



Third Session — Thirty-Second Legislature
of the
Legislative Assembly of Manitoba

DEBATES
and
PROCEEDINGS

33 Elizabeth II

*Published under the
authority of
The Honourable D. James Walding
Speaker*



VOL. XXXII No. 24B - 8:00 p.m., THURSDAY, 17 MAY, 1984.

MANITOBA LEGISLATIVE ASSEMBLY
Thirty-Second Legislature

Members, Constituencies and Political Affiliation

Name	Constituency	Party
ADAM, Hon. A.R. (Pete)	Ste. Rose	NDP
ANSTETT, Hon. Andy	Springfield	NDP
ASHTON, Steve	Thompson	NDP
BANMAN, Robert (Bob)	La Verendrye	PC
BLAKE, David R. (Dave)	Minnedosa	PC
BROWN, Arnold	Rhineland	PC
BUCKLASCHUK, Hon. John M.	Gimli	NDP
CARROLL, Q.C., Henry N.	Brandon West	IND
CORRIN, Q.C., Brian	Ellice	NDP
COWAN, Hon. Jay	Churchill	NDP
DESJARDINS, Hon. Laurent	St. Boniface	NDP
DODICK, Doreen	Riel	NDP
DOERN, Russell	Elmwood	IND
DOLIN, Hon. Mary Beth	Kildonan	NDP
DOWNEY, James E.	Arthur	PC
DRIEDGER, Albert	Emerson	PC
ENNS, Harry	Lakeside	PC
EVANS, Hon. Leonard S.	Brandon East	NDP
EYLER, Phil	River East	NDP
FILMON, Gary	Tuxedo	PC
FOX, Peter	Concordia	NDP
GOURLAY, D.M. (Doug)	Swan River	PC
GRAHAM, Harry	Virten	PC
HAMMOND, Gerrie	Kirkfield Park	PC
HARAPIAK, Harry M.	The Pas	NDP
HARPER, Elijah	Rupertsland	NDP
HEMPHILL, Hon. Maureen	Logan	NDP
HYDE, Lloyd	Portage la Prairie	PC
JOHNSTON, J. Frank	Sturgeon Creek	PC
KOSTYRA, Hon. Eugene	Seven Oaks	NDP
KOVNATS, Abe	Niakwa	PC
LECUYER, Hon. Gérard	Radisson	NDP
LYON, Q.C., Hon. Sterling	Charleswood	PC
MACKLING, Q.C., Hon. Al	St. James	NDP
MALINOWSKI, Donald M.	St. Johns	NDP
MANNES, Clayton	Morris	PC
McKENZIE, J. Wally	Roblin-Russell	PC
MERCIER, Q.C., G.W.J. (Gerry)	St. Norbert	PC
NORDMAN, Rurik (Ric)	Assiniboia	PC
OLESON, Charlotte	Gladstone	PC
ORCHARD, Donald	Pembina	PC
PAWLEY, Q.C., Hon. Howard R.	Selkirk	NDP
PARASIUK, Hon. Wilson	Transcona	NDP
PENNER, Q.C., Hon. Roland	Fort Rouge	NDP
PHILLIPS, Myrna A.	Wolseley	NDP
PLOHMAN, Hon. John	Dauphin	NDP
RANSOM, A. Brian	Turtle Mountain	PC
SANTOS, Conrad	Burrows	NDP
SCHROEDER, Hon. Vic	Rossmere	NDP
SCOTT, Don	Inkster	NDP
SHERMAN, L.R. (Bud)	Fort Garry	PC
SMITH, Hon. Muriel	Osborne	NDP
STEEN, Warren	River Heights	PC
STORIE, Hon. Jerry T.	Fiin Flon	NDP
URUSKI, Hon. Bill	Interlake	NDP
USKI, Hon. Samuel	Lac du Bonnet	NDP
WALDING, Hon. D. James	St. Vital	NDP

LEGISLATIVE ASSEMBLY OF MANITOBA

Thursday, 17 May, 1984.

Time — 8:00 p.m.

**CONCURRENT COMMITTEES OF SUPPLY
SUPPLY - GOVERNMENT SERVICES**

MR. CHAIRMAN, C. Santos: Committee, please come to order.

We are now considering Item No. 2(d)(1) and 2(d)(2) relating to Leased Accommodations, Salaries, Other Expenditures - the Member for Portage.

MR. L. HYDE: Well, Mr. Chairman, when we left for the supper hour, we were discussing the 27.5 percent increase, which I consider to be a large increase in salaries, and I believe it has been covered to the point where it's acceptable as far as explanation.

Mr. Chairman, I would like to know from the Minister the number of thousands of square feet of space that is being rented by the different departments, could you give me those figures?

MR. CHAIRMAN: Mr. Minister.

HON. A. ADAM: It might take a little while to get a breakdown of each department. We have totals. I would imagine that we can get those figures, it'd take a little while.

MR. L. HYDE: Mr. Chairman, I realize that it probably will take time, but I would appreciate if you could get me the breakdown of it for future reference if you would please.

HON. A. ADAM: Yes, certainly we'll do that.

MR. L. HYDE: Also, Mr. Chairman, I'd like when he's looking up these figures I also want, if he will, to indicate the number of thousands of square feet of space that is presently being paid for by the taxpayers, but today is empty or not occupied, would he give me those figures as well?

HON. A. ADAM: Yes, I think we can give you those figures. I can give you those figures now. They're approximately 3 percent.

MR. L. HYDE: Three percent of?

HON. A. ADAM: Of the total. That would be 247 usable vacant space. Vacant space that is usable is 0.7; that would be less than 1 percent of the total government lease and owned space under the Department of Government Services' control.

MR. L. HYDE: Well, Mr. Chairman, I suppose this here could account for 15.8 percent increase in expenditures. What is that 15.8 percent in expenditures?

HON. A. ADAM: In the Other Expenditures?

MR. L. HYDE: In the Other Expenditures, yes.

HON. A. ADAM: Well, most of that is anticipated price increases for all existing leases that would be anticipated. We have to renegotiate every year when the leases come up for renewal and there's also annual increases I'm advised by staff. So we have there 517.7 for anticipated price increases for all existing leases and this is offset by minor unanticipated cancelled leases. Then there has been some leases in '83-84 that have not yet been included in the figures. So that is 358.7, if you're taking it down.

MR. L. HYDE: Well, no, I'll have to . . .

HON. A. ADAM: The other is planned new leases that may be coming up in the next year.

MR. L. HYDE: In the next year or two, yes.

HON. A. ADAM: Yes, there's 829.8 anticipated requirements. That is where you get your increase of 1,706.2 over '83-84 Estimates. That's the full explanation there.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: Are we paying the market price, generally the market price, and what might that be per square foot?

HON. A. ADAM: It depends where we're acquiring space. If it's in the downtown area, that is where the highest rental per square foot is; if you go out to the outskirts, it's lower; if you go out in the rural areas, it's again compares favourably with the outskirts, suburban areas. We try to, as much as possible, if there is space available in the suburban areas and if it fits in with the group that you're trying to accommodate. You can't have half a group downtown and half a group way out on the outskirts. That just won't work. You have to have them consolidated as much as possible.

MR. R. NORDMAN: Did I misunderstand when you said that the leases are being negotiated every year? I got the impression that the leases were only for a year at a time. Did I get the wrong impression?

HON. A. ADAM: Some leases are for a year, but we try to get longer-term leases because we get a more favourable rate.

MR. R. NORDMAN: Mr. Chairman, I think that the MPIC in Eaton Square, for instance, I think that's a 10-year lease, is it not?

HON. A. ADAM: I'll have to check that out. We wouldn't be responsible for it.

MR. R. NORDMAN: You wouldn't be responsible for that, they do that on their own then?

HON. A. ADAM: It's a Crown corporation.

MR. R. NORDMAN: Thank you.

MR. CHAIRMAN: 2.(d)(1)—pass; 2.(d)(2)—pass.

2.(e)(1) Employee Housing: Salaries; 2.(e)(2) Other Expenditures; 2.(e)(3) Less: Recoverable from Other Appropriations - the Member for Assiniboia.

MR. R. NORDMAN: The employee housing, if you would just give us a little explanation on that, Mr. Chairman, I'd appreciate it. Is this housing from out in the rural areas where employees are stationed?

HON. A. ADAM: The Employee Housing Program provides and maintains housing for government employees in areas where housing is not readily available throughout the province. At present we have four staff that are involved in the administration and supervision of that program.

MR. R. NORDMAN: Could the Minister tell us where they are?

HON. A. ADAM: Yes, we could. We have one at Portage la Prairie. We haven't got the total. What I have here is some that have become surplus and that we're trying to dispose of. We can get a list of the housing.

MR. R. NORDMAN: If you would just for information.

MR. CHAIRMAN: The Member for Portage.

MR. L. HYDE: I understand that you will be able to supply us with the list of getting . . . housing.

HON. A. ADAM: Yes, that's correct.

MR. CHAIRMAN: 2.(e)(1)—pass; 2.(e)(2)—pass; 2.(e)(3)—pass.

2.(f)(1) Security Services: Salaries; 2.(f)(2) Other Expenditures - the Member for Arthur.

MR. J. DOWNEY: I'll yield to the Member for Portage la Prairie, Mr. Chairman.

MR. L. HYDE: Mr. Chairman, I believe it was during their first Session when this government took office that the Minister decided it would be more efficient and possibly less costly to the taxpayer to hire government staff to handle the government security duties throughout the province. The government has decided to cut back on contracting out security duties. My question, Mr. Chairman, is how much more is it costing the taxpayer today to hire only government staff rather than contracting out their duties?

MR. CHAIRMAN: The Minister of Business Development.

HON. S. USKIW: Mr. Chairman, I just want to correct an error in the remarks of my friend opposite. He probably isn't aware of it, but we did not make the claim that there was going to be less cost in going into in-house operations with security. We said we would

have better security but it would cost more. So we shouldn't get that confused. We never claimed that there would be a reduction in costs. We said it would cost quite a bit more.

MR. L. HYDE: In that case then, Mr. Chairman, are we moving towards more in-housing contracting if this be the case of what the previous Minister has just stated? Are we moving towards more in-house duties?

HON. A. ADAM: We are not moving any this year. We are staying where we are for the present. There are still a number of facilities that are contracted out. There's still three areas that are still not covered by our in-house security staff but are contracted out. We are not moving this year on any.

MR. L. HYDE: Mr. Chairman, did I understand you to say, Sir, that we have only three areas today that are not being serviced by in-house contracting?

HON. A. ADAM: Just three, yes.

MR. L. HYDE: Mr. Chairman, can you not indicate to me then, whether it's a saving to us at this point in time. Is it a saving or if it is not a saving you're still firm in the thought that you're getting better service by the in-staff security duties?

HON. A. ADAM: That has certainly been proven as far as the maintenance staff is concerned, that is definite. We believe that we are getting much better security with our own staff. There's more training, we have control of the training and our security staff go out from time to time. We send people out to take training with the police and they're a better-trained staff than you could get from maybe - not to downgrade any of the contracting out, but we know that we have a good security staff now.

MR. L. HYDE: Mr. Chairman, I'd like the Minister, if he could, to indicate to me and give me a figure as to how much more it is costing the government, the province to have this in-staff security over the private contracting out?

HON. A. ADAM: I'm afraid that information I wouldn't be able to provide at this time. I don't know if we can provide it or not, I don't know whether we would be able to do that.

We might have comparable figures for the year that it was done, but how are we going to? It'd be very difficult to check out.

MR. L. HYDE: I don't know whether that's acceptable at this time, Mr. Chairman. Surely to goodness you have within your department figures that indicate the difference in costs. You must have that somewhere.

HON. A. ADAM: We would only have that perhaps in the year that it was done and that might be two, three years ago.

MR. L. HYDE: Well, Mr. Chairman, I wonder if it'd be too much to ask the Minister to supply us with some

figures as to the difference in costing of the two types of security.

While I'm on this security, I wonder if the Minister could indicate to me just who is supplying the security for the Portage public building. Is it private or is it staffed by . . .

HON. A. ADAM: That is private.

MR. L. HYDE: That is private today? Would you inform me what company it is?

HON. A. ADAM: Yes, I think we can. I apologize to the honourable member, my director was trying to give me the message across and I got the wrong message I guess. Portage is in-house security.

The only three areas left is Keewatin Community College in The Pas, and the University of Manitoba Agriculture Building, and the Provincial Laboratory; that's the only three.

MR. CHAIRMAN: The Honourable Member for Arthur.

MR. J. DOWNEY: Thank you, Mr. Chairman. I want to follow up a little bit on the Member for Portage la Prairie's question dealing with the security contracting. The Minister is indicating, and the former Minister indicated that we are getting better security service by the hiring of in-house people. What evidence or what proof does the Minister have that this is, in fact, taking place? We are paying a lot more money. Do we have more people hired than were traditionally looking after the security, for example, of this particular building here?

HON. A. ADAM: Mr. Chairman, while my staff is getting the information for me, I can tell you that we certainly feel that we have better standards not only of security but of wages for the people who are working and that has to be taken into consideration, as well as the training of the staff. We know that they do take training, and they send people out from time to time to take security service training, and we think we're getting good value for our expenditures.

MR. J. DOWNEY: Well, Mr. Chairman, I'm asking for some examples of better performance by government employed people than by contractual people. Is one of the examples that the Minister is using as the hiring of an individual that has caused one member of the Cabinet a certain amount of anguish and the person recently was picketing in front of this building? Is that the kind of security that we're now seeing being hired or is that an example of the kind of competence that the government is demonstrating in the hiring of security staff? Is that an example of government operations versus contracting of private sector?

I want some proof that the hiring of government security is better than the contracting, and from what I've seen so far it's to the contrary, Mr. Chairman.

HON. A. ADAM: Yes, well, I think I know the individual whom you are referring to and I would say that that would have to be an aberration of what is the norm.

MR. J. DOWNEY: Mr. Chairman, what examples can the Minister give us that prove to the public that more

money being spent in this particular appropriation, by hiring of government, gives this building and other buildings better security than we had previously under a contractual basis?

We're spending more taxpayers' money to hire people to give security. We've got evidence that the government itself hasn't had the kind of service I think that it would have liked to have seen, and now he's just wanting this committee and the public to say spend more money, we're getting better service, and you do so on my word. I want him to provide some evidence to this committee that that's in fact taking place. Are there more people employed? Do we have a better security system than we had previously? I want evidence, and I haven't seen the Minister give any yet, and I want it.

HON. A. ADAM: Mr. Chairman, we do not have any more staff than we had previously. They are better paid people, and they are having a higher standard of living. Security staff are paid under contract. It would seem to me, Mr. Chairman, that people who are paid adequately are satisfied in their work, and they can perform better. If you think for one moment that people who are not adequately paid for the work and the risk that they're taking - morale is low, and I think that generally speaking you may not have a happy group of people working. But, Mr. Chairman, I don't know what else the Minister wants.

If he has any complaints to make about the security that we have now, I wish he would say so. If he has any complaints to make, we will take them under consideration and see if they can be addressed. But just to come in and go on a fishing trip, I think is not really fair to the staff, the very competent staff that we believe in, and we think they're doing an excellent job. There is ongoing training from time to time for this staff, and we're satisfied for the dollars that we're spending.

If the Member for Arthur has any complaints, I wish he would bring them to our attention, and we'll try to address them.

MR. J. DOWNEY: Mr. Chairman, the criticism of this government and this Minister is not the individuals who are doing the job. It's the fact that we are paying more as taxpayers to have the service provided without evidence that we're getting any better service, any better security. We have the same number of people. We have seen evidence of what would be considered probably problems with the system that has been adopted by he, as the Minister, and his government. Certainly we all would like to see a better standard of living for everyone, but it's the taxpayers that are losing when we are providing that.

I don't think that the Minister - he should be able to provide evidence of people who were suffering under the former system, that they weren't making as much money as these people today, but he's not doing that. All he has done is add the inefficiencies of government to providing a service that was being done traditionally under a contractual basis and for less money. I want the Minister to either bring forward some evidence, or admit that it was done strictly on a philosophical basis, so that he could implant the people which he felt were supportive of his party.

HON. A. ADAM: Mr. Chairman, I think the last comment that the Member for Arthur made, I think he should reflect on that. My understanding is that a number of staff were hired - I stand to be corrected. Were there not people given a chance to come in? There were a number of people that were on contract that became regular staff, and I'm sure that their morale has increased, their standard of living is increased.

I want to tell you that our philosophy is maybe perhaps different than the Member for Arthur where he'd like to see people working for half the wages that they should be getting. That's not our philosophy, we think that people should be paid for what they're worth, not for what you can get them for.

MR. CHAIRMAN: The Minister of Business Development.

MR. J. DOWNEY: Well, Mr. Chairman, I'm not through.

MR. CHAIRMAN: The Member for Arthur.

MR. J. DOWNEY: Thank you, Mr. Chairman. I would hope that I could be allowed to finish my questioning of the Minister.

I would, Mr. Chairman, like the Minister to then provide for us what the wage scale that these people were getting prior to the hiring by the government, prior to that on a contractual basis, and what they're obtaining now. I think it's . . .

HON. A. ADAM: I would be happy to do that, Mr. Chairman.

MR. J. DOWNEY: Well, what is it then, Mr. Chairman? I would ask the Minister to provide it now.

HON. A. ADAM: I will provide that information for him as soon as we can, Mr. Chairman.

MR. J. DOWNEY: Well, Mr. Chairman, can he not substantiate? He just made a statement that they were in a far better off situation now than they were then. What is he going by to make that statement if he can't provide the information for us? What is he basing it on?

HON. A. ADAM: I will provide that information for the member. I have given him that commitment, and I will do that.

MR. J. DOWNEY: Mr. Chairman, will the Minister withdraw his statements until he is prepared to provide that information as a factual basis?

HON. A. ADAM: No, no.

MR. J. DOWNEY: No, I want the information. He's making a statement which he can't substantiate — (Interjection) — well you know, I'm asking a fair question. Has the Minister got the kind of evidence that he is working from, or what basis is he going from? I'll be fair to the member. What is he working from as a basis for the statement that he just made?

