much mention made of that other partner, and that other partner is society at large, and the scientific and technological progress and advancement, development, that too contributed to curricular change and necessitates curricular change. I'm sure that the honourable member wouldn't for one moment suggest that we continue using as the only accepted textbook in physics or chemistry or mathematics, one published 40 or 50 years ago, that change and development has come about in those areas and hence the need to upgrade the teaching material.

Now then, of course, it becomes a job for a professional to devise the ways, the means for the presentation of that material in a fashion that the student would be able to comprehend at whatever level he may be, and that becomes a job of the professional, becomes a job of the teacher. So what I'm really saying is that to a very large extent curricular change is prompted by change coming about, happening all around the school system, and that necessitates

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) change within the school system, and then just how that change is going to be built into and integrated into the school system becomes a job of the professional. So then it becomes a question, you know, not what ought to be incorporated, what ought to be built into, brought into the system and what ought to be scrapped, but how it ought to be incorporated into the system; and you are then looking at more teaching methods and the manner and the style of the presentation of the subject material, which is evaluated by professionals, by teachers, is evaluated by people who have a particular expertise in any of those fields - it could be people from the Faculty of Education or others - and, in the process of evaluation, there are also comparative studies being done with how we are doing in relation to how other jurisdictions are doing; if we look at the total package, of what is being offered in any subject area in this province with what is being offered in other provinces and how the performance of students in our province compares with that in others.

Now if the honourable member also means or intends to include in curriculum change how do we determine what additional courses will be offered - and I suppose he means course options - and which will be continued, which will be expanded, well that, to a large extent it's a very significant factor, it cannot be overlooked, is the acceptance of the courses to the students, that is as far as the option courses are concerned. For example, you know, as desirable as some of us may feel that it would be being well, you know, reminiscing or thinking back of our own background, of promoting the teaching of Latin, let us say, but it so happens that the fact of the matter is that Latin has lost its popularity, and I suppose that in the Province of Manitoba you could probably count the number of students of Latin, you wouldn't have to go very far beyond, figuratively speaking, beyond the fingers of my two hands, but nevertheless it was taught - or perhaps on one hand. Perhaps on one hand.
--(Interjection)--

Now the honourable member didn't know that it ever was popular. No, it did have some popularity, because in fact, amongst, oh, I suppose oldtimers like myself and older, one would find a sprinkling of Honours graduates from a university who took Honours Latin, and I don't think that they took Honours Latin because they were forced to. The Honourable Member for Fort Rouge wouldn't remember - he's much younger - but there was an Honours course offered in Latin and students weren't forced into it. I'm sure that they chose it of their own free will because there was . . .

A MEMBER: . . . medicine.

MR. HANUSCHAK: Well not in Honours Latin. I'm talking about the Honours Latin, which they no doubt took because it appealed to them. So we have to take enrolment figures into account, and particularly in the area of vocational courses. This will be something that we will be keeping, not only we, but the Brandon School Division will be keeping a very close watch on in the process of developing a program at Crocus Plains School, which is in its first year of operation. There are vocational courses instituted there which, on the basis of the best evidence that the school division and we were able to acquire, made it appear desirable to staff and equip the school for the offering of certain courses. But we may find, as time goes by, that some of them may not be as popular as we had anticipated that they would be, and that would necessitate certain change, either change in the content of the course, change in the style of the delivery of the course, perhaps change in its aim and objectives, and that of course would vary its content. Or we may find, putting all things in a balance, that in view of perhaps the low appeal or popularity or acceptance of the course, that we may be best off discontinuing it and offering another one in its place. So one has to keep an eye on enrolment figures. That, together with the points that I had mentioned previously, does give ourselves and the school divisions some guidance, some indication and direction as to the route that they should take in curriculum development.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I think we're not going to resolve this debate in this particular resolution. It will go on for some time. But I can't resist the opportunity to point out to the Minister that, while he feels that the standards of high school graduates are consistent with those of the past, it's only in recent years that we have heard of a necessity for remedial courses for new students in post secondary schools, and there must surely be some reason for that necessity of having to give freshmen classes in remedial English in universities and other post secondary institutions. Surely this does indicate to the Minister that there is a

SUPPLY - EDUCATION

(MR. MCGILL cont'd) change, that there is an inability on the part of high school graduates to accomplish the same standards on entrance to post secondary education as was the case in the past.

Mr. Chairman, I really wonder in listening to the Minister's explanations about curriculum development, how much really goes into the development of curriculum and the changes that occur other than perhaps changing the textbooks. Is there really much more involved when he says that the curriculum has been revised, whether they simply select a few new textbooks and provide those to the students? Is there really consultation with school teachers on a consistent and ongoing basis in respect to curriculum revision? Is this really part of the system, a meaningful part of the Curriculum Department's activities?

Mr. Chairman, I feel that when we view the results, the amounts spent by the Curriculum Division, and compare it with what's happening, that there's been a failure here on the part of that division to really come up with important developments in respect to the content of the curriculum and to the methods used. I think it's not unreasonable to say that it is the opinion of many people in education that the Minister has not provided the leadership, and further than that he's not consistently responded to the advice of his officials. The impression gained is that the Department has a number of different elements in it and they're not all pulling in the same direction, and the Minister seems to be sitting back in a passive way and sort of waiting and watching to see which of the officials in the Department, or which groups of officials of the Department, will win the battles and the arguments rather than providing the kind of leadership that is so necessary at this time. Because, Mr. Chairman, we are having troubles, and regardless of what the Minister has said this morning, there's pretty clear evidence that the standards are lower than they were some few years ago in his Department.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, before I respond, may I ask the honourable member a question? What is the evidence?