HON. A. ADAM: Mr. Chairman, that was dealt with last year, and it was shown to be the case last year. It will be shown to be the case again this year, what happened last year, and I will provide that information for the member. If he wants to be obstinate about it, he can carry on.

MR. J. DOWNEY: If the Minister will provide that, it would be most helpful.

I, Mr. Chairman, want to as well ask the Minister, has there been any change in policy or security measures following upon the kind of terrible and unfortunate situation that took place in Quebec some two weeks ago? Have there been any policy changes, security changes made dealing with any of the Government Services Buildings or the Legislative Buildings, Mr. Chairman?

HON. A. ADAM: Mr. Chairman, the front staff are giving a more better visual scrutiny of people coming in. We haven't got to the point of closing off the doors. Staff are forewarned to keep a better close watch of who is coming in. Because of their training and their experience, they are able to judge the kind of people that are coming in.

I think that, outside of that, we haven't gone beyond that, because we have had an open door policy as far as the accessibility of the building to the people of Manitoba. It's their building, they have the right to come here. My own personal opinion is that I would not want to see this turned into a very tight security. I don't think it is required.

We're still waiting to see what happened over there. It appears that there was a very very disturbed individual. I know that the security there has tightened up considerably in the Province of Quebec, and certainly we can't blame them for doing that. I suppose if it happened here, we would probably be looking at measures as well, but for the time being at least, we're still watching what is happening in other provinces. We have no intention to do anything for the moment at least.

MR. L. HYDE: Mr. Chairman, before you — (Interjection) — oh, I'm sorry.

MR. CHAIRMAN: The Minister of Business Development.

HON. S. USKIW: Mr. Chairman, I don't think the Member for Arthur would want to leave on the record that there were political hirings as a result of a change in policy, because if he meant that, that would mean that he was accusing a former Minister of hiring his political friends. Obviously, he isn't accusing this Minister of doing that, since this is a year-and-a-half to two years old.

I would ask the member to reflect on those comments, because that line of questioning was put at that time, and we did indicate statistically at that time the number of applicants and the number that were hired and the process that was undertaken. It was fully explained, and was not challenged then. The Minister was not involved in that process.

MR. J. DOWNEY: Mr. Chairman, the Minister of Tourism, Economic Creation and Productivity and all

the other animals that go with it - I apologize if I can't remember his total title. I maybe hit some of them, Mr. Chairman. I do not want to leave on the record any accusations of people who are hired by the government, that they were in fact hired because of their political motivations or their political support, however, I want left on the record that it would be certainly a lot easier for a government, and this particular government having the track record they have, to pursue that line of hiring by having it on a hiring basis directly by government rather than a contractual basis as it was. That's what I would leave on the record, Mr. Chairman.

MR. CHAIRMAN: The Member for Portage.

MR. L. HYDE: Mr. Chairman, from the statement that's been made by the Minister, it would appear that we're going to have to wait possibly till this time next year to get the figures that our colleague, the Member for Arthur, is asking for.

I trust that this is not the case. I hope that you will supply us with the figures that we request.

HON. A. ADAM: I think we can get them by Tuesday, if that's soon enough.

MR. CHAIRMAN: The Minister of Business Development.

HON. S. USKIW: Mr. Chairman, if it would expedite things, I would like to tell honourable members opposite that at the time the change was made we tabled the change in cost, which was very substantial. I believe it was in excess of \$1 million annually, and we projected that over two or three years, so we were very up front with that information at the time that the change was made and we said we were doing it partly on principle and partly because we wanted a consistent policy, because we did have a two-tiered system then.

We had some employees that were in-house and others that were contract and we made the decision to go all in-house; and we said it was going to cost more money and we gave you the numbers. It's all a matter of record now. The numbers would be current because of the salary adjustments that have been made pursuant to salary negotiations, but that would be the only difference.

MR. CHAIRMAN: The Member for Portage.

MR. L. HYDE: If the Minister can supply us with those figures, that's fine.

MR. CHAIRMAN: 2.(f)(1) Security Services, Salaries—pass; 2.(f)(2) Other Expenditures—pass.

2.(g)(1) Gimli Industrial Park: Salaries; (2)(g)(2) Other Expenditures - the Member for Portage.

MR. L. HYDE: Mr. Chairman, the Annual Report that the Minister gave indicated that responsibilities lie in his department for 616 hectares in the Gimli Industrial Park, which contains some 72 buildings, 194 housing units, etc., etc., etc. Mr. Chairman, what is the situation today with the Gimli Park? Is it functioning well?

HON. A. ADAM: It's not functioning as well as we'd like to see it function. We're still operating at a deficit

at the Gimli Industrial Park. It's difficult to say if you would take into consideration the spinoffs and the spinoffs it generates in the Gimli area in the form of additional business and additional wages and the economic activity for the park, it's difficult to say whether we're that far in a deficit position, but the buildings, of course, were constructed to last about five years.

It was a war time building facility and, of course, some of the buildings are obsolete, some should be probably demolished, some would take quite a lot of expense to renovate.

I can advise the Honourable Member for Portage that in the industrial part of the complex, 75 percent is occupied.

MR. L. HYDE: Seventy-five percent occupied today. That's in the Industrial Park itself?

HON. A. ADAM: Yes, the industrial space and the housing space is 55 percent.

MR. L. HYDE: Fifty-five percent in housing units.

HON. A. ADAM: Yes. Those are forecasts for occupancy in 1984-85, based on what is there now and any future

MR. L. HYDE: Mr. Chairman, then my final question on the Gimli Industrial Park would be, could you indicate to me just how much revenue is the government or the province receiving from that Industrial Park and units out there and the housing units?

HON. A. ADAM: The 1984-85 estimated revenue would be \$1,630,500.00.

MR. L. HYDE: Pardon me, the figure? One million, you said.

HON. A. ADAM: \$1,630,500.00.

MR. L. HYDE: For the year of '84-85.

MR. CHAIRMAN: 2.(d)(1) - the Member for Assiniboia.

MR. R. NORDMAN: How many SYs do we have out there?

HON. A. ADAM: Yes, I could get you that. There are 55 SYs.

MR. R. NORDMAN: SYs at the Gimli Park?

HON. A. ADAM: Yes.

MR. R. NORDMAN: And that is the total salary for those 55?

HON. A. ADAM: Yes.

MR. CHAIRMAN: 2.(g)(1)—pass; 2.(g)(2)—pass; Gimli Industrial Report, Salaries, 2.(g)(2) Other Expenditures—pass.

2.(h)(1) Alterations, Furniture, Furnishings and Incidental Expenses - Project Management, Minor Projects; 2.(h)(2) Less: Recoverable from Other Appropriations—pass.

(j)(1) Energy Management and Technical Services, Salaries; 2.(j)(2) Other Expenditures - the Member for Assiniboia.

MR. R. NORDMAN: I'd just like to know a little bit about this particular department, what is the function of it, Energy Management?

HON. A. ADAM: Yes, the Energy Management and Technical Services Branch is responsible for the development, implementation, and administration of the safety and training program to upgrade and train employees in the area of accident and fire prevention. It provides support to various divisional programs in problem areas related to heating, air conditioning, air handling, electrical systems and related fire prevention and safety systems in office buildings and institutions throughout the province. It provides the vigorous energy management program through analysis of the operation of the physical plant, implementation of energy conservation techniques, and recommend changes in the operating schedules, instruct operating personnel in energy management techniques, policy, and the efficient operation of building systems, and prepare reports with respect to energy management.

I might add that there have been a very substantial decrease in the cost of energy as a result of this division here and they're sure earning their dollars. I think it is a very very substantial decrease because of the work that they have undertaken.

MR. R. NORDMAN: Could the Minister give us an example or two of what the savings are that have been made by this?

HON. A. ADAM: Yes, one of the things that they do is meet with building supervisors and discuss with them ways and means of conserving energy. For instance, in this building we lower the temperature at night - I forget now exactly the degrees. The energized parking meters are off and on; 15 minutes on, 15 minutes off. We lower the temperature of the water in the heating system as well. We also control the cooling in the summer as well.

We've also did some retrofitting on some of the buildings. There's a number of areas where they have addressed the problem of reducing costs and they have been very very successful. We're very pleased and that is still continuing.

MR. CHAIRMAN: The Member for Portage.

MR. L. HYDE: Mr. Chairman, the Minister has indicated that they're controlling the heat. I wonder if there's any way they can control the heat a little better than they're doing. It's just unbearable in different parts of this building, as you are aware I'm sure, but it's just unbearable in some of the offices that we are sitting in.

When we're talking about Technical Services, I wonder if there's any further studies been made towards the possibility of air conditioning in the entire building?

HON. A. ADAM: Yes, we are working on that, but we're doing it on a scheduled basis. We do a little bit every year. I'm not sure just how the system works, but I think it works from a plant outside of here and it's a cooling system of some kind, I just don't know how it works.

This is ongoing, we do a few every year. This building was never constructed to be air conditioned and it would be quite a costly operation to make the entire building air conditioned all at once, so we're doing it on a phase-in basis. We have installed air conditioning in the House and you know how we rotate when people are speaking and when there's nobody in there, we put them both on and then when members come in, they're turned off or one is turned off.

MR. L. HYDE: Well, Mr. Chairman, I appreciate the fact that it would be a tremendous undertaking to even totally air condition the building. I think possibly for the time being the answer would be that we attempt to do government business in the winter months instead of in July and August. It seems that it's just kind of rather ridiculous if we find ourselves sitting in here in the heat of summer when we've got winter months when it's 20-30 below, and it would certainly be more pleasurable to be sitting in here in the winter months rather than in the July and August as I stated earlier.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: Just to go along on that, I just feel for the staff in both your caucus room and our caucus room in the middle of the summer with the heat that comes through those windows. I think maybe the east side doesn't get it quite as bad, but the west and the south side of this building, those offices are almost intolerable in the summer time. Regardless of what kind of fans you have, still all it is, is moving hot air.

I know that the job would be a terribly, terribly expensive one to do all in one time. I wouldn't in the restaurant business, I wouldn't submit my staff to the heat that some of the staff have to work in here in this building. It's really not fair and expect them to do a creditable job.

So I would hope that the department will look into it and maybe find some bucks somewhere along the line to make it tolerable.

Thank you, Mr. Chairman.

MR. CHAIRMAN: 2.(j)(1)—pass; 2.(j)(2)—pass. Energy Management and Technical Services, Salaries, and Other Expenditures—pass.

Resolution 81: Resolved that their be granted to Her Majesty a sum not exceeding \$45,358,400 for Government Services for Field Services for the fiscal year ending the 31st day of March, 1985—pass.

3.(a)(1) Supply and Services, Executive Administration, Salaries; 3(a)(2) Other Expenditures - the Honourable Member for Portage.

MR. L. HYDE: Mr. Chairman, pass.

MR. CHAIRMAN: Pass.

3.(a)(1) Executive Administration, Salaries—pass; 3.(a)(2), Other Expenditures—pass.

3.(b)(1) Central Vehicle Branch, Salaries; 3.(b)(2) Other Expenditures; 3.(b)(3) Less: Recoverable from Other Appropriations - the Honourable Member for Portage.

MR. L. HYDE: Yes, Mr. Chairman, I wonder if the Minister would explain the difference of \$4,072,200 on Recoverable from Appropriations. I wonder if he would make that explanation to me.

HON. A. ADAM: That is as a result of the recovery of depreciation on the fleet.

MR. L. HYDE: On the entire fleet. Thank you.

HON. A. ADAM: That's the major portion of it.

MR. L. HYDE: Mr. Chairman, the question is has it always been handled this way?

HON. A. ADAM: It was handled that way in years past, and it's being handled that way this year. There were a number of years that it wasn't handled this way.

MR. L. HYDE: Mr. Chairman, are you saying that it's just in your term of office, this government's term of office, that this system has been used?

HON. A. ADAM: It was used in years past.

MR. L. HYDE: In years past?

HON. A. ADAM: Yes, but it's now being used again. It hadn't been used for a few years. I don't exactly how many years though.

MR. CHAIRMAN: 3.(b)(1) - the Honourable Member for Assiniboia.

MR. R. NORDMAN: I'm sorry, Mr. Chairman, how many SYs do we have under Salaries here?

HON. A. ADAM: There are 50.31 SYs.

MR. CHAIRMAN: The Honourable Member for Portage.

MR. L. HYDE: Mr. Chairman, can the Minister inform me what expenditures will be made regarding purchasing new vehicles, and how many vehicles, and will any or will all vehicles be of the compact models?

HON. A. ADAM: There will be approximately \$4,300,000 of new vehicles.

MR. L. HYDE: Purchased this year?

HON. A. ADAM: Yes, the policy is to change over the vehicles every four years or 120,000 kilometres.

MR. L. HYDE: That's a question I was going to bring up. You do have a retirement policy that you're following?

HON. A. ADAM: We haven't been able to follow it right up to date, I believe, but we are trying to stay as close to that as possible.

The other question, Mr. Chairman, was whether or not they are all compact. No they are not. Some of them are larger. The sedans that are purchased are mostly the compact, it would be all I guess. There are some cases where it is not possible to . . . I can perhaps give the member some information.

The total number of sedans is 1,044; sub-compact is 2 percent; and compact is 94 percent. So that would leave, there are 4 percent that would still be the standard size.

You may be aware that even the Ministerial cars are down-sized as well. The new ones that are coming in are down-sized.

MR. L. HYDE: Mr. Chairman, if the Minister could indicate whether he's got figures to substantiate what I call, any great savings to the department or on compact cars versus the conventional larger car.

HON. A. ADAM: I believe we do. I don't know if I have that here. — (Interjection) — I have just been informed by the director for the central fleet that it's pretty difficult to make a comparison because our full-sized cars or automobiles are all old models. I don't believe there are any younger than 1981. There may be but '81 and older so it's very difficult to make a comparison with those old clunkers and the new compacts. We do know that as far as fuel savings is concerned it's quite substantial.

In my opening remarks I did mention, and I gave the honourable member a copy, 250,000 litres of saving because of the down-sizing of the cars which is very, very substantial.

MR. L. HYDE: Mr. Chairman, to the Minister, I'm assuming that the life of a small compact car is shorter than our conventional heavier cars of the past and the newer ones today. I'm assuming that the life is shorter.

Now, can the Minister indicate what savings, if any, would be there in buying a smaller car?

HON. A. ADAM: There is a saving in capital when you purchase the vehicle, a very substantial saving to begin with. There is a very substantial saving on fuel economy and because the policy is that we try to turn over our vehicles every four years - either four years or 120,000 kilometres - if we can live up to that policy, our cars are always in fairly good condition, they're well looked after.

I do believe that the automotive industry has made a lot of strides now. We don't use any imports. We buy all Canadian products to create jobs in Canada and in Manitoba, but I would say that the cars that are made today are fairly well built. In areas where there's heavy usage, in the construction part of our operation, we use trucks and we use vans for that type of work.

MR. CHAIRMAN: For a break. I've been handed a note. 3 to 1 Edmonton, end of the first period.

HON. A. ADAM: I'll drink to that - give me some water.

MR. CHAIRMAN: The Member for Portage.

MR. L. HYDE: Mr. Chairman, first of all before I go onto the next question, it would appear that we're going

to have to wait until possibly a year from now, unless the government is turned over - and then we'll know for sure just what is the case. It would appear that we're going to have wait possibly for a year to find out whether there is any great savings in these small cars, both in the overall cost and the cost of maintenance, where it's a small car versus a big one. We'll probably have to wait a while to find this out.

Mr. Chairman, my final question for this department right now is, just what number of cars are assigned to special assistance and advisory personnel within the government? I'm sure you must have a figure for that, I would think.

HON. A. ADAM: We would almost have to get an Order for Return for that, Mr. Chairman. I don't believe that there are any, but I would have to check that out. I know from time to time, when Ministers send their assistants out, they may have a vehicle but . . .

MR. L. HYDE: Mr. Chairman, I would like to . . .

HON. A. ADAM: Just on a point of order.

MR. CHAIRMAN: Point of order.

HON. A. ADAM: There is an Order for Return on the Order Paper now.

MR. L. HYDE: For that?

HON. A. ADAM: From the opposition.

MR. L. HYDE: Okay, that's fine, thank you.

MR. CHAIRMAN: 3 . . .

HON. A. ADAM: No, before we pass, I just wanted to say that one of the areas that the department is looking at is to have the cost of the vehicle all computerized, and we will be able to know each individual vehicle and how it's performing. That is some of the systems that they're putting in place and we'll have a very close handle on that.

MR. L. HYDE: Good.

MR. CHAIRMAN: 3.(b)(1) Central Vehicle Branch: Salaries—pass; 3.(b)(2) Central Vehicle Branch, Other Expenditures—pass; 3.(b)(3) Less: Recoverable from Other Appropriations—pass; 3.(c)(1) Office Equipment Branch: Salaries; 3.(c)(2) Other Expenditures; 3.(c)(3) Less: Recoverable from Other Appropriations—pass; 3.(c)(2)—pass; 3.(c)(3)—pass.

3.(d)(1) Purchasing Bureau: Salaries; 3.(d)(2) Other Expenditures - the Member for Portage.

MR. L. HYDE: Mr. Chairman, is there a policy followed by this Minister in where his department purchases totally Manitoba products over the out-of-province products? Is he following that practice totally?

HON. A. ADAM: No, Mr. Chairman. We have a policy to buy in Manitoba when it's feasible to do so, when it's in the benefit of the province to do so.

MR. L. HYDE: Well, Mr. Chairman, I believe it's been said so many times by the present government, they maintain, they buy and support the producers and manufacturers of the province, but I can possibly understand where there are commodities that certainly have to be purchased outside of the bounds of our province. I would hope that we will do everything possible to purchase a Manitoba product.

HON. A. ADAM: Yes we are following that policy and whenever possible we will buy and give a preference to Manitoba producers over outside suppliers, given that there's not too much disparity as far as the price is concerned.

MR. L. HYDE: Mr. Chairman, is the Minister following the tendering policy when purchasing material for his departments? Is he following that policy?

HON. A. ADAM: Yes.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: Yes, Mr. Chairman, I have a couple of items here on this tendering. The Deputy Minister is aware of one of them, insofar as I am concerned I brought this problem to him some time back. It deals with basically the certificate of status, which seems to be a requirement in most instances in tendering. This one I'd like to go into it so it's on record. This is with regard to a company by the name of Montgomery Elevator Company and they have Manitoba Corporation No. 51609, incorporated under the laws of Ontario on August 30, 1935.

Now this company has been doing business with the Province of Manitoba for some years. They presently have several contracts with them. For instance, they are doing the renovation and upgrading of the elevators in the Fletcher building for one. They have been maintaining for the past five years the elevators in the Law Courts Building. They recently completed the installation in the Assiniboine College in Brandon and are presently working on the Fletcher Building.

They tendered on two jobs, one for Dauphin and one for Beausejour, and I guess in the tendering system this is a requirement, but they didn't include their certificate of status and they were turned down because of that. Their tender was thrown out because they didn't include that. Yet, I believe, a company that is doing business with the province, as a legitimate company, I just don't understand why they would have to do this every single time that they put in a tender.

All I'm asking is that if this is where it should be taken to, that some consideration be given to companies that are in good standing with the province and are doing business with the province, that because they didn't put in one little piece of paper like that, that their tender was thrown out. In this instance, one of the tenders that they tendered on, they were nine percent lower than the company that got the tender, and 253 percent lower than the company that got the tender. It just doesn't seem to make sense to me that they should have been tossed out in that manner. It would make you wonder, are we more interested in a formal tender than we are in saving money for the province?

HON. A. ADAM: I am informed that there are legal requirements that come from the Attorney-General's department.

MR. R. NORDMAN: Yes, I'm sorry, I didn't mention that, because this is what the Deputy Minister told me.

HON. A. ADAM: I'm not sure of the legal implications of that, but, the tender did not include a certificate that was required by tender and was not included, and therefore, even though they did come in with a lower tender, it was not considered because of the fact that that document was not included. Now, I'm not sure if it was because, had they got the tender and it was later found that they did not have the certificate, and something would happen to the work, I'm not sure what the reason is, that maybe we would be liable for some damages if an accident happened. I don't want to speculate any further than that, but, that is the requirement that must be met, a certificate when the tender is sent in. That directive comes from the Attorney-General's department. I would imagine that there are some legal implications there.

MR. R. NORDMAN: Then what is the purpose of the certificate of status? What clout does it carry? Can you tell me that, Mr. Chairman?

HON. A. ADAM: I know that all elevators have to be certified to be safe and they've got to be passed by the Department of Labour, and I would imagine that anyone who works or installs an elevator has to have a certificate to install it.

MR. R. NORDMAN: I can understand if the "XYZ Company" that have just come into Manitoba and were tendering on a job for the very first time, but, a company that has been doing business with the Province of Manitoba, whoever opens those tenders has to know that this is a reputable company, because, he just gave them a contract not more than a month prior to that for \$350,000.00 Surely to goodness that must mean something. It doesn't leave any flexibility at all. A piece of paper like this. They knew after they made the tender, and they phoned the tendering office and stated that they'd forgotten it and that didn't matter. "Sorry, you're too late. We can't accept the certificate of status after the tenders are closed." That's my tale of woe.

HON. A. ADAM: I accept the honourable member's comments and I could perhaps find out what the legal implications are, but, off-hand I would say if we got a tender in and the certificate was not included, our staff would have no way of knowing whether or not that certificate had been taken away from these people even though they might have been there for a number of years. We wouldn't have it because the certificate comes from another department. We don't provide these people with their certificates. It has to come from a different area.

That is a problem that we have.

MR. R. NORDMAN: It's just another bit of red tape that a person has to go through to do business in the province.

HON. A. ADAM: I would say that I'm not sure what takes place in other jurisdictions, but, that is what is happening here and we can perhaps undertake to review what happens in other provinces. It might be . . .

MR. R. NORDMAN: That's all I'm asking, Mr. Chairman, is to take it under advisement and find if there isn't some better way of handling this than what it probably is right now.

MR. CHAIRMAN: I hope the member's question does not seek a legal opinion, because . . .

MR. R. NORDMAN: No, I'm not seeking a legal opinion on it, Mr. Chairman. I'm asking the Minister to take it under advisement and see if there is some manner in which these tenders can be handled without all this red tape.

HON. A. ADAM: We shall so do.

MR. R. NORDMAN: Thank you very much.

MR. CHAIRMAN: 3.(d)(1) Purchasing Bureau: Salaries—pass. 3.(d)(2) Other Expenditures—pass. 3.(e)(1) Materials Branch: Salaries, 3.(e)(2) Other Expenditures, 3.(e)(3) Acquisition - Materials Inventory, 3.(e)(4) Less: Recoverable from Other Appropriations - the Member for Portage.

MR. L. HYDE: Thank you, Mr. Chairman.

The 32 percent increase, as I see it, on Other Expenditures, I'm wondering if I can get an explanation on that?

HON. A. ADAM: It's a decrease, not an increase.

A MEMBER: No, on Other Expenditures.

MR. CHAIRMAN: Item No. 3.

HON. A. ADAM: Oh, you mean the \$21,000.00.

MR. L. HYDE: Yes, the \$21,000.00.

HON. A. ADAM: Again, it's entirely on the depreciation of motor vehicles. The cost on the vehicles on every department.

MR. L. HYDE: . . . within department.

HON. A. ADAM: Yes.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: Mr. Chairman, these materials that you're buying, are these materials for - just give me an example of what you would be - what would be in the Materials Inventory, for instance? Just a couple, don't go through the whole list, Mr. Chairman . . .

MR. CHAIRMAN: Give an example.

MR. R. NORDMAN: . . . just to give us some kind of an idea of what's in there.

HON. A. ADAM: How about furniture?

MR. R. NORDMAN: Okay, fine. That's materials.

HON. A. ADAM: Just a moment.

MR. R. NORDMAN: Yet we had a furniture and . . .

HON. A. ADAM: The member wanted to know what we were purchasing, what it meant. It could be shovels, wouldn't it? Whatever any department requires. If the Department of Highways requests asphalt or cement, if another department requires furniture replacement, I guess that's what it is, isn't it? Janitorial supplies, Mr. Chairman, and the whole purchasing for the government use, that's what it is.

MR. CHAIRMAN: 3.(a)(1) - the Member for Portage.

MR. L. HYDE: Mr. Chairman, there is a - what? - 13.4 percent increase in Recoverable from Appropriations. Can we get an explanation on that?

A MEMBER: Which one was that?

MR. L. HYDE: On (4), (e)(4).

HON. A. ADAM: That's recoverable from if we buy - Mr. Chairman, we purchase the material, and it's sold to other departments. That is where the recovery is; it's just a book figure. It's transferred over, and it is just a figure that's rolled over, that's all it is.

MR. R. NORDMAN: The internal bookkeeping?

HON. A. ADAM: That's right, there is no money changing hands.

MR. R. NORDMAN: No, just internal bookkeeping.

MR. CHAIRMAN: 3.(e)(1)—pass; Materials Branch: Salaries—pass; 3.(e)(2) Other Expenditures—pass; 3.(e)(3) Acquisition - Materials Inventory—pass; 3.(e)(4) Less: Recoverable from Other Appropriations—pass. 3.(f)(1) Telecommunications Branch: Salaries; 3.(f)(2) Other Expenditures; 3.(f)(3) Less: Recoverable from Other Appropriations - the Member for Portage.

MR. L. HYDE: Mr. Chairman, I have nothing to bring attention to this here - pass.

MR. CHAIRMAN: We pass all the items. 3.(f)(1)—pass, Salaries; 3.(f)(2) Other Expenditures—pass; 3.(f)(3) Less: Recoverable from Other Appropriations—pass.

3.(g)(1) Post Office Branch: Salaries; 3.(g)(2) Other Expenditures; 3.(g)(3) Postage; 3.(g)(4) Less: Recoverable from Other Appropriations - the Member for Portage.

MR. L. HYDE: Mr. Chairman, I could ask for an explanation. It's all plus. I would just like to have a record of where these increases are taking place.

HON. A. ADAM: The increase on the Salaries is for the merit and general salary increases of \$4,300, offset by the one week pay period less.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: I was just wondering, Mr. Chairman, is this where we have an interchange of mail between, say for instance, the Manitoba Telephone System and the office here - how would you call it - interdepartmental mail?

Just one curiosity then, Manitoba Hydro is a provincial body. I know I dropped my Manitoba Hydro bill and my telephone bill into the basket in the Caucus Room, and I was told that they would accept Winnipeg Hydro, but they don't accept Manitoba Hydro for delivery on the interoffice exchange — (Interjection) — No, they gave it back to me. My hydro comes from the Manitoba Hydro.

HON. S. USKIW: You've got to be a Minister. See, I do it.

MR. R. NORDMAN: You do it, and get away with it.

SOME HONOURABLE MEMBERS: Oh, oh!

MR. R. NORDMAN: It's a minor thing, but it just seemed odd to me that they would accept Winnipeg Hydro.

MR. CHAIRMAN: There is an explanation the Minister wants to make.

MR. R. NORDMAN: Ah!

HON. A. ADAM: The Winnipeg Hydro have their own pickup, and they come and pick it up themselves. They have a delivery that comes and picks up the Winnipeg Hydro in the building. They're anxious to . . .

MR. R. NORDMAN: And Manitoba Hydro doesn't?

HON. A. ADAM: And Manitoba Hydro does not have that service.

MR. R. NORDMAN: That's a real odd one. How is the Manitoba Telephone System handled then?

HON. A. ADAM: We don't provide postage for them.

MR. R. NORDMAN: No, you deliver it, hand deliver it.

HON. A. ADAM: I am informed that we do have a pickup that goes by the MTS office, and we drop off the mail at the same time from the building. If you drop your letter in your Caucus Room for MTS, it will go without postage because we'll deliver it down there. They have a truck that goes down there.

MR. R. NORDMAN: Fine.

MR. CHAIRMAN: 3.(g)(1) Salaries—pass; 3.(g)(2) Other Expenditures—pass; 3.(g)(3) Postage—pass; 3.(g)(4) Less: Recoverable from Other Appropriations—pass.

Resolution 82: Resolved that there be granted to Her Majesty a sum not exceeding \$3,550,800 for Government Services, Supply and Services, for the fiscal year ending the 31st day of March, 1985—pass.

4.(a)(1) Project Services, Executive Administration: Salaries, 4.(a)(2) Other Expenditures—pass; 4.(a)(2)—pass.

4.(b)(1) Design Services: Salaries, 4.(b)(2) Other Expenditures, 4.(b)(1) Salaries—pass; 4.(b)(2) Other Expenditures—pass.

4.(c)(1) Project Management - the Member for Portage.

MR. L. HYDE: Mr. Chairman, just a moment, please. No, pass. You're on (c)?

MR. CHAIRMAN: I'm beginning to call (c).

MR. L. HYDE: All right, pass, go ahead.

MR. CHAIRMAN: 4.(c)(1) Project Management: Salaries—pass; 4.(c)(2) Other Expenditures—pass.

4.(d)(1) Land Acquisition Branch: Salaries; 4.(d)(2) Other Expenditures; 4.(d)(3) Less: Recoverable from Other Appropriations - the Member for Portage.

MR. L. HYDE: Mr. Chairman, yes, Land Acquisition Branch, the Other Expenditures, I see it's up 22 percent approximately. Can you explain that to me Mr. Minister? There's a difference there of \$20,100.00.

HON. A. ADAM: It's again the vehicle of depreciation.

MR. L. HYDE: It is, okay. Can I go ahead to (3) and sort of discuss that one at the same time with this Minister, Mr. Chairman?

MR. CHAIRMAN: Yes.

MR. L. HYDE: There's quite a difference there of 390 percent increase there, \$486,700 recoverable from Other Appropriations.

HON. A. ADAM: Is this on the recoveries?

MR. L. HYDE: Yes, it is.

HON. A. ADAM: Yes, there is less recoverables. It has less field activity that the Land Branch Acquisition is . . .

MR. L. HYDE: Would you explain that more.

HON. A. ADAM: There's less activities for other departments and that's where they do their work, is for in-house and there's less activities. They do work for the Water Control and they do work for Land Acquisition or Water Services, and so on, and all our departments, and there's less activities anticipated this year.

MR. L. HYDE: Could the Minister explain that increase? I accept that all right. I just got to get caught up here, just a moment.

MR. CHAIRMAN: The Member for Assiniboia.

MR. R. NORDMAN: The number of SYs seems to be fairly top heavy with salaries. How big a staff are we looking at here?

HON. A. ADAM: In Land Acquisition there's 37.26. It shows four of a reduction there, but there's actually only three. There's only three really and there's one vacant, one retired and one redeployed.

MR. R. NORDMAN: Fine, thank you, Sir.

At the end of the second period, Mr. Chairman, it's 5 to 1 for Edmonton.

MR. CHAIRMAN: Thank you.

4.(d)(1) - the Member for Portage.

MR. L. HYDE: I had something here and I've lost my piece of paper.

MR. CHAIRMAN: 4.(d)(1)—pass; 4.(d)(2) Other Expenditures—pass; 4.(d)(3) Less: Recoverable from Other Appropriations—pass.

Resolution 83: Resolved that there be granted to Her Majesty a sum not exceeding \$2,868,000 for Government Services, Project Services, for the fiscal year ending the 31st day of March, 1985—pass.

5.(a) Land Value Appraisal Commission, Salaries; 5.(b) Other Expenditures; 5.(c) Less: Recoverable from Other Appropriations; 5.(a)—pass; 5.(b) Other Expenditures; 5.(c) Less: Recoverable—pass.

Resolution 84: Resolved that there be granted to Her Majesty a sum not exceeding \$62,000 for Government Services, Land Value Appraisal Commission, for the fiscal year ending the 31st day of March, 1985—pass.

6.(a) Emergency Measures Organization, Salaries - the Member for Portage.

MR. L. HYDE: Mr. Chairman, the previous Minister, Mr. Plozman, stated or listed several areas which he felt would come under the EMO organizations. He mentioned a flood, then there's fire, chemical spills, etc., and when questioned by Mr. Orchard - that's the Member for Pembina - he agreed that ice storms could certainly be considered an emergency.

My question to the Minister is, does this Minister today consider ice storms an emergency? There seemed to be some doubt in his mind at one time whether this would be the case and I would like to hear the Minister's opinion on that.

HON. A. ADAM: Mr. Chairman, any major occurrence or major disaster would come under our Emergency Measures policy. I believe the member is asking about the recent storm that we had and it is a bit different than what we've been used to in the past. We've always been experiencing floods and fires and that kind of a disaster. We haven't had too many snowstorms and sleet storms as we've had at the end of April.

Up until the beginning of last week, we had very little information as to the extent of the damages and until you can tabulate on any kind of disaster just what you're dealing with, you can't really make a decision whether it is a major disaster or whether it's just a severe storm. We did know that hydro experienced a lot of damage on their transmission lines, that we were aware of. We had some difficulty in getting information from the municipalities. That was slow coming in. They had to assess what had happened to their communities. We

have received very very few inquiries insofar as private individual damages are concerned. We have received now a number of requests for assistance from municipalities and towns, and I think in answer to a question in the House the other day, I believe up to this point in time it's approximately \$300,000 that we have received from individual municipalities.

Since the storm is unique, it's not the kind of disaster that we've been experiencing in the past. We have had ice storms in the past but not to this severity. So what we are doing now is setting up the guidelines to deal with this kind of a storm.

When you deal with a flood, you're dealing with inundation of houses, you're dealing with inundation of businesses, inventory, grain in the bins. That did not occur this time as far as we can determine to this point in time. It's a different kind of a situation.

We had a considerable amount of tree damage, clean-up expenses to cleaning up in the towns. So we're setting up the criteria. We do believe that it amounts to a disaster system storm, and we're setting out the guidelines, and we will be making recommendations based on the information that's coming forward. We know there will be more information coming.

We hear of maybe some livestock that were lost. We have to gather that information. We have nothing officially. We understand that in the Portage area there were some sheep that were lost. A farmer there apparently sheared some sheep and they caught in this cold weather, and I guess they perished because of the exposure to the cold. That is being looked into by the Department of Agriculture. We're trying to assemble all that information and we will be making recommendations to Cabinet for their consideration.

Members may recall that just a few months ago we have developed an emergency plan for Manitoba that I spoke about in my opening remarks. Every municipality, and every town, has received this new emergency plan. It delineates the levels of responsibility to each level of government. Municipalities should be all aware of how the emergency plan works in the Province of Manitoba.

Now the individuals, we also, as we did in the past, invite everyone that had damages to forward them in. I've received, as I just mentioned, a few applications from municipalities, from individuals so far. I believe this morning I spoke to the Secretary of the Manitoba Disaster Assistance Board, and I think they had only received one phone call from an individual who was inquiring as to whether or not there would be some assistance.

Now there may be some individuals that had to procure generators because of Hydro failure. We don't know whether there will be any other damages related to that. There could be, so we are waiting to see what damages are coming forward because it's different type of a storm.

Once we can get all this information I'll be making a recommendation to Cabinet.

MR. L. HYDE: Mr. Chairman, I have an article here in the Free Press, Tuesday, May 8th, headlines, "Adam Refuses Guarantee Of Storm Relief Payments. The Government Services Minister Pete Adam refused again yesterday to give any commitment that municipalities,

which received heavy damage in the April 27th spring ice storm, will receive government help."

Has he changed his mind on that?

HON. A. ADAM: Mr. Chairman, before any assistance can be given a disaster area has to be declared. I'm sure honourable members know that, and I'm sure the Member for Arthur would know because he was a former Minister of the Cabinet. Before you can provide any assistance, you have to have an area declared a disaster area.

In order to have any federal assistance as well, of course, it has to be over \$1 million damage in the province, at least \$1 per capita, then you can tap into federal assistance.

Of course, that article that was read there, at the time the questions were asked, at that time there were no declarations of disaster, a disaster had not been declared, at that time we had no information as to the extent of the damage except for Hydro. That is why I could not make a commitment at that time. Until Cabinet approves that there is a disaster area, we can't make that commitment until that is approved by Cabinet.