MR. MCGILL: Well, Mr. Chairman, I pointed out to the Minister that many post secondary institutions are having to provide remedial courses for people coming into that phase of their education, and on questioning the university entrance requirements now, we find that many of the schools have in a sense thrown up their hands and said, "Well, really, we don't know what our standards are any more for entrance here and we're inclined to sort of take their pulse and, if they look healthy and are old enough, we take them in and we don't attempt any more to really demand minimum standards, minimum standards of performance in their high school courses." I think that's the evidence, Mr. Chairman, if the Minister needs any more evidence than that has been coming out pretty clearly from business, from most people who are receiving the graduates of our high schools and attempting to fit them into their programs of activity. They are finding essentially and basically they don't have the skills in the reading and writing and in the calculating areas that were formerly possessed by these people when they came into business.

MR. CHAIRMAN (Mr. Walding): The Honourable Member for Fort Garry.

MR. L. R. (Bud) SHERMAN (Fort Garry): Thank you, Mr. Chairman. I hesitate to interrupt the Minister's train of thought, but perhaps he could just maintain a few notes on the questions posed by my colleague and let me get a word in here on one aspect in the area of curriculum with which I'm quite concerned. That aspect, Mr. Chairman, is the whole subject, the whole field of public affairs and of our political and democratic institutions.

It seems to me that one of the most important areas, one of the most important sciences in existence in our society is that science of government, the science of our democratic institutions. And I'm concerned that many young people are not properly schooled in the meanings of and the values of our democratic process or the institutions that go to maintain and support it. I don't think I speak from a blind alley in this respect. I have three teen-age children of my own, all of whom are reasonable good students. But my exposure to them, my discussions with them about the system in which we live, leads me to the conclusion that the reason they know a few things about the system, about democracy and about our political institutions in Canada, is that they have been exposed to them through my own activities, not through anything that has been taught to them or brought to their attention through the public schools system.

SUPPLY - EDUCATION

(MR. SHERMAN cont'd)

I know that there are basics in the field of educational requirements that of course take some precedence and some priority over the specific area to which I am referring, but I think that there is some upgrading very very necessary, Mr. Chairman, in exposures of young people, of students, to the institutions that support our system. I think there is at times an appalling ignorance of the way our system works federally, provincially and locally, and I don't think that that augurs well for Canadian society in the future. I think there is a lack, also, of knowledge of and familiarity with the facts in history, with the events in social development and the social saga that got us to the point where we are today.

I think many young people really start from the premise that the world was created in about 1955, and many of the things that happen today are happening from that kind of a fixed, definable starting point and had no origins, no roots, no ramifications that go back really very much further than the mid 1950s. This, I think, is a serious shortcoming in our educational system, and I would like to urge the Minister and his colleagues when studying the whole area of curriculum, to take a look at the historical background, the sociological background that is provided students, and to ask themselves whether students from - and I'm talking of primary and junior high school and high school students in the public school system - to ask themselves whether those students are being properly and fully acquainted with the events in the social saga, the social story that got us to this point with the main historical events of the past several centuries, both in our own society and in other societies with relevance upon ours, and to ask themselves very seriously whether students are being properly exposed to the democratic system as practiced here in Canada, the institutions that support it, and the mechanics that provide them with the type of government they have.

I think, for example, that many students regard parliaments and Legislatures as elitist organizations, if not intellectual kinds of organizations. Nothing of course could be further from the truth. Exactly. The thing that I'm pleading for is a basic understanding on the part of students as to what democracy and what their representation in elected bodies like legislatures and parliaments really are. I think that many of them look upon legislatures and parliaments in this country in the light in which I have suggested, as though it's some kind of special isolated club to which certain people are appointed or elected, who really have no communication, no direct relationship with the ordinary citizens of the community. That of course may be, from time to time, unfortunately the case in some political arenas, but it is certainly not the point and the purpose of democracy. The point and the purpose of our democracy and of our system and of our institution is to make sure that it is the average citizen who is represented and has his or her views related through our political arenas. The point of our system is that those who are elected to chambers like this really reflect and represent the many components of our society, the many components of our province, and I don't think that the average junior high school and high school student has a basic understanding of that. I think that, as I said, that they regard the institution as something apart and removed.

Now that may be, to a certain degree, the fault of people in public life themselves, but I suggest it is also the fault of teachers and the fault of those in the Department of Education who plan curriculum. There should be efforts made to make sure that students coming up through our school system understand that this is the very guts, the very workings, the very machinery of democracy here and it's made up of people who represent all classes, all levels, all areas of our society. If that lesson isn't learned by our young people, they will have no regard or respect for the democratic system as practiced in this country, and that would be a dangerous kind of destination indeed, Mr. Chairman.

So I would ask the Minister at this point, or during consideration at least of this overall resolution, if he could comment on my concerns in that area. I think they're valid. As I say, I draw them from talking to many young people, including my own children, and I suggest to him that it's critical to the permanency and to the well-being and to the growth of institutions like these that young people understand that they're their institutions, and that they can be here and that they can be elected here, and they can be part of it, and that others who are there speak for important segments and sectors of our society and our community, and it's not some kind of private preserve from which they are excluded.

MR. CHAIRMAN: The Honourable Member for Fort Rouge.