MR. L. HYDE: Mr. Chairman, I'll yield to my colleague, the Member for Arthur.

MR. CHAIRMAN: The Honourable Member for Arthur.

MR. J. DOWNEY: Thank you, Mr. Chairman.

The Minister of Government Services makes reference to me as being a former Cabinet Minister and whether one can recognize a disaster.

Mr. Chairman, I would, first of all, like to put on the record that the biggest disaster is this Minister and his government, and the way in which they handle the affairs of the province, particularly when it comes to two ice storms in two years, and he says that it hasn't been the kind of occurrence that's happened very often; two storms back to back.

Last year members of the opposition gruelled the government about the inaction that was being taken when there was a disaster happening. People lost the heat to their homes. People were without the kind of hospital services that they needed again this year, and what was done about it? The Minister comes to the committee, he comes to the House, and says we have to figure out whether there's a disaster.

Mr. Chairman, the Minister should know that there was a disaster the day that it was taking place. The public were going through a very distressed difficult time trying to provide, as we heard from the Carmen area, electricity to the hospital. We know of a lot of homes, we know of a lot of people that were in very serious situations. The biggest disaster is this Minister and way in which he's handling the affairs of his department. I don't think we can afford to continue to have the kind of set up for the people of Manitoba as is being provided by this Minister.

I'll go back and make some examples for the Minister to take a look at, and that was the situation handled during the period of flooding under our term of office, the situation under the forest fire conditions where we had to evacuate people and move rapidly.

We had a drought situation where we had to move in with emergency feed programs. Mr. Chairman, and they were all handled very capably. We didn't have to see the loss or the kind of concerns that Manitobans are put through under his inaction and administration. So I have got some experience and I want to make it clear on the record.

Mr. Chairman, I would ask the Minister if he wouldn't please, for the people of Manitoba, because he's asking for their money to spend, take a look at the way some emergencies are handled in the United States, the Northern United States, North Dakota, and some of the neighboring provinces as to how they act and respond to the kind of emergencies that we can expect and have seen; whether it's the taking stock, or the provision of Hydro electric plants, emergency plants, at least have an inventory of where they're available, and the availability of them for the communities. Make sure that there is adequate and a proper electrical power for the emergency units of hospitals and care homes where elderly people could, in fact, be in dire straits before they had any response or any coverage by this government, disasters could set in in individual cases.

I know there's certainly been a lot of criticism come from the community and the editor of one of the local newspaper in the Carman area, and I think he's justified in giving the kind of criticism he is. Yet, we can't get the Minister to even come forward and say yes, there is a policy, yes, there is a mechanism where a heavy ice storm or a rain storm moves in that there is a phone number, that the municipalities are responsible for setting up emergency food and shelter in community halls or certain locations that if you have to make a phone call to get feed for livestock or some particular health or ambulance coverage, you phone a particular Emergency Measures number.

None of that, Mr. Chairman, is available to the people of Manitoba, and we're paying tax dollars to get it. I would think, how many more times do we have to go through the kind of situation that we've faced in this province until we get some kind of longer-term planning by this Department of Emergency Measures. It's beginning to, I think, be an embarrassment, or should be an embarrassment to all involved.

We're now faced tonight, of course, with another very serious situation with the forest fires outbreak and the evacuations of some communities, news bulletins all over. I would hope the Minister is at least getting some updated reports on what's happening. Again, I know he's involved in the House matters, but would hope that staff are keeping him informed - hopefully he's a committee member of the Cabinet - to take the kind of action that's necessary.

We're faced again this year, of course, with reduced rain falls, possible drought conditions. I don't know whether the Minister is paying attention to it or whether he has to wait until we're completely out of all resources for the people of Manitoba before he waits to hear whether there's a disaster hit or not. I think he's begging off with a pretty feeble response to the fact that we have seen, over the last two weeks, him make statements. First he didn't know whether he was going to have a disaster on his hands, then he had to try to quantify what the disaster was and then whether or not there'd be assistance. The communities out there want to know.

I talked to his Minister of Municipal Affairs a week ago and asked him if he'd contacted the municipalities and informed them that was the communication line that the people of the province were supposed to contact if they had a loss and put a claim forward. Why won't he make a public statement as to the kind of process that is in place for them to make application, and if they don't qualify for government support, then say so at that point, but, at least, give them the opportunity to have that kind of services provided or a channel for them to go through.

It's a nebulous thing that he's operating here, and, I think, it's a matter of putting the department alertness and a mechanism in place so that it can act immediately when a disaster hits, so that it can help people through that period and to clean up afterwards is essential. I think it's incumbent upon this Minister before we pass this Emergency Measures Organization that he commits to this committee that he is going to do a task force, put in a place a group of people that are going to come back with recommendations as to how better we can handle disaster situations in the province. I don't care whether it's ice storms, whether it's forest fires or anything else, a co-ordinated effort to protect the life and limb of people who pay the taxes who should get the services that they need.

I don't think it would take a lot of money, Mr. Chairman, I don't think we're asking for a lot more money. I think he could better organize the whole set-up and be able to respond when times certainly require the emergency actions.

It really bothers me when I hear reports come from communities when they say well, there were two generators brought out, but they're gone out to a particular person in need, but for some regulatory reason or some reason unknown to the public at large, they're asked to bring them back. If they're asked to bring them back, surely they could have a recommendation go to them as to where they could get either a coal-oil heater or an alternative type generator. Maybe there should be a pool of tractor-operated generators assembled throughout the province. Maybe there should be an assistance program or a loan program, interest-free or something, to encourage some of these people to put in place emergency generators onto their farms. Maybe the Manitoba Hydro would want to encourage that kind of an alternative system. I think it's incumbent upon the Minister and the government to take action and put in place the kind of mechanisms that are needed.

I will not give up requesting this until I see the Minister commit to or tell us that there are going to be changes made within this particular expenditure of the government to tell the people of Manitoba that if a disaster does hit, they can actually be told where they can get emergency food and shelter, that there is a mechanism in place that will accommodate their immediate demands.

I do it in all sincerity, because I know of hospitals, it's publicly stated that there are hospitals that aren't equipped to handle emergency situations. In a day and age like this, Mr. Chairman, I think we should be able to accommodate that kind of need.

HON. A. ADAM: I thank the honourable member for his comments.

The response to the request for assistance because of the storm was very, very good. There was immediate response from Emergency Measures. They have a 24-hour telephone, there's someone to answer that phone on a 24-hour basis. There was good response to the first request that we received, from the Town of Carman. There was immediate response to provide information as to where generators were available for the Town of Carman. There as a request, I believe, for one generator for the pumping station and that information was relayed to the Town of Carman and that request came Friday evening. My understanding is that a generator was delivered at 9:30 a.m. the following morning, and it was installed.

The policy in the past by this government and previous governments has been to depend on the private sector, people who are in the business, and that have this material and this equipment on hand to be available to farmers or towns that require generators. There was no further request from the Town of Carman until April 28th.

There was another request from the mayor for another large generator and for some heating and lighting equipment for the community hall which was being used to congregate feeding. Again, EMO identified the source for a second generator which was the Keewatin Electric and put them in direct contact with the Mayor to arrange for delivery and installation. It is my understanding that this was delivered by 4:00 p.m. as well. EMO obtained heaters and lighting equipment from the government sources and then delivered them to Carman by 4:00 p.m.

As the member's aware, EMO provides a role of co-ordinating communicating where this equipment can be found, and to advise where it can be found. Also EMO was involved with stranded passengers on the highways. We called in the Armed Forces to come in and pick up people throughout the area. The Army did respond. We had a number of volunteer groups and agencies that have assisted at Portage la Prairie, Neepawa, Brandon, and in other areas. The response from the Emergency Measures Organization, in my opinion, was adequate.

We must remember that quite a number of farmers do have supplementary generators for their farms. I'm not sure what the member was requesting. It seems to me that he was suggesting that the Emergency Measures Organization should be getting involved in stocking equipment of all kinds, pumps, and generators. I'm not sure what the member was suggesting.

In my opinion we have depended on the private sector and I think they have done a good job. The equipment has been available. Even if we have to go to the United States to get it, or even Ontario, we would never be able to have on hand all the kinds of equipments to meet any emergency. I would say you're looking at \$100 million to have sufficient equipment on hand to provide for all this emergency. The role of the Emergency Measures Organization has not been to have generators and have electricians to go on hookups and all this that we're relied on the private sector.

It's interesting to note that the nursing home in Carman was able to obtain a generator on their own without going to Emergency Measures. They simply lifted the phone and called a Keewatin Electric and there was a generator out there in no time. We have

responded to other requests and I'm disappointed really that the member is criticizing the operation of EMO because they did a very very good job in my opinion.

MR. J. DOWNEY: Thank you, Mr. Chairman.

I have to come back to the Minister because he has got his priorities all screwed up. He's now depending on the private service, the private sector, to look after Emergency Measures, and yet when it comes to security of the building he feels the government has to employ the people. I would hope that, as I've requested, and it was a sincere request, that he have his department, or another department, or a committee of people from the different departments to look at other Emergency Measures Organizations in other jurisdictions to see if we couldn't spend the money better.

If he's totally going to depend on the Emergency Measures then why is he asking for \$589,000.00? Let us take that money and use it to the most effective way possible. Let us co-ordinate, let the people who are in an emergency situation, and I know that you can't be on top of every area, but it's a pretty poor excuse when the Minister says we have to wait and see if there's an emergency.

I believe when these situations develop, Mr. Chairman, and examples have been set in the forest fire times of our administration, the co-ordinated efforts that took place, the periods of flood where we had difficulties with livestock and people's lives, there was a co-ordinated effort, and Emergency Measures played a major role. They had a central location set up in a particular spot. Everything was co-ordinated out of that particular area. When it came to the dealing with municipalities and emergency programs during the drought years there was a presence of the government addressing directly in a very short order the kinds of things that were expected of those municipalities.

But to my knowledge, and the Minister can prove me wrong, and tell me I am wrong, that up until last week he hadn't even contacted the Minister of Municipal Affairs to tell the municipalities that they were the contact for losses because of the storms. I want the Minister to tell me that we're voting here, \$589,200 under Emergency Measures, that he is going to at least have his senior staff come back with programs, with Emergency Measures operations that are put in place, whether it's in North Dakota, whether it's in Saskatchewan, Ontario, wherever else he may have to go to find out what kinds of programs that are put in place to move in and co-ordinate the resources.

I didn't say that I would expect him to buy all the equipment and backups that are needed. But I said his department could possibly look at encouraging of buying of the kind of alternative generators that farmers could purchase or towns could purchase. It wouldn't be impossible to encourage them to do it through a tax incentive or through a government program. It wouldn't cost the government a lot of money. What I'm saying is there are alternative options that I would hope this Minister would look at.

If he is leaving this committee tonight, Mr. Chairman, saying he is satisfied that people in Manitoba are protected under the way in which the last two major storms that hit the province have happened, and he's satisfied with that then it's not acceptable. It's not

acceptable to the comments that I have heard coming from a lot of Manitobans, and certainly the private sector, and everyone's going to move to look after themselves and I don't think they expect the government to move in and do everything. But the government is expected to co-ordinate at times of emergency.

Well, the Minister says that's what they're doing. That is not correct. I can get him numbers of statements made by responsible people, mayors, reeves, councillors, newspaper people who say very different. People who were out faced with the kinds of problems that I have tried to demonstrate here tonight.

He sits here saying, in this House, that he's still trying to determine as to whether there was an emergency situation or a disaster. When you have 3,000 Hydro poles smashed to the ground with electric wires, and that type of thing, several steel towers crashed to the ground, and he's still trying to figure out whether there's an emergency, you know, where are we at, Mr. Chairman, with this Minister?

I would ask him, I would plead with him to come back in his next statement and say we believe that we could take a look at our Emergency Measures Organization. We should look at other jurisdictions and possibly we could improve on the kinds of services that the people would expect during an emergency situation. If he would come back with that statement I would be satisfied, Mr. Chairman. I would think the people of Manitoba who are affected would be satisfied that he is at least prepared to say that he's not going to cover his head and say everything is fine, thank you very much, we've done the best job that is possible of doing and leave it at that. Will he take a look at other operations and Emergency Measures Programs and other jurisdictions so that there is a possibility of implementing a better system here in Manitoba?

HON. A. ADAM: First of all, I want to respond while I still remember the comments that the honourable member made.

First of all, he indicated that we should be getting our other departments together to see if we can come up with a better plan for emergency in the Province of Manitoba. I want to, of course, advise him, he probably knows that we already have an Interdepartmental Planning Committee, of all the departments, we have that. We have a lot of volunteer people involved as well.

Mr. Chairman, he talks about meeting with other jurisdictions to see if we can't improve. Well, of course, we always want to improve and we are improving as we go along. We have made great strides in the last couple of years.

A MEMBER: Tell us about them.

HON. A. ADAM: Well, Mr. Chairman, if the honourable member was here or not, if he'll look this way he'll see this emergency planning for the Province of Manitoba . . . — (Interjection) — that . . .

MR. CHAIRMAN: The member had his chance, let the Minister explain.

HON. A. ADAM: . . . was sent out to every municipality in the last while, delineating each level of government's

responsibility, the municipality, the province and the Federal Government. All municipalities are aware of how they tap into the system.

Mr. Chairman, in addition to that, the EMO is meeting constantly with the federal people, Emergency Measures Organization at the federal level. There are also communications going on with other provinces. They are in contact with other jurisdictions. In the last year we have now a total of 77 emergency plans developed at the municipal level at the present time. There are 77 municipalities that have emergency plans in place. Everybody knows what they're supposed to do at the moment that there's a major occurrence, a disaster of any kind. Everybody knows in those areas that they have their plans in place.

We have another 41 in process. We have another 41 municipalities in the process of implementing emergency plans for their jurisdiction and in many cases it's more than one municipality - it may be a town and the surrounding municipality. We also have another 26 that have indicated interest. We have also one Indian reserve that has an emergency plan in place and we also have, I believe some - do we have a Northern one too? There are a number of Northern Affairs Community Councils that also have emergency plans, so there has been a great progress in my opinion to have the entire province all with emergency plans ready to meet any emergency.

Now, the first response is the municipality and when the local municipality feels it's unable to handle the emergency by themselves, they can either call on their neighbouring municipality and, if that isn't sufficient, then they call on their province and the province can call on neighbouring provinces or neighbouring states to the south if it's a major occurrence. I think we have made a lot of progress over the last two years in emergency measures.

We are now trying to come up with another policy on the financial assistance side which is not completed yet, but EMO has certainly done a lot of work in that area. They have done a lot of training and they're continuing to do training.

Sure, we will be looking, as the members suggests, at the United States. I'm almost positive that we have had correspondence with them from time to time on how they deal with their situations. We know that the storms in the United States, the major storms there, are almost on a continual basis and if it's not a major snowstorm, it's a cyclone. Probably the climate there is more subject to the kind of storms that I hope we don't see here. In fact, the storm that we did have was one that came in from Colorado. That's where that storm originated, and it came right up in a northeast direction and came right over Morden, Carman and Gimli and went right straight up north and that's where it went.

But we will certainly do all we can to improve the system, as we have in the past, and if we can improve as much in the next couple of years as we have improved in the last two years we will be making a lot of progress in my opinion.

MR. CHAIRMAN: The Minister of Business Development.

HON. S. USKIW: Yes, Mr. Chairman, I just didn't want to let some of those comments, on the part of the

Member for Arthur, go unanswered because the very mechanism that is in place, which he is so severely criticizing, is a mechanism that was indeed put there some years ago by - I'm not even sure which government - but their government had a role to play when they were in office between 1977 and 1981.

I would like to indicate to the Member for Arthur that nothing has diminished from the program that was there. In fact the EMO measures, if anything, have been enriched each year as they develop their experience with their program. I think that one has to remind oneself that years ago, when we talked about the role of EMO, it was concluded and I don't believe there was any challenge to that policy, from any quarter, that EMO's role indeed should not be one of setting up massive amounts of supplies and personnel that would be on stand-by for any eventuality, but rather that EMO's role would be a communicative role and a co-ordinating role, which would mobilize everything that is out there, private and public and neighbouring, including the military, which would be drawn upon if it were deemed necessary.

There is now a system in place that is well understood, much more understood than ever before, on the part of the municipalities and local governments, the hospitals, the various health institutions - they all know their point of contact should they have an emergency. It is a highly sophisticated effort in co-ordination that takes place and the fact that we had an average winter storm, with the exception that we had a lot more moisture in this last one, was not an usual occurrence what happened a couple of weeks ago.

MR. J. DOWNEY: All of 3,000 hydro poles knocked down and all those towers - come on, Sam.

HON. S. USKIW: No, but it is not an usual occurrence in terms of the kind of storms that this country receives from time to time. The people of Manitoba are indeed accustomed to our winters and they know the extremities that they may have to put up with and are very able to handle themselves in those kinds of emergencies, by and large. What is revealing is that there was no loss of life . . .

MR. J. DOWNEY: Thank God.

HON. S. USKIW: No, not really. I think because people are human, people are able to cope. This kind of thing doesn't surprise them in our climate, and they make the best of it when it does occur. Sometimes you have to accept the reality that, no matter what you have in place, there are moments and perhaps hours if you like where everything is practically demobilized because it isn't possible to do anything sometimes. You have to wait for events to take their course.

Transportation bottlenecks occur. The impossibility of highways occur very frequently, and you may have to resort to other forms of traffic movement if indeed there was an emergency which the highway system could not respond to, or through the ambulance system or the fire department or whatever. That's when you call upon the heavier resources of either the Province or the Government of Canada through the military and so on.

I think EMO has done a very creditable job for the small group of people that they have and the small budget they have. Now that doesn't mean to say that we shouldn't want to ever improve it beyond where it is, because there are always new mechanisms that are invented that are perhaps more efficient or more instantaneous in how they're applied that should always be looked at.

But to talk about an emergency emanating from a snow storm is not the same as talking about a fire emergency, is not quite the same as talking about a flood emergency for which the system has been equipped to deal quite differently with, because other things are brought into play. The evacuation of people is a very important part if you have a flooding situation or a fire situation. It doesn't usually take place when you have a snow storm, although in this instance it was tied in with a Hydro blackout. That, of course, created some additional problems which a normal snow storm does not create. Therefore, there may have been need for movement of people into other accommodations and things of that nature.

But the fact that we came through as well as we did indicates that something must have been in place properly and, yes, there is always room for more improvement. But to say that there was some negligence there when, in fact, we are more prepared and were able to demonstrate that than we ever were prepared before and even during the years of my friend's government across the way, nothing has diminished. We have not reduced the role of EMO. We have, in fact, enriched it with the organizational effort that has been put together.

So if the member is reflecting on it, he is reflecting on his own creation, because I don't think the rules have changed. Perhaps he is not reflecting on his own creation as much as he wants to create an issue where none exists. That's really where it comes down to, Mr. Chairman.

MR. CHAIRMAN: The Member for Rhineland signifies intention to speak. He has not had a chance yet. I don't know if he would yield to the Member for Arthur.

HON. S. USKIW: I think what's at issue, Mr. Chairman, and has not been put on the table properly is whether or not the government is in a position to announce certain forms of compensation or relief packages for people that have sustained some damage to income or whatever. That's the area that is yet to be finalized on the basis of the intelligence that is being gathered on the amount of damage and so on. In due course, that will be announced. But I think it's fair to say that the standard package that we have always had in place that you simply pull out of the drawer and say, this is what we do by way of compensation, doesn't apply in this case, because that standard file consists of measures relating to fires and floods more than to snow storms. You know, the question of feeding livestock or the question of feeding people or whatever doesn't arise in the same manner in this kind of a situation. The farmers have their feed, and so they may have the inconvenience of having to work under bad conditions.

But if they lose animals, yes I think that has to be looked at. If a greenhouse operator loses his production

because of a Hydro failure, that has to be addressed. No one's arguing against that. So I think it is a matter of being able to assess the totality of the damage, and to be able to respond in a way that is meaningful to those people that have suffered the damages that are indeed important to consider. But to simply say, everybody can come in and put in a claim without knowing just what the nature of the claim should be or on the old formula doesn't make any sense.

MR. J. DOWNEY: Mr. Chairman . . .

MR. CHAIRMAN: The Member for Rhineland has signified his intention first, and he hasn't spoken yet.

MR. A. BROWN: Mr. Chairman, I'll let the Member for Arthur complete his questioning, and then I'll follow him.

MR. J. DOWNEY: Mr. Chairman, I think the Minister of Tourism and whatever else goes along with it should reflect on what he has just said, because I don't think in the history of the Province of Manitoba we've had such a massive ice storm where it blacked out such a large area of our one major power source with some 3,000 Hydro poles and a major outage of towers.

To say that it's just a normal winter storm, I think, he is off base to the point at which it almost was an irresponsible statement. I am surprised that a member of his experience would come forward with such a statement where it's not coming from the opposition party but from members of the communities affected, Carman, for example. They couldn't even get ahold of the Emergency Measures people, there wasn't the proper kind of Hydro or power backup for the hospitals in those communities. It is a matter of looking after the lives of people. That's the point we are trying to make.

I am not reflecting upon the structure or the organization that has been traditionally, and one which I said earlier in my remarks, worked very well if it's properly co-ordinated by the government who are operating it. What I am criticizing is this particular Minister, his lack of understanding and the government's lack of understanding of what was happening.

It happened a year ago during the ice and snow storm, and it happened this year. The Minister stands up in the House and says, we have to determine as to whether there was almost a storm. Well, there was a storm. It was a major storm, and it caused a lot of people a lot of problems.

In comparison, Mr. Chairman, living in the southern part of the province, hearing the State of North Dakota radio stations announcing that the Emergency Measures group of the North Dakota State were providing food and shelter and accommodation in a specific place, if you needed support through the government services or some type of emergency equipment that you could contact and it was co-ordinated such a number or an office. But no, Mr. Chairman, there was none of that announced by the Emergency Measures Organization.

A year ago, after they realized the outage of Hydro and the possibility of people running into downed Hydro lines, there were announcements made by the Hydro

that, in fact, it was dangerous to go near that kind of system, not to play around with it. But none of that was co-ordinated by this government, Mr. Chairman.

A MEMBER: The government doesn't do it. EMO is automatic.

MR. J. DOWNEY: It's a co-ordination effort. The Minister of Tourism indicated it was a matter of co-ordination. Yes, it was a matter of co-ordination when the flood was on. The Emergency Measures set up in the barracks at Osborne, and that was the co-ordination centre. It was handled in a very proper manner, because the direction came from the government to do so. An emergency group of the Cabinet were involved in the ongoing protection of lives when the forest fire was at its highest.

This Minister didn't even take the time to do an investigation personally of what was happening throughout southern Manitoba. He didn't leave the City of Winnipeg. He went back to his constituency. He didn't take the time to do a personal investigation last year or this year. I say, Mr. Chairman, that's not good enough. We are asking people to spend money on his department in Emergency Measures. Let's get value for that money from that department.

I think, Mr. Chairman, that a major look at the way in which these last two situations have been handled has to be done. If they can't improve upon it, then tell the people in rural Manitoba who are critics of it, on the compensation part of it.

I again, go back to the Minister and say, will he please tell the municipalities or the people who are possibly entitled to a form of compensation how they go about the procedural way of getting it. If it is to apply to the municipality and the municipality in turn apply to the government, then make a statement on it. Let us hear from him, not to say, we're waiting to have the people come forward and tell us what their losses are so we can determine what we're going to pay out. Is he limited with money? Is that it? Well, say then that there isn't money available and you're not going to do it. But make a statement on it. That's what we're asking. Clarify the policy, because, it certainly is, I think, incumbent upon - the Minister was asking for a half a million dollars to answer those questions. With all respect for the Minister who just spoke, I think he would want to, as I say, reconsider what he said about the fact that it was a normal winter storm in Manitoba. I think it was an extraordinary storm. It put a lot of peoples' lives in some jeopardy, and I don't believe, Mr. Chairman, that he has acted at all on his assessment.

MR. CHAIRMAN: The Member for Rhineland.

MR. A. BROWN: Thank you, Mr. Chairman.

During that storm my home was one of the homes that was out of power for 30 hours. This was in the Town of Winkler. We were without power over there for about approximately 30 hours. In the surrounding area, there were many, many farmsteads, and so on, that were without power for five and six days. This of course was of great concern to all of us.

I would like to say one thing, Mr. Chairman, and that is this; that I have nothing but praise for the way that

Manitoba Hydro handled the situation. We had workers coming in from all over the province. I talked to some hydro workers that were there from Thompson, I talked with some hydro workers that were over there from the western part of the province. They were working round the clock. They were doing their utmost to restore power as fast as they possibly could, because they saw, and they knew the dangers that were involved with not bringing power back as soon as possible. It's not only light, it's not preparing food, but, - it didn't take very long - all the towns around there, Winkler, Morden, Carman, ran out of water. When the Minister of Employment and Tourism, and everything else that he is, when he says that there was no real danger to life, Mr. Chairman, then I would like to tell you this. The fire brigades in each and every one of those towns, because of all the hydro wires - and some of these were still live wires hanging around loose - there was a real danger of fire, and the towns ran out of water. That was possibly the most scary part of the entire episode that we faced.

The hospitals, they had their auxiliary generators which switched on as soon as the power went off and by and large they could cope with this, but, mind you, when the town runs out of water hospitals and everybody runs out of water, so, they could not do their laundry. But, fortunately the Towns of Winkler and Morden; especially Carman I think, was out of power a little longer, did not face too many difficulties because the power outage wasn't all that long. Even though, 30 hours, when you're without power does seem like an awful long time.

As soon as things got back to normal, I would say that the Disaster Service Board was out there and they were assessing the situation and they were very concerned about the situation and I'm sure that the Minister received their reports of the damage that had been done in those areas. — (Interjection) — The Minister says that he sent them out, okay, this was good, and this was appreciated.

When it comes down to EMO, I have heard of absolutely no one that received any communication anywhere from EMO, that they were willing to come out there and help.

What I would request the Minister do is that when situations such as this arise, that at least auxiliary generators be available so that we can switch them back and forth so that if towns run out of water, and this is a dangerous situation, that these auxiliary units can be used to provide the towns with water. I myself, I have my own auxiliary generator, and my man on the farm was one of the busiest people around. He was going around all over the place providing power to those people that needed it. There was some people who could not milk their cows, there were some people who could not feed their animals.

Again, when the Minister of Tourism says that there was no real problem, I think that he should realize that you cannot water your . . .

MR. CHAIRMAN: Point of privilege.

HON. S. USKIW: Mr. Chairman, the member is not quoting me accurately. I did not say that there wasn't a problem. I said that that kind of storm is not unusual . . .

MR. CHAIRMAN: That's not a point of privilege, it's a clarification of a statement.

HON. S. USKIW: . . . to this part of our continent.

MR. A. BROWN: Mr. Chairman, you can no longer water your hogs or your cows the way that you used to do it. With a pump in the well with a handle on it and carry a pail of water in. Everything is done by electricity now. Your pump is way down in the well, and it's all done by electricity, so there's no way that you can get at your water if you don't have electricity. You cannot water your cattle, you cannot feed your hogs because everything is on an assembly line. It's all fed in by electricity. You cannot clean out your barn because again, all that stuff is done by electricity. Now, all the large dairies, all the large hog operators, all the large poultry operators, they have their own generators, but, it was the smaller people that had the real difficult time, and I was happy to be able to provide whatever my generator could do.

It became very apparent that we do need an agency, and EMO certainly would be the agency that should be looking after this, that could assist in situations such as that. That there would be people that would be willing to go around and help out people that run into this type of difficulty, because, when you're out of power on a farm for five or six days it is a major concern.

These are the things, Mr. Chairman, that I would like to draw to the attention of the Minister and another comment was made over here that every time, when there is a disaster, you try to contact EMO, the line is busy, and it sure was true again this time. There was no way that people who wanted to contact EMO could get in contact with them. The line was always busy. Somewhere along the line, we've got to have a better way of communicating with EMO than what there is at the present time.

MR. L. HYDE: Mr. Chairman, I can believe that we were just very very fortunate during this last ice storm, that we had the temperature that we did and it wasn't 20 degrees below zero, or we would have very likely had loss of life and all. I think we can count our blessings when it comes to that particular storm.

Mr. Chairman, we have regional offices in Portage la Prairie, Brandon, and in Thompson. It is my opinion, and I stand to be corrected on this, but I believe there is a certain supply of emergency equipment available at these points. Am I right?

HON. A. ADAM: Mr. Chairman, EMO does not stock any equipment. They are only co-ordinators in event of a disaster. They never have; they were set up as a communicating organization. They have a list of where equipment can be procured, and where it's likely to be found and in the event that there's a requirement for pumps or generators, they immediately advise the person who is asking for that equipment where it can be found. That is the rule. It's a very small group of people. In fact, there's only 11 people last year. If we get this item through we'll have one more. They're a very small staff.

I want to take the comment of the Member for Rhineland about the availability of being able to get

through on the lines, we'll check into that. I also want to thank him for the comments he made about the service he got from Hydro, and also the fact that the Manitoba Disaster Assistance Board had been out very promptly, as I had asked them to do, and I thank him for those comments.

As far as EMO stocking equipment, if EMO was to start stocking equipment now, would that be fair to all those farmers that already have bought the equipment? — (Interjection) — The Member for Rhineland has said that many farmers out there have generators on hand. Now, should we be providing equipment for people that have not bought them. They're available for rent, they're available to purchase. The Member for Rhineland has one on his farm. Is it fair to the Member for Rhineland that he bought a piece of equipment, a generator, is it fair for us to buy one for his neighbour?

These are the questions that we have to ask ourselves when you want to go into that kind of a situation. As I suggested earlier in the evening, if we wanted to stock sufficient equipment to meet emergencies, I dare say it would cost \$100 million, plus we would have to have I don't know how many more staff to deal with such an emergency. We had 500 Hydro employees out to try and put the power back.

Another thing I would point out to honourable members that the highways were closed. For a time the RCMP would not let any traffic through, EMO or anybody else. Everything had to be done by telephone, and we had to request the Armed Forces to come out and pick up stray people that were snowbound in the Carman area, and on No. 1 and so on, and they did an excellent job. I think they picked up around 60 people I understand and got them at least where they could be in their cars and not in a ditch covered in snow. They were able to get to the towns and get shelter there; otherwise many of them would have spent the night in their automobiles, and that was EMO's work, they did all that. It's not only a few generators that they had to pick up and locate, they had a lot of other responsibilities as well.

MR. CHAIRMAN: The Member for Rhineland.

MR. A. BROWN: Thank you, Mr. Chairman.

You know, Mr. Chairman, I wish that the Minister of Government Services would not have made some of these comments that he made towards the last. It just means that he just doesn't understand, he wasn't out there, he doesn't know what has happened, he is letting his imagination run wild with him. Nobody is going to object if EMO comes out there with a couple of generators and helps out as many farmers or as many people as they possibly can. It's the large operators who absolutely have to protect themselves that have this type of protection, they know that they have to have it.

The towns, by and large, are protected up to a point. This again was brought home at this time that they missed out on something, because as soon as your power shuts off in the Town of Winkler and the Town of Morden and the Town of Carman, your auxiliary pumps come on on your sewer systems, because there is nothing that is as bad as if your sewer system starts backing up, so they have provision for this. They did

not have provision to supply an auxiliary water system. This is really where EMO could have played a very large role if they would have had some generators out there to give them assistance.

The Minister is talking about large sums of money. I would say that if the Minister were to purchase 12 generators. You can get a pretty good generator for \$1,000.00. Now you might need a little larger one or two or three larger ones that might cost \$3,000.00. For \$20,000 certainly, Mr. Chairman, he could provide us with the services that we would greatly appreciate. The Minister has no idea what he's talking about.

This is the thing I guess that we are a little bit disappointed in. We are not talking large sums of money. We're talking a service that could be provided by the government when an area is in distress. He gives the excuse that highways were closed, they couldn't go. That was for a very short time only. The next morning all the highways were opened and EMO could have come out to any community over there that was out of electricity without any problem whatsoever. They could have been driving all over the place, so that doesn't hold water.

Mr. Chairman, all I can say is that I wish that the Minister when he makes statements, that he would inquire, first of all, so that he would know what he was talking about. It is not complicated at all. It's just that there's a little bit of service that is required and it doesn't need large sums of money. Just a little bit of service is all we're asking for.

MR. CHAIRMAN: 6.(a) Salaries—pass; 6.(b) Other Expenditures—pass.

Resolution 85: Resolved that there be granted to Her Majesty a sum not exceeding \$589,200 for Government Services, Emergency Measures Organization, for the fiscal year ending the 31st day of March, 1985—pass.

7.(a) Expenditures Related to Capital Assets, Acquisition and Construction of Physical Assets: 7.(b) Replacement Vehicles - the Member for Portage.

MR. L. HYDE: Yes, on this here Expenditures Related to Capital Assets. There's \$22 million there and I wonder if the Minister could indicate to us where this is being spent?

HON. A. ADAM: Yes, Mr. Chairman, this is ongoing Capital Works that are ongoing, and so much is spent each year on ongoing projects. The major one, I would say at the present time, is the Law Courts Building would be one of those which I mentioned in my opening remarks. On the Law Courts Building we're asking for \$8 million. There's another major one for the Provincial Archives Building and that's \$1,117,600.00. Mr. Chairman, there's another \$4,152,200 and it's made up of miscellaneous projects, the Robert Fletcher Building. The Robert Fletcher Building is \$1,476,800.00. There's going to be \$1.5 on the Flin Flon Provincial Building, this is the Heritage Building. The Winnipeg Norquay Building upgrade fire safety and that's \$600,000, and then there's a bunch of miscellaneous ones from \$100,000 to \$170,000 - there's a numerous bunch there. Then there's the Headingley upgrade, the main building, fire and safety codes, that's

\$1,116,000.00. There are another 10 projects that amount to \$2,392,000 - numerous small projects, some are only \$10,000 but it's all ongoing programs. I think there's one in Portage la Prairie as well, Mr. Chairman.

MR. L. HYDE: Mr. Chairman, I'd be quite satisfied if the Minister would complete the total list and have it sent to me, if he'll do that.

HON. A. ADAM: Yes.

MR. L. HYDE: Mr. Chairman, what has to be done with the Portage School for Retardates? Is there any money being spent there? Is that part of the list?

HON. A. ADAM: Yes.

MR. L. HYDE: That will be part of the list?

HON. A. ADAM: Yes.

MR. L. HYDE: Well then, Mr. Chairman, we'll wait and get a complete list.

MR. CHAIRMAN: 7.(a) Expenditures Related to Capital Assets, Acquisition/Construction of Physical Assets—pass.

7.(b) Vehicle Replacement - the Member for La Verendrye.

MR. R. BANMAN: I wonder if the Minister could tell us how many government vehicles we got on the road these days?

HON. A. ADAM: Unfortunately, the honourable member wasn't here at the beginning.

MR. CHAIRMAN: No reference to the absence or presence of the member.

HON. A. ADAM: No, but I mean I did put it in the record, Mr. Chairman, earlier in the evening, but I don't mind repeating again. It's approximately 2,500.

MR. R. BANMAN: How many kilometres are you looking at before you're trading?

HON. A. ADAM: 120,000 or four years. We try to keep within that range if we can, with some difficulty I want to say.

MR. CHAIRMAN: 7.(b)—pass.

Resolution 86: Resolved that there be granted to Her Majesty a sum not exceeding \$26,475,700 for Government Services, Expenditures Related to Capital Assets, for the fiscal year ending the 31st day of March, 1985—pass.

Going back to the Minister's Salary which is Item 1.(a) - the Member for Arthur.

MR. J. DOWNEY: Thank you, Mr. Chairman. I have two or three questions for the Minister.

Could the Minister tell us if he has an EA, and if he has, what is the salary paid to the EA and where is the EA located?

HON. A. ADAM: Yes there's an EA that represents me in my constituency and he resides at Minnedosa. That's where his home is.

MR. J. DOWNEY: Mr. Chairman, I asked the Minister what the pay was and if he could indicate that, I'd appreciate it.