SUPPLY - EDUCATION

MR. AXWORTHY: Mr. Chairman, I rise on my feet simply to perhaps add a few words of addition to the point that was just made by the Member for Fort Garry and on it I would suggest go just a little further than what he stated, because I was intending to say something of the same kind, although I think that he was much too kind and moderate in his assessment of the degree of awareness of the young people today. Because I think that what we are simply facing, if the facts are known, is a fundamental illiteracy by young people as to what's happening in Canada or anything about Canada at all.

I would like to offer as some evidence the document that was released last January based upon a study undertaken by Mel Hurtig of the Committee for Independent Canada, who I think if there was any conclusion from that study is that every Minister of Education in this country should find a dark corner and go off and sort of hang his head in shame, because it simply means he, she or they have not been doing their jobs in any kind of way because the results of that study, which were conducted across Canada, I think interviewing something like 3,000 graduating high school seniors or students finishing their last year of high school in every province - people interviewed in big cities and small towns and rural areas, in fact I think the study was undertaken in Brandon, in Portage la Prairie, in Winnipeg, Thompson and The Pas in this province - came up with some of the most astoundingly sort of disastrous and demoralizing facts about the total ignorance, unawareness, indifference and lack of knowledge of Canadian young people about their country, not just its democratic institutions, just about the country at all: its literature, its history, its politics, its people, its geography, its total system.

I'd like to for example provide, Mr. Chairman, this committee with some of the results of that study: that 68 percent of all those students interviewed couldn't name the Governor-General; 65 percent could not name any three Canadian Premiers that have been elected since 1949; 61 percent were unable to name the British North America Act as the basis of our Constitution, and in fact the Bill of Rights and the Declaration of Independence got a much higher kind of recording as our constitutional base than anything of the BNA Act; 66 percent could not name the Canadian who in 1956 won the Canadian Nobel Peace Prize. They didn't even know there was a Nobel Peace Prize. 92 percent - and it goes into some of the historical figures - couldn't name figures like Norm Bethune, or 80 percent couldn't name Rene Levesque and other figures which are part of our contemporary history; 65 percent could not identify in any way what the conflict was between Alberta and the Federal Government. Sixty percent could not name all ten provinces in order. One-third of all the students interviewed thought that General Motors, Chrysler Corporation, Shell and others were Canadian companies, owned, controlled and run by Canadians. One-third selected Harold Wilson as a Premier of a Canadian province. In fact I think Harold Wilson did better than Eddy Schreyer, in fact, on the results, and certainly Gerald Ford, Billy Graham and Ralph Nader were identified much more significantly as being a Canadian premier than our own premier of this province and many others in fact on the same kind of level.

Now what those results simply demonstrate to my mind --(Interjection)-- These are high school students. What that simply demonstrates, Mr. Chairman, is that we are graduating large numbers of young people coming out of our schools who frankly don't know anything about the country. We are graduating people who have become so totally besieged and inundated with Kojak and Hawaii Five-O and American periodicals and newspaper magazines so that they really don't understand that there is a country called Canada. Now I'm not interested necessarily, you know, in raising a generation of super patriots who are going to be running out sort of waving flags all the time, but it would be nice to think that at least some of the students coming out of our schools were able to identify some basic facts about what's going on in this country and where it is.

To give you some of the other figures: Half the students couldn't name what the significance of James Bay was. 60 percent couldn't tell you which ocean the Mackenzie River drained into. I mean you can just, you know - all kinds of them, and I think the thing was close to 70 percent, when they were asked to place on a map places like the Annapolis Valley, Quebec City and so on, parts of our historical heritage, just had no idea where they belonged. And it simply draws to mind, Mr. Chairman, this kind of conclusion: that, why is this happening? What's the reason for it? And I would think, if my opinion is of any interest to the Minister, it would be this: That the real finger of responsibility must be pointed at those who

SUPPLY - EDUCATION

(MR. AXWORTHY cont'd) teach our teachers and who are designing our curriculums, because I think they've become so engrossed with technique, method, progressivism, the kiss and tell, touch and feel, you know, mumbo jumbo of transactional analysis and all the rest of it, that they forgot about content. They simply forgot about the facts that there are certain things you should know. We are so interested in sort of getting people into sort of the kind of methodology of educational witchcraft, that we have forgotten that it is equally important that students being produced in these classrooms are able to identify their country. Because if we don't do that, and if you think of the implications of that, it is no wonder that many Canadians don't feel the problem of dominance of American and ownership in this country is a problem when they think that most of the corporations are Canadian-run. How can we expect them to do anything otherwise? And so, when we start hearing statistics of, well, most Canadians aren't worried about problems of foreign ownership of things, of course they're not, because they don't think anything is foreign-owned because the schools haven't taught them otherwise.

It's not sufficient as I used to hear, Mr. Chairman, and I have a very close relative who is in the educational field, that one of the problems is that we don't have enough Canadian material. Well that's simple skipping rope, because in the last five or six years in this country there has been a tremendous explosion of material in the Canadian field, almost sort of a surplus of it; that there is now more than a sufficient number of Canadian textbooks and materials and documents and other things that could be employed and used.