HON. A. ADAM: Mr. Chairman, I believe it's around 31, but I would have to verify that. Just off the top of my head, I don't have it. There is a range pay scale where they start at, and they can . . .

MR. CHAIRMAN: The staff are excused.
The Member for Arthur.

MR. J. DOWNEY: Mr. Chairman, the Minister indicates around \$31,000.00. Does this individual have an automobile at his disposal, Mr. Chairman, as well, a government automobile?

HON. A. ADAM: No, Mr. Chairman.

MR. J. DOWNEY: Does he get paid mileage and other expenses, Mr. Chairman?

HON. A. ADAM: Yes. If he travels on behalf of the Minister, yes, he does.

MR. J. DOWNEY: Mr. Chairman, so we have him getting \$31,000 plus expenses when travelling on behalf of the Minister, because he's employed by the Minister. Does the Minister have a special assistant as well, Mr. Chairman?

HON. A. ADAM: Yes, Mr. Chairman, I do.

MR. J. DOWNEY: Where is the special assistant employed, and how much money does he make?

MR. CHAIRMAN: Where is he, and how much?

HON. A. ADAM: He is employed in Winnipeg in my office, and the salary - again, I'm just not exactly sure. It would be in the range of 32 or somewhere around there, but I would have to verify it. I would prefer to get back to the member to be exact.

MR. J. DOWNEY: Does he have an expense account or an automobile as does the executive assistant in Minnedosa?

HON. A. ADAM: He does not have a government automobile. If he was requested by the Minister to undertake work for the Minister, he would be paid mileage on his vehicle if he used his vehicle, or he could use probably the Minister's vehicle if required.

MR. J. DOWNEY: So, Mr. Chairman, we have now the Minister of Government Services with an executive assistant, a special assistant drawing some 60-some thousand dollars of taxpayers' money in wages plus travelling expenses and additional expenses on behalf of the Minister of Government Services. Can the Minister as well confirm that the special or executive

assistant that lives at Minnedosa is as well a candidate for the New Democratic Party in the federal constituency of Portage-Marquette?

HON. A. ADAM: I believe he has obtained a nomination. I want to congratulate him for having chosen to run in the next federal election.

MR. J. DOWNEY: Mr. Chairman, one can now consider that the Minister of Government Services is employing a person at taxpayers' expense of \$31,000 plus mileage to campaign in the federal election, Portage-Marquette; that he is actively a candidate for the New Democratic Party and, at the same time, an employee of the people of Manitoba. Mr. Chairman, I think this is a sham. I think the people of Manitoba should throw up their hands in disgust at such an incredible carrying-on by this government. I think it should be stopped and stopped immediately.

Will the Minister assure the people of Manitoba that this person is not selling memberships to New Democrats, or carrying out political activities when he is being paid for and should be working for the people of Manitoba? Will he give that assurance, Mr. Chairman, and can he prove to the people that this person is not abusing the people's money and campaigning on his behalf for the federal election?

HON. A. ADAM: Mr. Chairman, if there is anybody that's disgusting, it is the Member for Arthur.

MR. J. DOWNEY: I guess not. It's a sham.

HON. A. ADAM: Mr. Chairman, we do not discriminate, we do not create second-class people. We believe that everybody is a first-class citizen of this province. We will not deny him the right to run for public office. He has a job classification; he has a job description; he has a job responsibility.

HON. S. USKIW: Mr. Chairman, on a point of order.

MR. CHAIRMAN: The Minister of Business Development wants to make some explanation.

HON. S. USKIW: Mr. Chairman, the Member for Arthur suggested that the executive assistant of the Minister of Government Services is campaigning at public expense. I ask you, Sir, whether that is within the rules to permit that to be on the record without the member putting on the table the evidence to suggest that is taking place?

MR. CHAIRMAN: The Member for Arthur.

MR. J. DOWNEY: Mr. Chairman, I asked the Minister to prove that employee of his was not campaigning on his behalf for the next election. I challenge the Minister to tell us that he's not campaigning while employed by the people of Manitoba.

MR. CHAIRMAN: The member is making a charge. He has to make substantiated evidence.

MR. J. DOWNEY: No, no, he doesn't.

HON. A. ADAM: He's imputing . . .

A MEMBER: They never have to substantiate anything. That's the trouble, Conrad.

SOME HONOURABLE MEMBERS: Oh, oh!

MR. CHAIRMAN: Mr. Minister.

HON. A. ADAM: The Member for Arthur in his usual fashion is imputing motives on a person who is representing the Minister in his constituency and services a number of offices in my constituency of Ste. Rose, at least a half-a-dozen of them on a regular basis, because the Minister is a member of the Executive Council and has to stay in Winnipeg on a weekly basis. The executive assistant is representing the Minister in his constituency, and the Member for Arthur is imputing motives. I would ask him either to put up or shut up.

MR. J. DOWNEY: I won't do either.

HON. A. ADAM: Let that be on the record that he imputes motives on a member, a civil servant who is not here to defend himself, in his usual way, his arrogant way, his big-mouthed way from the constituency of Arthur.

MR. CHAIRMAN: There is a rule, Citation 359 which says: "A question must adhere to the proprieties of the House, in terms of inferences, imputing motives or casting aspersions upon persons within the House or out of it."

HON. A. ADAM: I would ask him to withdraw, Mr. Chairman.

MR. CHAIRMAN: The Member for Arthur.

MR. J. DOWNEY: Mr. Chairman, it is my belief that an employee of this government who is an executive assistant and not a civil servant, as he's indicated, and nominated for the New Democratic Party for the federal election for the constituency of Portage-Marquette, earning \$31,000 of Manitoba taxpayers' money, could be campaigning for his election in the next federal general election at the taxpayers' expense.

HON. S. USKIW: I hope he is, I hope he's campaigning . . .

MR. J. DOWNEY: The Minister of Tourism says, I hope he is. I hope he is - at the expense of the taxpayers. Yes, Mr. Chairman, that is what he said, and it's a sham, and the people of Manitoba won't stand for it, nor will we.

HON. S. USKIW: Mr. Chairman, I want to tell the Member for Arthur that I would hope that any person that takes a nomination on behalf of any party would want to be campaigning as hard as they can to be elected. I hope that they do it as often as they can while they were employed, as long as they are not doing it while they are on the payroll during working hours.

Now, if the Member for Arthur is going to suggest to me that a person who is employed cannot use any part of a 24-hour day for personal lifestyle or whatever, then it's a different world, Mr. Chairman, than I have been brought up in. That is not to be expected of any individual that they should forsake all of their private life, because they are working in the public service. No civil servant does that, Mr. Chairman. They have the right to their private hours and to their private activities.

Now once the election is under way, Mr. Chairman, then I think the Member for Arthur would have a valid point. If the person was indeed involved in the election after the writs were issued and still on staff, then I would think the member had a valid point. But up until that time, Mr. Chairman, the person is a citizen of this province like any other citizen. As long as he . . .

A MEMBER: He's a political appointment. He's not a citizen.

HON. S. USKIW: That's right, he is a citizen of Manitoba when he's a political appointment. — (Interjection) — That's right that doesn't deny him his citizenship. Mr. Chairman, as long as he's not abusing his office he has a right. — (Interjection) — It's up to anyone that wants to allege otherwise to table the evidence that that is taking place, Mr. Chairman. But innuendo, Mr. Chairman, should not be permitted without substantial evidence to back it up.

MR. CHAIRMAN: The Honourable Member for La Verendrye.

MR. R. BANMAN: Mr. Chairman, just to clarify this, is the Minister saying that it is okay for any Minister of the Crown to have an executive assistant paid for by the taxpayers of Manitoba, operate within his or her constituency, out of his or her own home throughout the whole year, and be paid expenses for the services performed.

Is that an established practice which is acceptable to this government?

MR. CHAIRMAN: There's a question on the floor. The Minister responsible.

HON. A. ADAM: Yes, Mr. Chairman, as he represents the Minister primarily in the Minister's constituency, but because the Minister represents the entire province as the Minister of Government Services, if that individual is requested to represent the Minister or arrange for meetings or schedules for the Minister in different areas, if he represents the Minister at some municipal gathering or co-ordinates things for the Minister and works, he can go all over the province, wherever the Minister instructs him to go, because the Minister is representing the entire province.

If I have work in Killarney and I have to be there, and if I want to send my assistant to go there on my behalf, I will do so, and I will pay him his expenses to go there, Sir. Otherwise, I would have to go and my expenses will be paid.

MR. R. BANMAN: So it is okay as far as the Minister, as far as this government says, it is okay for an executive

assistant in Brandon or wherever that particular executive assistant lives, it's okay to work out of his or her home as an executive assistant for the Minister, and that person does not have to come into the Legislature or report to any government office or anything.

Mr. Chairman, I just want that principle established, because it wasn't too, too many years ago that there was quite an outcry in this Chamber because of executive assistants not spending enough time in the Legislature. I just want this established because times change.

Mr. Chairman, the Minister says it is okay for an executive assistant to stay in the constituency, to be paid for by the government, to have his or her expenses and mileage covered by the province.

Now, I'd like to ask the Minister a further question. How are the phone services handled for this executive assistant?

HON. A. ADAM: Mr. Chairman, first of all, I want to clarify the record that he indicates that the executive assistant operates out of his home. I just put on the record a few moments ago that the executive assistant serves approximately six offices that we have, that he commutes on a daily basis . . .

SOME HONOURABLE MEMBERS: Oh, oh!

MR. CHAIRMAN: Order please. The Minister has the floor.

HON. A. ADAM: The executive assistant commutes from office to office that have been offered to us in the constituency.

The second question is, how are the telephones handled? The member knows that the legislation provides for \$2,500, I believe, for constituency expenses, which pays for a telephone and any advertising that we require for public meetings that are co-ordinated by the executive assistant for the Minister. That would apply to anywhere in the province, Mr. Chairman.

If I have to have a meeting somewhere in the province, and if I request my assistant to co-ordinate that, he will do so, and if he has any expenses, he can claim for those expenses either through the legislation providing benefits for the elected officials or otherwise.

MR. CHAIRMAN: The Honourable Minister of Economic Development.

HON. S. USKIW: Yes, I wanted to assure the Member for La Verendrye that I would hope that my executive assistant would spend as much time in my constituency as he possibly could. The less I saw of him in this building, and the more I saw of him there, I would be most pleased. That is the role of an executive assistant, to fill the shoes of an MLA, who is a Cabinet Minister, and can't be in the riding. That's precisely the role of an executive assistant. It is indeed a political appointment, and it is the function that has to be provided. It's recognized and has been for many years that that's a legitimate function of the political process. If the Member for La Verendrye hadn't realized when

he was Minister that his E.A.'s job was out in the riding, then I'm afraid he missed the point completely.

MR. CHAIRMAN: 1.(a) - the Honourable Member for Minnedosa.

MR. D. BLAKE: Yes, Mr. Chairman.
I'm sorry that I missed the section under Purchasing.

SOME HONOURABLE MEMBERS: Oh, oh!

MR. CHAIRMAN: Order please.
The Member for Minnedosa has the floor.

MR. D. BLAKE: I'll wait until the debate settles down, Mr. Chairman.

I'm sorry I missed the portion under Purchasing, but it's been brought to my attention that the government, and I imagine if the Minister, and he may not have this information at this fingertips, but before we pass this Salary I would hope that he would get it for me. It's been brought to my attention that the government, I imagine it's under his department, purchased a fair number of City of Winnipeg Directories for use in the various offices and departments. These directories are purchased from a publishing firm in B.C. at \$150 a copy, plus \$5 for mailing. The province has been solicited for the identical book at \$70, and have refused to purchase them from the firm that's providing them at \$70.00. This was brought to the Chairman of the Treasury Board last April 23rd, the gentleman has not received a reply even to his letter.

I wonder if the Minister might care to comment on that.

MR. CHAIRMAN: The item has already passed under the appropriate number.

MR. D. BLAKE: I was just asking the Minister if he'd like to comment, not the Chairman.

MR. CHAIRMAN: Depends on the discretion of the Minister.

HON. A. ADAM: I want to clarify the question. I think the question was that the government buys . . .

MR. D. BLAKE: Yes, Henderson Directories, City of Winnipeg Directories.

HON. A. ADAM: City of Winnipeg Directories from a firm in British Columbia?

MR. D. BLAKE: Yes, it's Henderson Directories.

HON. A. ADAM: Henderson Directories.

MR. D. BLAKE: B.C. Henderson Directories.

HON. A. ADAM: I see. For a total of \$150.00?

MR. D. BLAKE: \$150 a copy.

HON. A. ADAM: And how many do we buy?

MR. D. BLAKE: They're available at \$70.00. I'm just wondering why the government hasn't taken advantage of buying the cheaper copy?

HON. A. ADAM: If the honourable member would give me a bit more detail, I'll try to look into it.

MR. D. BLAKE: I'll give you this copy and give you copies of the letter and the letter requesting the government order that was ignored, and it says \$70 compared with \$150 and there's quite a number of them purchased, I understand. To date there hasn't . . .

HON. A. ADAM: I'm not sure whether my department purchases them, but I can check it out.

MR. D. BLAKE: That's right. I don't know who's in charge of purchasing, but I thought it would be under Government Services and they would provide them to the other offices.

HON. A. ADAM: Yes, I'm not sure whether we purchase the Henderson Directory. There may be some that are purchased by different departments themselves.

MR. D. BLAKE: Well, it must be a fairly sticky problem, Mr. Chairman, because it's pretty near a month now and he hasn't had a reply to his letter to the Chairman of the Treasury Board.

MR. CHAIRMAN: 1.(a)—pass.

Resolution 80: Resolved that there be granted to Her Majesty a sum not exceeding \$1,821,000 for Government Services, Administration and Finance, for the fiscal year ending the 31st day of March, 1985—pass.

Committee rise.

SUPPLY - EDUCATION

MR. CHAIRMAN, P. Eylon: Committee, come to order. We are considering the Estimates of the Department of Education. Item 4.(b) Curriculum Development and Implementation - the Member for Kirkfield Park.

MRS. G. HAMMOND: The Member for Morris thought he might be a bit late because of some commitment he had.

The Minister was discussing the O1 and the 100 programs. I don't know if she cares to carry on. I'd like to make a comment on that about the students getting locked into an O1 program.

I think they get locked in because of prerequisites for one thing. I know it happened to one of mine who chose a course and did very poorly in it and at the end of it I was informed that they really should have had English something else before they'd taken this. I think that's one of the areas that happens. When they get into O1 they pretty well are locked in because they don't have the prerequisites to carry on with the others. That's a shame, because many parents think their children are taking courses and doing very well in school and it turns out that the O1 course just wasn't good

enough for what the students themselves would really like to do.

I think until the Member for Morris comes back, I'd like to move into the family life curriculum.

The Minister, Mr. Chairman, had sent a letter over to the Member for Morris, asking if we had any questions and would like to talk to somebody, discuss it in the department. Well we didn't do that, but, I did have someone that is eminently qualified look at it at the same that I did.

I want to start off by saying that I am all for having sex education in our schools. I think it's needed and that we should have it because it's something that's necessary. I know that it's covered in some homes, but, I think that the students, and I think the families in essence, prefer that there's some type of sex education in the school. I have a couple of questions in that how many divisions are piloting the project?

HON. M. HEMPHILL: Mr. Chairman, right now it's four plus Winnipeg.

MRS. G. HAMMOND: I'm not quite familiar. Does the family unit, is that part of the optional? Does that go hand in hand with the human sexuality part? The unit on families?

HON. M. HEMPHILL: Yes, it's all together in part of one of the pilot units. There are two. There's the regular health curriculum and then there's two optional units. One is the family life, which includes the sex education, and the other is the drug and alcohol. I might just mention, although you asked how many school divisions were piloting, I think it's important to know that there have been guidelines from the department for the family life program since 1973, and there were 20 school divisions that had their own, or had developed and were offering family life programs to some degree, which certainly is one of the reasons that close to half the divisions in the province, which is one of the reasons why it clearly became important for the department to take some leadership role in curriculum.

MRS. G. HAMMOND: Have there been any major changes made in the curriculum?

HON. M. HEMPHILL: Yes, Mr. Chairman. There were actually changes in the Calgary curriculum before it ever went out. I guess I was trying to say when people were raising some concerns about some of the very descriptive and perhaps extreme references in the curriculum that we didn't intend to implement them even from the beginning. What we did was take the best material we could find and were piloting it, but had already decided and have confirmed from the field, from teachers and parents where the meetings have been held, that we were on the right track. Some of that material is already in the process of being revised.

MRS. G. HAMMOND: How much extra time is needed to implement the curriculum, and how much time is available on the school cycle?

HON. M. HEMPHILL: It's K to 3, 45 minutes a week; and 4 to 6, 60 minutes per week; 7 to 8 is 75 minutes

per week; and 9 is 75 minutes per week. In fact, this is about the same amount of time that the Health curriculum has been allotted for the - what? - every 10 or 15 years it's been a basic program. If there is some criticism to be put forward our way, some people are concerned that it interferes with other basic programs. It does not. It has been there for a long time.

There is a suggestion, is that enough time, you know that allotment per week? But that's what is in the curriculum now.

MRS. G. HAMMOND: How many divisions have elementary school counsellors?

HON. M. HEMPHILL: We wouldn't have certainly with us, and I'm not sure we would necessarily have that information for easy access - clearly not the same level as there are in high schools.

Perhaps I shouldn't decide ahead of time what the question is going to be, but I might just point out that, while there are not guidance counsellors as a staffing person in too many elementary schools, one of the requirements to implementing the program is that the teachers must have professional development programs and they must be trained before they're able to teach it, but it will be done by regular classroom teachers.

MRS. G. HAMMOND: What kind of training are they giving these teachers, and how much?

HON. M. HEMPHILL: Mr. Chairman, the program would be at two levels. First of all, we both take some responsibility. They have to go through a four-day seminar or workshop before they start the program. That's with our involvement. That's the provincial responsibility and requirement.

Then we jointly work with school divisions where they put on additional workshops or in-service programs within the school division as a follow-up. But that's the basic requirement before they begin.