Taking this study and going back and beginning to look at the curriculum of our high schools, you begin to find out that in fact students can by the, you know, double-barrelled pick-your-option-of-the-week kind of programs that we run, can virtually pass through our high schools these days without ever having to take courses in things like Canadian literature or history or contemporary affairs or geography. And I'm sure that we could probably find that our students in Manitoba high schools in some cases have a much sort of closer familiarity with some of the esoteric things we've been talking about and looking at in those curriculums than they do with their basic sort of fundamentals about their own province and their own country. And if that condition is allowed to continue, and if we simply maintain that massive form of illiteracy about our own nationality, then I think that the consequences are very obvious, and the consequences are simply that we will cease to function as a country in the future because there will be no one left who knows that it is a country to begin with, or believes in it, because they have no understanding of its history or its heritage and the things that make this country an important and, I think, a great country for many of us because we enjoy its distinctiveness and its particular qualities. And yet the kind of competition that we are now faced by the penetration of multitudes of information and values and attitudes primarily emanating from American sources, which are fine for Americans but when they become such a deluge in our own country, that unless the schools themselves are able to provide some counter-vailing force, provide some alternative source of ideas and information about what we do in Canada, then we are simply creating a generation of facsimile Americans, and I don't think that that is something that, as a member of this Legislature, I believe we can tolerate or accept.

And so, Mr. Chairman, I would suggest that . . . I'm sure the Minister has been made aware of those facts that I've made to him because I think that they gained some public discussion, so I would like to sort of have verified from the Minister that, with that kind of information at hand and with other things, I believe the same kind of conclusions were done in Ontario with the book that was presented by A.B. Hodgetts, a study called What Culture, What Heritage, which was printed two or three years ago, the same kinds of conclusions, to quote from that study, where he revealed that - and I quote from it: "Most Canadian studies as currently prescribed and taught do not nurture intellectual skills, they do not transfer knowledge that is useful to the individual as a citizen or to society, and they do not encourage an understanding and appreciation of a great many aspects of our cultural heritage." Now that was a study done in the Ontario context from the A.B. Hodgetts study, which again surveyed the problem across Canada. And we really haven't heard anything, Mr. Chairman, from the Minister that would give us any source of confidence that we are taking steps to respond to that problem, to correct it, and to do it in short order. I don't believe, Mr. Chairman, it is something that we can string out as a long-term project for future consideration. I think that the facts that these different kinds of studies have demonstrated are of sufficient importance and significance that would

SUPPLY - EDUCATION

(MR. AXWORTHY cont'd) require immediate action and, I think, a wholesale shake-up in the style of curriculum and the method of teaching that we employ in our schools.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, the Honourable Member for Brandon West asked whether any change in curriculum involves only change in texts, or does it involve more than that. Curricular change, Mr. Chairman, does involve more than merely a change in text, you know, so as the need may become apparent it also involves change in the method, in the style of the presentation of the subject material; it may also involve a change in the intent and purpose of the objective of a particular course of studies.

Just to give a few examples, Mr. Chairman. At the high school level in the science courses, the Grade 10 science course, instead of being one consisting of factual information, a series of definitions and of various scientific concepts and processes, descriptions of various scientific processes and so forth, and having students really memorize those, a somewhat different approach is taken by having the student discover the various scientific concepts for himself through research and experimentation, at a level that he is capable of comprehending. And then after developing this type of a skill, technique and approach toward the study of science, having mastered that, then he goes on to the further study of whatever sciences he chooses to study at the Grades 11 and 12 level, Physics, Chemistry, Biology, whatever. And the same is true, it can be said of other subjects.

Human geographies, probably another good example, as opposed to the type of geography course that may have been offered many years ago - well perhaps even not that many years ago - which basically consisted of a memorizing exercise of the names of countries within continents, the capital cities of those countries, the natural resources, what industry was located in those countries, imports, exports, basically that was what the geography course consisted of, as opposed to the type of geography course that is being offered now, one of the geography courses where the knowledge of geography is in turn related to the student's own environment, and one learns as to how various geographical phenomena affect the individual living within it, the one living in a climatic zone such as ours, populated to the extent to which ours is, the type of vegetation zone in which we are living and so forth, and how that in turn affects the activities of society. So it does involve more than merely change in text.

The Honourable Member for Brandon West also mentioned the fact that universities are finding themselves in the position where they have to offer remedial courses in basic skills. Well, not that it's any consolation or any defence, but I would like to remind the honourable member that the offering of remedial courses, particularly in English, back in the '40s the university had to offer a remedial course in English to the students at university. Even more recently, I can recall in my days at the Manitoba Teachers' College, which was about a quarter century ago, a remedial course in English was offered to the students enrolled there, and a very good course it was, and many of those who took it are in the teaching profession today and are doing a first-rate job. And they benefitted from that remedial course and were able to continue with their teacher training.

Now one must also remember, as the enrolment at our high schools increased, as we opened the doors to more students and made a high school education more accessible to a greater number of people, so have more students enrolled in our universities. And that being so, if you're going to attract more students from a wider range of abilities, then it's quite natural that you're going to find some whose level of ability of performance in the use of some skills may not be up to that considered desirable and necessary by the university, and hence the need for remedial instruction. So that is really nothing to be alarmed about and that can be expected.

In some faculties - well, I can give one faculty as an example. Up until the early Sixties the Faculty of Law was lucky if it attracted 40 or 45 students per year - 50 at the very most. Today the enrolment is much greater; in fact the number of applicants for admission to Law School far exceeds that which they are able to admit, and the same is true of many faculties. The same is true of faculties which have a limited enrolment, admission to which is open upon the completion of high school. So that is not, you know, something that has come into being only in recent years, nor is it in any way indicative of, not per se indicative of any deterioration in the educational standards within the public school system. You're going to attract more students, a wider range of students, so then you are going to be faced with that predicament. And the University has recognized it, that the university must assume some

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) . . . responsibility to make itself accessible and available to those wishing to pursue their studies within it, and if there is need to offer some additional training in certain basic skills, then the university certainly is doing it, as it should.