MRS. G. HAMMOND: Is it recommended that there is someone in each school that is responsible for the program?

HON. M. HEMPHILL: The principal is responsible for all curriculum in the school. There would be and there is very careful selection of teachers. You know, in other words, while they always are to select teachers carefully, sometimes teachers just get slotted in because they happen to have a free time and they happen to have a period that needs filling. With the health curriculum, there's a very very careful selection process groups selecting these teachers in the first place.

MRS. G. HAMMOND: I found that in the family section of the curriculum, I'm not sure that people would be trained enough. When you go through the curriculum, you certainly need somebody with a good deal of sensitivity, because all through you find that the area is open to the teacher and to the classmates possibly opening up hurts, that they need somebody qualified to deal with the problem. I don't see, certainly at the elementary level, the expertise to deal with these

situations and in many of the areas you do find that it calls on consultation with a third party. Well very often that third party isn't available.

There's certainly a lack of services for adolescents in the psychologist and psychiatric area and I think that everywhere - we had a good example today in question period about that elderly woman who couldn't get into a hospital, couldn't get psychiatric care and ended up in the Remand. It's just an example of the shortage of that type of help. I must say that the family part of the curriculum was, I felt a bit unnerving when I read it. I felt that there were areas that were probably no one else's business but the home that it would be discussed and I think that you might damage with exposure if it can't be dealt with.

I feel that that part of the program, not the human sexuality - I feel that can be dealt with very matter of factly - but in the family issues, that's another thing. You're dealing with personalities; you're dealing with feelings, emotions, and I think that's open for - oh there may be a lot of situations happening in the classroom that a teacher isn't qualified to handle and it's not through any fault of her own. I see the book more as a resource than going through all the exercises, because I think some of the exercises could be pretty damaging. I wonder if the Minister would comment?

HON. M. HEMPHILL: Yes, Mr. Chairman, a few things. Most of the divisions do have co-ordinators. As I said they may not have counsellors right in the elementary system, but they do have co-ordinators and there is very heavy in-service.

One of the other sort of benefits and advantages has been the involvement and the co-operation between health and education and the participation, both as a resource and in the developing of the curriculum, of a lot of the materials. It's quite unique in that way, where the education system has not just gone off on their own and developed curriculum, but have worked hand-in-hand with the health people.

When we're talking about orientation sessions, we have - not just sort of superintendents and principals and teachers - but we have Department of Health and Education professional staff. These people have been involved in the development and they're also involved in the orientation and workshops, so there are professionals in the areas that they can turn to for help, and they can at any time along the way. The Department of Health and this group have made themselves available for people to call on them as a resource.

To your point about looking at the material as a resource and your concern about the family-sort-of-related activities, I would make two points: One is that built into both the approval of the program and the course content itself is a very close relationship with parents and with family, so that not only do they have to go to the parents in the community, present the material, let them ask any questions they want, let them make decisions on whether they want part of it, all of it, pieces of it, get into discussions about how they want things handled. Actually, probably in terms of a partnership in decision-making, this curriculum would be the one where they are clear partners in making the decision.

But when the teachers are going through the course, built into the program - the suggestion was made that

it isolates the children from the family and deals with things maybe that the family should deal with - is not telling the kids not to discuss these things at home with their parents but the opposite. They are encouraged, and in fact part of it is that they clearly communicate and talk at home and share the things that are going on in the classroom, so there's no attempt - not only isn't an attempt to separate, there's built into the process the joint co-operation and communication between the school and the home. The book is a resource, no question; it is only there as a resource. There isn't any teacher that's implementing it that has to go through every section, and in fact it is there for their help and they are free to use what they want to use of it, and what they're comfortable with is very important.

It's one of the areas that I would be very cautious about, suggesting that teachers should be pushed to move into areas or to deal with areas that they're not comfortable with. We would take the opposite view. We would say unless you're fully confident and comfortable, don't touch it. There shouldn't be any suggestion that because it's there in the book that it's mandatory or required and they must deal with it.

MRS. G. HAMMOND: Mr. Chairman, I wasn't suggesting that it was to be kept from the family. What I felt was that in some cases you have families where there isn't the opportunity to discuss these with the families. The families may be upset because 20 or 30 children may be discussing something that a child through the group session has brought out. I think that the Minister's point about the teacher being comfortable with the issue certainly is well taken, but we all know that there are people that maybe feel they can deal with these things a lot better than they can. I think the area, unless handled extremely carefully, is fairly dangerous. I think if any of the teachers get into situations that it could put your whole program in jeopardy and I think that would be a shame, because I think that on the whole the sex education part of it is worthwhile. When I say this, I think that section dealing with the family, I think possibly somehow that the curriculum went a little too far in that area, and this was discussing with someone who teaches in that area constantly and felt, for one thing, there probably wouldn't be the time to deal with all these situations.

But there were many areas that were too personal, too direct in other words, without it coming out in a spontaneous manner that the questions themselves that are given, lead themselves to that sort of thing.

One of the explanations that was given to me was that teachers have a hard time and can't work with students unless they know the background. Well, there's some certain givens when a child goes into a classroom and that's probably knowing that they're a single family, if there's a separation and two parents want to see the teacher. There are a few givens, so I think there's a lot of areas that you can build self-confidence without delving so heavily into the family. I think some of the situations could be very threatening.

HON. M. HEMPHILL: Mr. Chairman, I don't discount any of the concerns raised by the Member for Kirkfield Park. They're exactly the kinds of things that we need

to be concerned about and it has to be handled very carefully and very sensitively and the teachers have to be well-prepared and have to have a lot of support.

What is coming through, though, in the initial areas where it is being piloted; first of all, we had 70 people on the committee that developed the curriculum over a period of years, which was teachers in the country, like teachers all over, health officials, superintendents, trustees, we now have members of the public. I mean like a lot of time and a lot of care - more than almost any other program - has gone into this. We piloted for two years; we normally pilot for one, so we even took that precaution by giving an additional year in the field to get feedback.

What is coming from the school divisions where it is being piloted - Winnipeg certainly would be the largest and the one that probably has done the most extensive survey of attitudes of both students, parents, teachers and any problem areas - I just received it the other day, it's that thick and it has a tremendous amount of information. But what we're getting from teachers, what we're getting from the Curriculum Committee, for instance, the Articulation Council and the Curriculum Committees - and I don't want to make a lot of quotes - but this one from the Articulation Council, "Council, at its meeting of April 19th, was very impressed with the overview of the program and its implementation strategies." They felt in both the development and current implementation of the health curriculum, the approach is a sensitive one.

We're getting letters from teachers, the people who are teaching it and the school divisions where it is and the parents that are involved in it are giving very good feedback. So I don't discount the point you're making, but I'm saying that it seems to be handled carefully and sensitively, and although that's a concern that has been raised by people outside of the education system, we're not getting that same kind of level of concern where the curriculum actually is. So I think that we're watching those points that you made very, very carefully.

MRS. G. HAMMOND: Yes, in Human Sexuality, the seven to nine, the problem I saw in that area and it was funny, someone else noticed it too, that the assumption made all through the course - and I think this can be an area that could and should be corrected - is that the majority are having intercourse, where the fact is the majority aren't and there doesn't seem to be any stress on the area of abstinence. I think that that, without ignoring that there's problems, puts a lot of stress on students who are assuming they're the only ones that aren't participating. I think that when it discusses the part on homosexuals, it gives stats which indicates and you can see it readily that that then is not the norm. There are no stats on the abstinence, which would indicate to young students that this is more the norm. I think that this is something that should be stated. It came out in the Planned Parenthood, it wasn't the way they were aiming. They were looking at the number of pregnancies, and this councillor happened to spot, she said, look, you know, the statistics are showing. Well, they hadn't noticed, because they were worried about this other area.

I think this is the point that is missing in the course and should be corrected, if it hasn't already. I think

when those stats are pointed out, it's got to make students more comfortable with the fact that they are not out-of-step with the rest. I think that's terribly important, and I think it should be part of it.

HON. M. HEMPHILL: The member has made another very excellent point. First of all, what she says is absolutely correct. The present revisions are correcting that. You're right that there was perhaps in the worry about getting information to all those that were getting pregnant, we're forgetting the larger number that aren't getting pregnant. The teachers mentioned that to us.

It shows why piloting is so important in being prepared to make revisions, because already we have identified that. You noticed it in the reading; we have identified it in the early stages; and what we're not doing is including wider statistics with abstinence as an option, and communicating the fact that large number of the students are following that course and kids who are, are not alone. Perhaps they might have thought they were and, like, am I the only one? It's not true. A large number of them are not still, and we have to recognize that.

The other thing I keep mentioning in other discussions about this though is that the media is constantly bombarding kids today with sexual images and be sexy and do this, and it's the cure to everything and happiness. There has to be some messages that it's not the cure and the be-all and the end-all coming through the schools too.

MRS. G. HAMMOND: If I just may add a little comment to that, possibly instead of some of the Jobs Fund advertising, we could be advertising it's all right to say, no. That might not be a bad service to the department if they're using their Communications, some of their budget, to use it in that area, because it's - (Interjection) - pardon? Or mothers would write, alas, a lifetime, is right. There are certain areas, I think, that need to be taught.

The other area that I just wanted to go into briefly also is values. I understand why the teachers are not to give their values, but there are a number of parents who want their values stressed. They want them reinforced at school. How is that area then dealt with under this curriculum?

HON. M. HEMPHILL: Mr. Chairman, I think there have been some individuals who have been concerned and have thought that this program had some elements of a Values Clarification Program that was brought in earlier. They had a lot of concerns about that. The point there is that they don't teach any values. In fact, they sort of put things on the table, information on the table, and leave it up to the kids to decide what to accept or what to believe, as if they're not going to indoctrinate or force their attitudes or behaviours on the children.

I have to say that I think that in education, we have been teaching values all along. I think we always do. I think it is impossible to teach children without teaching values. I can't think of a school, and I would be surprised if we could come across any teacher who believes that they were not doing that. What is important, I think, is what kind of values and I think what we do when we're teaching values, and I hope we do it well, is that

we teach those values that I would describe as being basic values accepted by our society.

I know that there are many differences and there are different religions and different beliefs, but, I think that there are things that are common to almost all of us and I think those are the things that we teach our children. They deal with things like care, compassion, respect, honesty, responsibility. I think those are all values. I think those are taught in our program, and I think that most people, regardless of what culture or background they come from, would accept that those values be taught in our schools. We don't say to kids, "It's alright for you to decide whether you want to lie or not, whether you want to steal or whether you want to destroy somebody else's property." We don't do that. We tell them that, "You shouldn't lie, that you shouldn't steal, that you should respect other individuals and you should respect people's property." I say that we do not have a valueless curriculum, but, I think we teach common traditional values acceptable to most people.

MRS. G. HAMMOND: I appreciate the Minister indicating that, because everywhere in the curriculum it really does stress that values, maybe it's the teachers own values, that are not to be stressed. I think that then that information should get out to the public also, because that is not coming across for people that are worried about this, because they want their values stressed and exactly the values that our community, most of Manitoba communities, I think, would want stressed. That in itself would be a bit of a relief, for people to know that that will be stressed, that it won't just lay on the table, if the classroom decides it's alright to lie or if it's alright to steal, that those values will be reinforced.

There was another part of the text, and this is the last thing I really have to ask on it, and it dealt with The Journal in 7-9. It indicated it had to be locked and it was a high risk. I feel that anything that is going to be a high risk, why have it in the program?

I think that there again, it might be a route that no one needs to take and why risk a program over something, that if it gets out it'll hurt someone? I there again just ask for your comment on that.

HON. M. HEMPHILL: I was just reminded that The Journal, right now, as far as the Manitoba curriculum, is simply being studied as a possible method in our material, which means that we're looking at it carefully for the same reasons you are, and I appreciate your comments.

MR. CHAIRMAN: The Member for Morris.

MR. C. MANNES: Thank you, Mr. Chairman. I apologize for being late.

Mr. Chairman, it would probably be best if we finished the discussion within this area. I had some further questions that I wanted to pose on the new English curriculum. I'll defer those until we're finished this.

My colleague, the Member for Kirkfield Park, has certainly touched upon many of my concerns, Mr. Chairman. One is almost hesitant to dive into this subject at times.

Firstly, I want to thank the Minister and Mr. Buhler for their assistance on providing to us the curriculum.

I know that when you move into these areas and you have groups within society who would want that this material not be included into curriculum in any sense, it becomes a highly emotional area. I think, both of us, when we were discussing the way we would approach this area, I hope that we wouldn't add unnecessary fuel to the fire. Nevertheless, let it be said, there are many constituents, I don't know about the Member from Kirkfield, but certainly the Member from Morris, myself, who are concerned. I wish I had gone through, in total detail, although I don't know if it would have helped or not, the curriculum provided, because there was wealth in reading in it.

My concern is basically twofold. The first concern comes in one of the basic units. The prerequisite, if you will, into the family and health area, and that's the emotional and social well-being basic unit. I wish I had the guide into that section here, but we don't have it, because to me, this is the most critical area. This is where the whole discussion, in a philosophical sense, keys right in in that area.

The other five units of the health curriculum are as we know traditional health areas. Those areas, dental health and I believe nutrition, and I believe there's environment - the Minister is helping me here, I can't remember them all - physical, nutrition, safety, dental health, environmental health. Certainly, I don't think there's anybody that has any problem with those. It's moving into the social, emotional well-being area, of course, where some people part company.

The course all of a sudden begins to divert. I spoke to - maybe the Minister has had a report - I did speak to, I suppose, one of the major leaders in developing this curriculum; the consultant Mary Brown. I had occasion to speak to Mary Brown the other night, and in ten minutes we quickly came to the conclusion we could have a rip roaring good discussion if the time would allow. I suppose the concern comes right down to that sixth unit and a question posed by my colleague, and that's to do with values.

The big question is, should the school be involved in values or not? When you go through, and I have before me the health overview, the interim guide, and you go through Grade 4 and you go to the social and emotional well-being area, and it's capsulized here, and I suppose, the goals are, and I'll read some of them from Grade 4, and I quote, "To recognize that there are acceptable and unacceptable ways of expressing emotion; assess personal attributes."

Then we go to Grade 5, and there's comments like, "Identify characteristics about self to increase awareness of self and others; recognize that stereotyping may effect self-concept; explore personal qualities and attributes."

If people would bear with me, Grade 6, "Recognize that individuals may be influenced by others; identify common situation involving passive, aggressive and assertive behavior; identify the benefits of being assertive; know ways to be assertive verbally and nonverbally; demonstrate ways to be more assertive in handling outside influences."

Grade 7, things like again, "Identify passive, aggressive and assertive behavior; identify the benefits of being assertive; know ways to be assertive verbally and nonverbally; demonstrate saying 'no' assertively."

Finally, Grade 8, well, skip Grade 8 and go right to Grade 9. "Examine expectations, perceive benefits and

restriction of sex roles; demonstrate ways to improve interpersonal relationships; assess social and emotional health status." These have become goals, I take it, of the course. This becomes the basic foundation, of course, for the two optional units.

I suppose, the concern that I have comes long before the two option units, it becomes this whole area. Of course, you speak to somebody like Mary Brown, and I don't feel like I can capture totally her views, but she'll tell me, as a prime contributor to this curriculum, and I dare say may be the major right, I don't know. From her perspective, and she freely admits her perch in life is in the Health area, and her concern is that society has to in all opportunities possible begin to bring forward healthier people, both physically and emotionally. So, she apologizes to nobody that there's a place for emotional and psychological training - that's probably not the right word. One of our problems is I don't know what words to use when you're talking about the mind, but it's proper to begin to use that in a compulsory sense within schools.

I guess and I suppose I could probably maybe be sold on the argument, except I go into the 7 to 9 Teachers' Guide and I come across this paragraph.

"Values issues are certain to be raised in discussing human sexuality." I'm talking about everything. "Students need the opportunity to discuss values, issues with others to hear divergence of opinions and to express their opinions. It is important that students be allowed to clarify their own values in a non-judgmental environment, assured that the teacher's value position on an issue will not be imposed, and assured that no one in the class will be put down or criticized for holding a certain value."

Well, I suppose that's where the controversy, in my view, at least begins to centre, whether or not values should be included or not. I think once it becomes more public that values are not to be included on a basic unit - a compulsory one I might add - a very compulsory area within the social or emotional well-being - I don't have specific examples, I'm just as glad I don't because I'd probably use them and regret doing so.

But I think the judgment that people are going to put onto this course, even in spite of the Minister saying by way of survey and all that, everybody wants to see sex education, or a large number want to see sex education brought forward in the schools, I think the big problem in many people's minds whether it's sex education or you're talking about stereotyping or fitting into a group of people and feeling pressure one way or the other is going to be what is right and what is wrong.

I'm of the opinion, and I could be wrong, that the Minister's opinion is that's something we do not become involved in as teachers, that teachers should not try and influence in any way as to what's right and wrong. As a matter of fact, I can quote from The Manitoban again, that article where I think that inference is left very strongly.

The Minister can talk about teachers, and, I suppose, I'll go right back to an argument that I had a couple of years ago when we were discussing sex education in school and how competent teachers must be in addressing if they're going to be the chosen ones to impart this type of knowledge to students, how

important in my view it is that they almost lead an outside life which is similar to the one in class. I dare say, in my view, that if you're a teacher and if you are trying to open students' minds, trying to let them guide their own thought processes, to hopefully accepting a better decision, one over the other, and if you're a good teacher and you can describe that, the way that you will ruin it more quickly than ever is of course, not to lead by example. That's what I see happening today and I see it happening in large measure through rural Manitoba.

Maybe it's different in the City of Winnipeg where a teacher can be in a classroom and then become lost in 600,000 people and not worry. Within country areas, and I'm saying that includes everywhere, how does a teacher, and I'm talking about the social-emotional well-being more so than within sex education, how does a teacher prepare a student to try and make these value judgments on their own if that teacher isn't living in a manner consistent with the proper - I'm not condemning teachers, I'm condemning the parents. It's the reason that parents within homes have been unable to do it in a lot of cases, because they'll say one thing on one hand and do exactly the opposite.