In fact, honourable members may remember that the lack of ability in certain basic skills is not something that has just come about recently. In the Fifties the Federal Government spent millions of dollars to give training in basic skills to adults, largely in the 30s and 40s, and they were not a product of this school system, they were a product of a previous school system, and a lack in the development of basic skills was apparent at that time and had to have been dealt with.

Now, the Honourable Member for Fort Garry stated that he feels that our students are not properly schooled in the meaning of the democratic process. I suppose this - well no doubt this involves a variety of things going far beyond Canadian history, because I don't think that just a course in Canadian history per se would necessarily do that or . . . Well, it may under that label, provided that it's expanded to include matters other than those which in the past have been contained within it. And I would like to just point out to the honourable member, and I will come back to the Canadian history course per se, that at the present time we are developing guidelines and identifying and developing materials suitable for a course on the general topic of Youth and the Law. And the funds for this project, they were in the Attorney-General's Estimates, during the past year we were using them, because although that matter came up there it was more closely related to the Education Department and hence we have assumed the responsibility for the development of it.

Then they're developing and conducting workshops dealing with the topic of Bias and Prejudice in textual material, to familiarize teachers with the problem of bias and prejudice, and to suggest possible methods of handling such bias, and the development of local material.

We're working on the development of a program in consumer education. A program in labour education is being developed. We are this year - this may interest honourable members - the Province of Manitoba will act as hosts to the Canadian Studies Forum, which is a national gathering of youths from across Canada, continuing for several days, at which time the students do deal with and address themselves to matters of Canadianism, of the types of issues that were raised by the Honourable Member for Fort Garry and the Honourable Member for Fort Rouge.

In the area of social studies, the entire social studies program is presently being reviewed with particular attention being paid to the problems approach as distinct from the more traditional narrative approach which had been taken in the past, attempting to relate the history of Canada to what is going on today and to indicate the relationship and how an event in the past may have led to a subsequent one and to the state of affairs that we have today, and then of course, going on from there, looking to the future. And I would also like to indicate that in Grade 12 the Modern Problems Course that is being offered is gaining in popularity.

The Honourable Member for Fort Rouge spoke of a fundamental illiteracy about Canada among young people. Well the regrettable thing is that - and this does not justify the situation that was referred to by the honourable member - but regrettably there is a fundamental illiteracy, I'm sure probably to the same extent even among adults, about Canada. I have no doubt that if a similar survey were taken amongst adults or a product of an older school system, that they would likely not fare any better. But I did read the press release that was published pursuant to the survey referred to by the Honourable Member for Fort Rouge; it was quite a lengthy one, it just came out about four weeks ago as I recall it, early March, and some of the questions that appeared in that survey were included. Now I don't know whether the questions that appeared in the survey were quoted within the press release or whether they were merely paraphrased. If they were quoted, then the manner in which some of the questions were put, you know, did make me wonder about the validity of that type of survey because there were a few questions that raised some doubts in my mind.

The question relative to the BNA Act. As I recall it, the way the question was put in the press release anyway, it referred to the BNA Act as being Canadian legislation. Well, the BNA Act wasn't Canadian legislation. There was no Canada when the BNA Act was passed. It's true, you know, it relates to Canada, but if one thought in terms of what legislative body passed it, certainly it wasn't the Canadian Parliament. So on that basis I could understand,

SUPPLY - EDUCATION

(MR. HANUSCHAK cont'd) . . . I could appreciate some confusion in attempting to answer that question in the manner in which the author of the survey would have hoped that it would be answered and would have considered the answer to be correct. The question naming the provinces in correct order from east to west, you know, who can? You run into trouble after you get past Quebec because all the provinces are not in a direct line from east to west. There's New Brunswick and Nova Scotia and then there's Prince Edward Island and Newfoundland. What do you do with them? And I don't know what the author's concept of east to west was in that geographic area of Canada.

But, you know, Mr. Chairman, there's - and I'm not in any way attempting to duck responsibility, my responsibility as Minister of Education or the responsibility of my department for the delivery of an education program, but I would like to make this point, that I don't believe that we could look to our schools as the vehicle for the solution of all social ills. It's true we have a very vital and important and a necessary role to play therein, but I cannot accept the fact that we can solve all the social problems that we feel that society is suffering from. I think that some of the responsibility has to be shared by other agencies. I think that some of the responsibility has to be shared when we're talking about a national, a Canadian awareness. I think that some of the responsibility has to be shared by the media, by radio, television broadcasting corporations. It's rather interesting that when, for whatever reason what prompted Channel 12 to do this I do not know, but at any rate Channel 12 did telecast some time ago a debate on Canadian content, and apparently this provoked many of the viewers and listeners in the Province of Manitoba and I am advised that Manitoba Members of Parliament were deluged with letters from Manitobans insisting that they want American content in their TV programs and not the Canadian stuff.

Now when the Honourable Member for Fort Rouge says that there is need for a wholesale shake-up, well it's true in some areas we can move more quickly, in some areas of curricular change we can move more quickly, and certainly in those areas we will. But then when it comes to dealing with general attitudes of the public and changing attitudes of the public, you know, it's rather difficult to attempt to change or instill one type of attitude within 20 - 25 percent of our population, namely the public school population, if it's going to be counter to the general prevailing attitude of the public at large. And that's asking for practically the impossible. Now someone might say, but if there is an undesirable attitude within the public then a start has to be made, and that the start should be made within the public school system. I'll accept that. But if we're doing something with a view to eventually developing a healthier general public attitude, then that is going to take time and that is not going to happen overnight.

MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. L. R. (Bud) SHERMAN (Fort Garry): Thank you, Mr. Chairman. The Minister has said that we can't look to our schools as the vehicle to the solution of all our social ills, and I couldn't agree more with him than I do with that statement. I think there has been an abdication of responsibilities with respect to the whole area of social ills on the part of many many parents and many many adults, and there's been too much heat on the schools for far too long. I think that a vast number of parents and adults in this country have run away from their responsibilities and have insisted that the schools, the teachers, the principals, and the school trustees have the responsibility for bringing their children up. I agree with the Minister wholeheartedly when he says the schools should not be used as that kind of vehicle. That is a cop-out on the part of those adults, on the part of those parents, and that kind of imposed responsibility on the schools is something that I would never accept.

But I think that there is a happy medium here where we can expect our schools, particularly in the area of curriculum development, to be doing some things about the development of our young people's minds, the broadening of their intellectual and academic horizons, that cannot be categorized as a job that should necessarily be done by parents. I think there are areas here of jobs that legitimately should be done by schools, and one of them I re-submit is in this area of education in our political and democratic institutions.

I am interested in the recounting by the Minister of the programs being developed, the courses being developed in those fields to which he referred a moment or two ago, such as Youth and the Law, Consumer Education, Labour Education, Modern Problems, etc. That's all well and good, but that doesn't get to the nub of the problem that bothers me, and that is

SUPPLY - EDUCATION

(MR. SHERMAN cont'd) . . . the ignorance of what makes our system tick. A few moments ago when I said that I thought some of our young people had the idea that our legislatures and our parliamentary bodies were rather elitist, closed, intellectual type clubs, that produced some mirth on the part of some of the members present. The fact of the matter is, Mr. Chairman, as we all agreed at that juncture in the debate, nothing could be further from the truth, and the point is that the fact that it could not be further from the truth is vital and crucial to democracy, because the worse thing that could happen would be for our institutions of this kind to become clubs, cliques, clacks of intellectuals, of elitists. That's the danger to democracy. And so when I made that observation I was pointing out an area of misunderstanding that I think is very critical and can lead to a real undermining of our system and our institutions.

And I'd go further. I'd say this, that to repeat, there are some young people who think that our democratic institutions are elitist and intellectual, or quasi intellectual clubs, but what bothers me more is that there are some young people who think that if our democratic institutions aren't like that, they should be. I think there are many young people, in fact - not some but many, and this probably devolves from the fact that many teachers, many instructors feel this way - many who think that the answer to our problems, the problems of the cumbersome and tedious and difficult and anachronistic machinery of our political institutions, could be solved if we turned them into institutions that depended more on intellectual input, that depended more on participation by professional intellectuals. And I suggest, sir that that is an impression that bothers me very gravely, because that is not what this cockpit is all about. It was never intended to be an institution that was staffed by intellectuals, it was intended to be staffed by those intellectuals who are elected to represent them and also by those non-intellectuals and by those of every cast and cut and hue who were elected to represent them. And this is what I suggest young people, all too many of them at any rate, don't understand about the system, and this, I suggest is what many teachers don't understand about the system, and many university professors don't understand about the system. This isn't a university classroom; this is an arena in which every spectrum, every component of our society and our community is represented and has a voice through the people, the men and women, that those parts, those components send here. And if that ever changes, then God save us all. If that ever changes we're in deep trouble, and this is the lesson that I'm afraid is not getting across to our young people.

There seems to be an impression in some circles, academic circles, that the machinery of our institutions is encumbered and inhibited by the fact that there is not enough of that kind of intellectual, academic input or participation, and I say that there should only be academic and intellectual input and participation when an academic or an intellectual is elected by a majority in a given constituency to speak for that constituency. The voices to be heard here are the voices who were legitimately sent here by those who think and feel and act and react the way they do, and if their member thinks, acts and reacts that way, then that is a perfect reflection of that constituency, and that's what our system is all about, that's what this cockpit and all the other legislatures in this land are all about, and that, sir, is what I'm afraid many of our academics, and by definition, therefore, many of our students, don't understand. And I would like to see a course, whether within the classrooms or extra-curricular, that would introduce our young people to these basics about the democratic system and the democratic institutions that stand here in the Western World today.

When I said that many young people seem to have the impression that the world was created in 1955 or thereabouts, I mean that quite literally. I think that many of them do think that these institutions, like this Legislature, were simply forms of social and political machinery that were created at a given point in time. These institutions weren't created. Democracy was never created. Democracy evolved, as we all know, evolved over centuries of toil and sweat and agony and sacrifice, and out of hundreds and hundreds of years of that evolution of man looking for a way to civilize himself and govern himself reasonably justly, reasonably fairly, given all the warts in human nature, came these institutions that we have in front of us today. They weren't created in 1955 or in 1855 or in 1455. This is part of a march of social progress. This institution got here through those long centuries of searching, and these things can't just be constructed in a mechanical kind of way to solve immediate

SUPPLY - EDUCATION

(MR. SHERMAN cont'd) . . . problems. And it's these kind of intangible things about the system that I'm afraid do not get through to our young people, and I don't think that parents, by and large, are to be charged with the responsibility of teaching them those facts and those intangibles.

And I don't think it's an abdication of parental responsibility to suggest that that is one area of instruction which should and can legitimately rest on the shoulders of the school system. I don't think most parents either have the time, the background, or the inclination to instruct their children in those areas any more than they have the time, the background or the inclination to instruct them in the basics of reading, writing and arithmetic. I think this is one area in which the school system has a responsibility and could shoulder that responsibility, and I think it's a crucial field, because this is where our civilization and this is where our freedom is founded; and if our young people don't understand that, then they go into the world half-equipped to be democratic citizens.

I would rank this subject right up behind the basics, right up behind the three "r's". I said a few moments ago that I don't suggest that it should take priority or precedence over those three "r's" but I certainly rank it as No. 4 in the list of subject priorities for our young people, and there have to be, it seems to me, Mr. Chairman, some developments cultivated in the curriculum area of the Minister's responsibilities to permit this kind of instruction and this kind of education if there's going to be any improvement. It must start, of course, with proper teacher training, with curriculum for teachers, so that they understand and are able to convey and transmit this message, and it could be an in-class and an extra-curricular kind of a course. But one or two one-hour sessions up in the Gallery here for school children during the 12-year course of their school careers is not enough to give them the basics that I'm talking about. It's all well and good for them to come in and visit us and see us in action, and I commend that practice and I hope it continues, but that doesn't teach them what I'm talking about. That doesn't teach them what the institutions are all about and what democracy is all about and why it's important, why it's important that all our best efforts be bent in our society towards preserving this kind of institution that has guaranteed our freedom. And unless they understand that this is a representative arena - not an elitist arena, a representative arena - they will never really be fully equipped to enjoy, to enjoy the sense of being a free democratic citizen, much less to participate in that system and contributed actively to it themselves.

I don't think you can impose that kind of instruction on the television networks or the broadcasting stations. I agree that a reasonably high level of Canadian content should be insisted upon and should be maintained, but you can't force people to watch certain television programs or listen to certain radio programs, so that it's really a doomed exercise when you try to get into that area of instruction by television, or instruction by radio, or instruction through the media. People just turn the media off. But our young people can't turn school off. By law, they have to go, fortunately, and they can get exposure to these things that I'm talking about through their schools, and I hope that the Minister and his advisers in his department will work actively to build into the curriculum the kinds of exposure to and instruction in these very important ingredients of democracy that I've referred to.

MR. CHAIRMAN: The Honourable Member for Riel.

MR. DONALD W. CRAIK (Riel): Mr. Chairman, I just want to point out that I think the Member for Fort Garry is treading on very dangerous ground in 1975, in the Year of the Woman, referring to this place as being a cockpit, although I admit with the removal of Mrs. Trueman from the Chamber, there are a lot more cocks here than anything else, but I would suggest that he be a little careful in the Year of the Woman referring to this as being the exclusive Chamber for that purpose.

MR. SHERMAN: I wouldn't touch that line for anything.

MR. CRAIK: I notice that he repeated it two or three times and I thought, well, perhaps you know, maybe a little warning should go out that we should drop that term for the rest of this year.

Mr. Chairman, I don't want to cover the whole general field of curriculum but I do have one particular interest in this field, the other topics have been covered pretty thoroughly, I believe, and that is the topic of the provision for bilingual education in the Province of Manitoba. I want to say at the outset that I probably am in a minority in supporting the

SUPPLY - EDUCATION

(MR. CRAIK cont'd) . . . principle of bilingualism, but I do have some differences with the methods by which we seem to be going about it in our nation, let alone in the Province of Manitoba.

It seems to me that the opportunity to be bilingual is a very laudable objective and one that should be pursued, but I certainly have some misgivings, along with a great many other people, as to whether or not you achieve this end by legislation such as we seem to have been experiencing from the federal level in particular with the impositions on groups such as the federal Civil Service and so on. It seems to me that in the pursuit of encouraging a bilingual nation - and in our nation, when I say that, I'm referring to the two major languages of French and English, not that it's to exclude others as a possibility but it's a fact of life in Canada, not so much a fact of life in Manitoba, but nevertheless we can't think in terms of just provinces on this question. But the pursuit of this objective by legislating the requirements for bilingualism in our Civil Service and in other institutions, making it mandatory, has seemed to have had the impact and effect of getting the backs up of the majority of the people who are not bilingual and therefore puts up a fence or a wall against the likelihood of it happening. But it seems to me that if it were encouraged, if the incentive was used of the carrot rather than the incentive of the stick, that we'd have a very much better opportunity for this to happen.

Of course, you can't help but look at all the physical facilities that we have in Manitoba through our educational system: the buildings, the physical facilities, not so much the instructional staff because there is a shortage in that area, but at least the physical facilities. The same sort of observation can be aimed at the encouragement of recreational opportunity. Of course, when you look at our facilities, the recreational facilities of the schools have never been used to capacity, still are not being used to capacity, and I don't know how you'd get around the problem of getting communities to use school facilities rather than either do without recreation or to look at other avenues of building separate facilities. It hasn't worked very successfully except in isolated cases.

Now the same applies to encouraging bilingualism, and my assessment of it is that if bilingual opportunity and bilingual instruction was provided on a voluntary basis, not just to children but to adults, through the school system and through our television facilities, that you would probably find that there is a very large body of Manitobans who would enroll or sign up or participate in a voluntary type of a system where they could go out in an environment that would allow them to learn the French language. And this isn't happening. The strides and steps that are necessary to providing a more bilingual sort of a - well, a more bilingual society in Manitoba, are not happening. I doubt whether we're any more towards that now than we were two or three years ago when the controversial federal legislation was brought in. I just don't think it's happening and I think that an opportunity is being missed. And I say I think it's been missed because people got their backs up against the sort of compulsory actions that were done by the Federal Government; and the Province, if it wanted to assist in this, could do it by opening up the facilities of our school system to evening programs, week-end programs, and other things that would encourage people to go out on a voluntary basis, if to do nothing else other than to learn the language on a conversational basis, a very unsophisticated yet very effective way of encouraging people to become bilingual, to expand their own social abilities in this particular field.

So I really rise to say that I think that the province might well look, looking at this specifically and examining whether the massive school facilities we have got in the province couldn't be put to better use to encourage the general public to go out, enroll, and participate in a voluntary and exciting experiment to learn a language, at least on a conversational level. And I say that I see no signs of this actually happening. I see signs of sort of a reaction against the principle, because all we've seen so far is sort of the compulsion of federal legislation in that direction. I see no signs in the general community of that taking place. The money that has come in from the Federal Government for this purpose has, by and large, been funnelled into very specific areas, very specific intent, and that seems to be to preserve the culture, and I don't think that we're going to get anywhere if we follow only that avenue. Preservation of a culture alone does not work unless you can use that money and funnel it into a program that provides an appetite on behalf of the mass public to participate, and that so far is not happening.

Now we have, Mr. Chairman, in my own area, a new experiment in the way of a school

SUPPLY - EDUCATION

(MR. CRAIK cont'd) . . . that has been designed specifically for English in one half - basically physically - and French in the other half, and all the other common facilities are shared equally the playgrounds and the recreational areas and so on are shared, and so on. But the way I think everybody's going to watch that experiment with a great deal of interest. But the point that I want to make is that I think that that type of facility should somehow become a known facility where the average person can walk in and make use of it. He can go there or she can go there at night, they can participate in programs that allow them to expand their own knowledge, and until that happens, until you get a sort of a voluntary willingness to participate in this, all of these programs will do very little except to provide some sort of an identity for a very restricted group, and at this point I think that a very serious look has to be taken at new different methods of, you know, holding out the carrot rather than wielding the stick, because right now we have a reaction against the whole thing.

MR. CHAIRMAN (Mr. Jenkins): Resolution 49(a)(1). The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, it probably isn't too frequently, you know, that I would rise in responding to honourable members in the Opposition in agreement in principle with much of what they've said, and I couldn't help but agree with the Honourable Member for Fort Garry that it is very important that our community do learn to become acquainted with what makes the system tick, as he put it. There's need for this at both levels, amongst our youth and the adult community, and maybe that's where the problem lies, and I would not disagree with the honourable member that we must re-design our education program in a manner to increase its Canadian content, to develop a greater awareness and appreciation, not only of our country but also of the democratic way of life and how it functions, how the various institutions within a democratic system function. That is very necessary, and we are moving in that direction. But what worries me, Mr. Chairman, is the fact that there is also a negative public attitude that has to be coped with, so, you know, a job has to be done at both levels, within our school system and within the adult community.

You know, the Honourable Member for Fort Garry is absolutely correct that many people do not really appreciate the role of the elected representatives in government, be it at the provincial or the federal level. They don't fully appreciate the role of government, of the government side of the House, nor the role of the Opposition. I've heard from time to time, and I'm sure the honourable member has, and all members of this House have, you know, "What are you guys haggling about over there? You know that certain things have to be done and, well, why don't you approve the Estimates or approve the legislation and let the government get on with the job?" I hear from my supporters, as honourable members on the other side, I'm sure, had when they were on this side of the House: "What the hell is the Opposition doing? What are they arguing over, wasting all this time? Why don't they let the legislation pass and let the government proceed?"

And I'm speaking not as a political animal in a partisan sense, but as a parliamentarian. That's a comment that is often heard. You know, the supporters of government would speak in that fashion about opposition. They would tend to view . . . The support of government, many supporters of government look upon the participation of Opposition in debate as merely being nothing more than obstruction to the . . . --(Interjection)-- Well, I think it happens in all legislative bodies. It happens in all legislative bodies.

But, regrettably, many of the public do not have a clear appreciation of the need for an Opposition, that this is how laws come into being and that there is need for the type of scrutiny and close examination, that that is the role of Opposition to subject legislation to, to subject estimates to, and that there is need for this to be done, as the Honourable Member for Fort Garry put it, not by the professional, not by the technocrat, but by the elected person representing the grass-roots, as it were. The technocrat, the professional person, he can design the system, the program, to give effect to the needs and the wishes and the aspirations of the grass-roots people, but it is the role of the elected representatives to give voice to those needs, to debate those needs, and then it becomes the role of the government, whatever program that it introduces it then turns it over to its professional staff to develop the skills and put the flesh on it and set it up as a properly functioning program. This point is often missed by the public, perhaps too often missed.

So there is a problem, there is a job, not only amongst our youth - as the

SUPPLY - EDUCATION

(MR. HANUSCHAK cont't)honourable member said, many of our youth think that our country, perhaps even the world, came into being in 1955 - but amongst the adults also.

I'm wondering, Mr. Chairman, I wish to respond to the Honourable Member for Riel. He had expressed an interest in bilingualism, in our French and Français program, and I see that's it's a minute before the House would rise for the lunch hour. If we could call it 12:30 now, I could respond to the honourable member at 2:30 p.m.

MR. CHAIRMAN: The hour being 12:30, I'm leaving the Chair to return at 2:30 this afternoon (Friday).