I guess I just say that because I'm not terribly convinced in my own mind that if the goal, first of all, is to reduce teenage pregnancies, I'm not so sure that the facts will indicate that bringing sex education to the school is going to do the job. I imagine there's a myriad of statistics, but I would just like to quote one area. I'm using a fair amount of time, Mr. Chairman, but then I'll be finished in this area, at least finished with the general comments.

I'm reading from "Teaching Sex to Children" by Eugene F. Diamond. I don't know if he's an authority or not, but I'd like to do some quoting: "To be effective, sex education must be individualized for the needs and specifications of one specific child or adolescent. Sexual facts and attitudes must be imparted on a one-to-one basis which avoids the pitfalls of inappropriate indoctrination. Just as federal drug enforcement authorities have lost confidence completely in mass drug education programs for school populations because they tend to increase rather than decrease experimentation with drugs, so it should be with sex education. Sex education as a means to reduce teenage sexual experimentations and resultant out-of-wedlock pregnancy in adolescence is not only useless but likely to exacerbate the problem. It is interesting to note that planned-parenthood publications confirm this trend. The most important single resource for planned parenthood recently has been a series of studies done by the Department of Population Dynamics at John Hopkins University." I interject here for a second.

If I'm wrong, if there are other studies that would disprove this, hopefully maybe the Minister could lead me to them because I'm searching, Mr. Chairman, I don't mind indicating.

"These studies were done in '71 and '76 under the auspices of the National Institute of Child Health and Human Development and were published in Family Planning Perspectives, the publication of the Ellen Guttmacher (phonetic) Institute. According to the report, the number of teenagers in organized family-planning programs quadrupled from 300,000 to we'll say 1,200,000 between '71 and '76. Despite this increase

or perhaps because of it, between '71 and '76, premarital pregnancy increased by 45 percent, premarital intercourse increased by 41 percent, out-of-wedlock births increased by 18 percent despite widespread availability of abortion. Unintended pregnancy was 60 percent higher among contraceptive users than was the entire teenage population. Among teenagers taking the pill the pregnancy rate was five times that of adult pill users."

I'd just like to make one other comment and it says, "the school's function could be to educate parents so that they could become more competent sex educators. The great challenge with sex education in school is how does a teacher present the material." Of course, I think there's common agreement on that.

"A teenage girl asks if petting is okay on a date. She already has read what Anne Landers has to say on the subject, and now she wants the teachers opinion. Does the teacher give the predominant sorority co-eds' opinion that condones such activities? Does she point out that most parents are concerned about such activity? Does she take refuge in 'situation ethics' and accept the charge that she is being evasive, or does she answer with another question such as, Mary why do you ask?"

Let's take another example. "A boy approaching puberty is concerned about masturbation. Does she reassure him that it is perfectly normal, according to some 'experts,' or does she present the European view, particularly the French consensus, that masturbation is an unhealthy habit, or does she present both views and leave the choice to the student? In this latter case the name of the course may have to be changed to Comparative Sex Education.

"Suppose another boy in the class knows the Bible and raises his hand to challenge the teacher concerning the sin of Onan; does she give the predominant Christian view that Onan was punished for masturbation, or the predominant Jewish view that Onan was punished for refusing to marry his brother's widow? One certainly hopes that a teacher knows the Bible as well as the student. In any case whether the teacher answers, I don't know, or gives a single religious viewpoint or several religious answers, he or she is in deep water. The teacher is in deeper water if he has a mixture of bright Christian and bright Jewish children, as well as a mixture of rich and poor, in his class.

"A third-grade nine-year-old asks, how many children should a husband and wife have? Which alternative does the teacher choose?" And I think the final part: "This is all controversial material and perhaps the school will wish to avoid it altogether and stick to the mere 'plumbing' of sex. This will name all the sexual organs and explain how they fit together. It also will deal with the physical changes of puberty and maturity, but this hardly can be called sex education. It will not answer questions on children's minds."

This brings us back to my original contention that the school is a totally inappropriate place for sex education. "The proper locale and instructor are the home and the parent."

Well, Mr. Chairman, I'll complete my introduction into the area by saying many many people are searching and I am just wondering, firstly, what other provinces within our nation are taking, I would say, this bold step? Is the Calgary curriculum, which we have now and which

is being revised and will continue to be revised, is it being used yet in Calgary? And I suppose my final point, is the Minister absolutely confident that when she is moving into this area dealing with young students' minds - not only in the area of sex education - but in the area of dealing with what we see around us, is she absolutely certain that the way to do it is to accompany it with no values and judgment? Because in my view - and I'll go on the record on this - it has to include some pretty strong areas of value and judgment.

HON. M. HEMPHILL: I hardly know where to start, Mr. Chairman. I think probably I had something to say about almost everything you said but I've forgotten a lot of it along the way, but I do want to try and address what I think are the major points that you were making, without giving a one-hour speech.

To the point about surveys and statistics and information, yes, we could come up with a like number that would probably show the opposite of what some of them were that you mentioned. One that I thought was interesting was the John Hopkins University study and it was done between 1981 and 1984. I think the ones you mentioned were considerably earlier. But it said here that several studies showed that such instruction often leads to better communication between parents and children and I think that we're getting that kind of feedback in the areas where we're piloting, that there may be an absence of instruction and adequate discussion in the schools.

I don't know how we all feel. I mean, here I am as a Minister of Education. I'm not sure I did such a great job myself and I thought was fairly open-minded. I'm not sure I did as much as I should have done or could have done with my four children, but what the program does, because it involves parents in the material and they have to be given feedback throughout the program. In other words built into it is continued communication with the parents and because the kids are encouraged, when they're talking about things, to go home and discuss them with their parents and that's built in, they're not told to shut up and keep it to themselves and this is their own private business.

I think one of the things that this does do is it opens up communication and discussion, sometimes in places where it wouldn't be there without that. In other words it gives them a confidence and a comfort in raising it and discussing it, between both the parents and the children, because discussing it with your parents is part of the program. They have reported in the Winnipeg material, for instance, where 95 percent of the parents that were surveyed are very supportive and think it's a very good program and want it to continue, are saying that it has improved not only their children's understanding, but the discussion of those very sensitive issues between themselves and their children.

We have information that shows that the decision to engage in sexual activity is not influenced by whether or not teenagers have had sex in schools and if teenage females are sexually active, those who have had sex education are less likely to become pregnant. I think there's some concern that if you talk about it, they'll do it, you know and maybe they wouldn't have thought about it before, but I don't think that's so and I think that, because of what I mentioned before, that our kids

can't get away from it. It doesn't matter whether they're putting deodorant on or going to the store, everything has a sexual connotation to it.

So it isn't as if we have a choice to avoid the topic. I don't think we do. I think it's how it's handled and how it's presented and that it has to be done very carefully and in full partnership with the home, and it has to be done in a way that is very open to making changes when we find there are problems, or we try something. Just because it worked in Calgary doesn't mean it's going to work here. Just because it works in one community doesn't mean it's going to work in another, where the attitudes or the feelings or the wishes of the community are different, so we have to be very very sensitive to all of those things.

I guess when we talk about the question of getting into the emotional - I mean it's okay to give them facts and you don't even mind the sex education material - you're not sure that it works or that the school's the best place but that doesn't seem to be your major concern. You have some questions about it but it's getting into the social, sort of emotional.

I think I believe very strongly that a healthy - you know when we're talking about children learning basics and being successful in school that that takes a healthy child. It doesn't just take a child with a brain, it takes a healthy child and that when children develop in school or at home, their brain just doesn't develop by itself, not just the intellectual part of them; the physical and the emotional and the intellectual develop at the same time and a lot of their learning comes through those three areas. I mean a lot of their learning comes through the physical; a lot of it comes through the emotional and social.

So I don't think there's any place, anywhere that you can teach children and you can separate them and say when this kid comes through the door all we're going to deal with is their brain, turn everything else off, turn your emotions off, turn your feelings off, your social relationships aren't important, we're just going to concentrate on expanding the mind - it doesn't work that way. In fact, I am coming to believe that a lot of the other factors can be, if not more important, as important to learning as the intellectual, how they feel about themselves, how much confidence they have, what their image is of themselves, their relationships with other people. Those are all important so I don't think we can separate them. We can do them carefully and we are.

When you look at the things that are under the social and emotional well-being and you see things like having a humane approach to living and dealing with others, ethical integrity and honesty, sharing, responsibility, friendships - you know those things I think are part of the learning process and when you've got young kids in Kindergarten, in nursery school, do they just leave them alone to bash each other to pieces, or to behave in any way that they want to behave in? They don't. They tell them you can't kick, you got to stop that, you can't kick that little girl. That's not acceptable. That toy belongs to somebody else, you shouldn't break it. You've got to tell the truth when somebody asks you a question. I mean we start teaching them then. We teach them in the home. We don't leave kids in the home to do whatever they want to do and I don't think the schools can do that either.

Some of the things that you quoted from, where you talked about them being mandatory, were actually in the optional unit. I'm now struggling because there was so much said, but there was some concern about, and you did give a quote about it being mandatory, and it was in the optional unit which is not mandatory. I think we have to keep the two very clear. Even the whole optional unit is not mandatory. People can select different pieces and different parts of it. They can decide how it's going to be handled, so there's a lot of option there. In terms of the family, things were very, very careful when we deal with this and I just wanted to spend a bit of time, because I didn't respond as much on the question of the family.

In Grades 4 to 6, here are unit goals and I don't know if you would have any concern about the goals: To enhance relationships among family members; to create an awareness and acceptance of various family grouping - When you talk about sensitivity, you know, families no longer are mother, father, and 2.4 children. You know, a family unit varies greatly these days and they're no less to be respected because they don't all look the same anymore. To encourage effective communication among family members - to create an awareness of various roles and responsibilities of family members; to recognize that it's natural for family structures to change. I think that those are some of the main goals in the family unit.

Let me see if there's anything else I wanted to comment on. In terms of the sex education and the question of should it be in the schools, maybe if the family structure was different today, maybe if there wasn't as much breakdown of the family, maybe we wouldn't be looking at this, maybe the community wouldn't want it as much.

The fact is that in the education system we can't get away from the reality of the breakdown of the family unit, because the people it affects the most are the children, and anything that affects children affects the education system. Schools are being asked to do more and more, and one of the reasons is that a lot of the other institutions are breaking down and are not doing their job.

When you mentioned the polls before and was I paying attention to 49 percent here, and 40 percent here, and I said we were, and I said those were important messages. You know, the polls and the information that's coming through both at the local level through our own poll, which was just as good as the first one that you saw, you know, it showed 73 percent. I think the University of Manitoba poll was very, very high; 88 percent of the people thought that there should be sex education, thought we should be talking about venereal disease and birth control. When you go into the communities and into the schools where it's been piloted it's even higher, you know; 95 percent in the Winnipeg School Division is very very high. So I don't think we can get away from the reality of family breakdown or the large number of pregnancies.

We're not sure that this is going to eliminate them. I mean it isn't likely that it's going to, but can we do nothing is the question? Can we just leave things the way they are? We've got something like 80 to 100 young girls getting pregnant I think, every week. The figures are absolutely shocking. They are getting pregnant younger, at a younger and younger age. They're going

down to, you know, it used to be 15, 16, it's now down to 14, 13, 12. Unbelievable, children having children.

Another shocking thing that shocks all of us and alarms all of us is that they're choosing in larger numbers to keep these children. A lot of it is because they want somebody to love. A lot of these young girls that are getting into trouble don't have the love and the support at home and so they turn to other places to get it. They want to keep the baby so that they're not alone, so that they have somebody to love. So you have 85 percent of them now choosing to keep their babies. That's alarming to because we now have children raising children.

We have information that shows us clearly that if their body isn't matured, that there is much more risk for the life of the mother and the life of the child, the well-being of the child; that if they raise the children, they don't finish their education. You know, they don't have anybody to help raise the child. They don't have a job.

You know, they actually literally are being doomed to lives of poverty before their lives have even started. So it isn't that we have all the answers or all the solutions, but we sure as heck know the size of the problem and how serious it is. I guess we, along with a large number of parents and public, are saying that we have to try to do something, and this is an effort to do that.

MR. CHAIRMAN: The Honourable Member for Wolseley.

MS. M. PHILLIPS: Thank you, Mr. Chairperson.

I can't resist making a few comments and asking the Minister some questions.

First of all, I'd like to correct a term that's been used tonight in this discussion that I personally object to and that's the constant reference on both side to breakdown in the family unit. I think the Minister did clarify at one point very, very clearly that the family unit has changed from what it used to be and that we are dealing with different family units, but just because family units go from one style to another style, I don't think we should necessarily assume that a breakdown in a certain kind of family unit is immediately a social problem. In fact, certainly that's where discussion on values sort of branches off from, it's a branching-off point.

I think my reaction to listening to that terminology certainly indicates that the value systems are as many and as complicated as the number of individuals we have in the province. So I think one of the key things in terms of this discussion in the schools is for children to have the opportunity to feel comfortable with a family unit that they share that is a bit different than the family unit next door to them or of the different individuals in their peer group, and to feel accepting, and as though they are valuable human beings even though they live in a different kind of family unit than someone else.

I think that brings me back to the comments of the Member for Morris about the introductory parts in Grade 6 on assertiveness training, and the whole discussion on that before the classes get into the more in-depth sex education. I think, well in fact, I'm quite excited to see that students of a Grade 6 age range

that they are having the opportunity to discuss how they interact and communicate with other people, and how their behaviour affects the way other people view them, and the way they view themselves. I think it's very important at that stage of children's lives, at that particular age, for them to wrestle with the stereotyping that would have gone on in their lives up until that point. I think that's a very formative age to catch that. I'd like to refer to what happens where that is absent.

I worked five years at the Women's Bureau. Now one of the reasons that we had a Women's Bureau was that because adult women in our society needed a lot of assistance to be able to proceed in the workplace in particular, but to view themselves as independent full participating human beings in society. One of the things that we had a great demand for by adult women was assertiveness training. I think that if those women had had the opportunity when they were in Grade 6 to talk about or learn how to behave assertively that would help them later in their adult life and hopefully prevent a lot of the problems that women of our generation find themselves having.

On the other hand, where young boys of that age group are also assisted in learning to behave assertively rather than aggressively, when they get to be adults, I think that they would have a much different way of behaving, both with their male colleagues and with the women in their lives.

For instance, we talked in question period today about the massive problem in our society of wife battering. I think if young boys, through this kind of discussion in their school classroom, have the opportunity to talk about how they deal with aggression and with aggressive feelings, and if they're taught how to respect another individual, whether they are male or female, then hopefully our society as a whole will be better off.

I think a lot of our social problems have to do with stereotyping in terms of women being brought up to behave passively, where they should be more assertive, and for young men to be brought up to find that aggressive behaviour is acceptable when, in a lot of people's opinions, their aggressive behaviour is not acceptable, particularly when it reaches the extremes, one I mentioned being wife battering.

Another extreme, I think, is the whole question of physical conflict that ends up in a massive situation where we end up with nations that exert aggressive behaviour, and we end up with global conflict of all kinds. I don't think for the safety of our society, we can go on having aggressive behaviour go to those kinds of extremes. We can't afford that any longer. So I think a discussion for young people of different kinds of behaviour patterns is extremely important.

I was talking in generalities, but I think when you get down to individual behaviour, I think it's extremely important for individuals to learn for their healthy development how to resist peer pressure. A lot of the kinds of problems that teenagers have are the result of not being able to say no to peer pressures.

We talked a bit about abstinence a few minutes ago. I don't know whether the Member for Morris has admitted, Madam Minister, that he is much younger than you and I, so perhaps when he went through high school abstinence was out-of-date. But I tell you, in the '50s when we went through high school, abstinence was the only method of birth control. So I'm not sure

whether the Member for Morris had already learned other methods by the time he went through school or not. It's certainly not a new form of peer pressure.

I think what comes out of the discussion through Grade 6 and then on into the Grades 7 and 8 part of the curriculum that it's very important that the individual has developed the skills to be able to choose for themselves which avenue they want to take. That comes down to communications with their parents, as was mentioned, but also communications in the male-female relationship with high school students, where each individual has the confidence to be able to sort out, in that kind of pressure situation, what is actually best for them, and feels that they have the skills to communicate that to the other party.

One thing the Member for Morris mentioned was the issue of a teacher's values. I could relate to what he was saying in that I grew up in a very small community where there were very high standards, particularly for the single, female teachers. I am not necessarily sure of whether that is still the same in small communities, but it certainly was. If a single, female teacher in my school or in my home town ever got out of line at all, and that was like if she was seen out after midnight even though she was 25 years old or whatever, it was around the time before the coffee break was over in the little restaurant in the gas bar. So you know, I think that there is a very definite monitoring system still alive and well in small communities. I think in a lot of cases, teachers suffer for that, but they also buy into that by accepting those appointments, and they recognize that they have given up their anonymity when they are teaching in those kinds of communities.

So I think there is an automatic check and balance in those communities. I think in each community, the community norms would prevail. I would hope that it's not as tight and as strict and as sexist as it was in the days that I grew up. The young, single male teachers were sort of patted on the back if they showed up at a movie theatre with a different woman every Friday night, but the young, female teacher was in a very different situation. So the Member for Morris, I suppose, can be the best judge, as can his school division, of what the norms are for the teachers in his community.

My question to the Minister is about the section on drug and alcohol abuse, which we haven't touched on tonight. I understand that there is such a section, and that it is part of the optional package. Frankly, I feel in our society that is a very major section. I think when I say that, I'm reflecting the views of the parents from the high school in my constituency. I think they've been very vocal about their concern for having a section on drug and alcohol abuse as a compulsory component in this health curriculum.

I wonder whether the reason that it was left as an option was on the recommendation of this consultation committee - I forget the name - that you mentioned, but I wonder if they recommended that it should be left as an option. I am very much a proponent, if we're talking about healthy dental work, etc., etc., that this is an area of severe social problems in our communities, and that it should be dealt with as a definite part of the curriculum and not left as an option. I think that it leads from the other ones in terms of making informed choices for one's life. It follows very nicely on the other part, and should be included as a compulsory part.

I would like to know why or if it's going to be reviewed — (Interjection) — well I had to get all that other in, but this section is very very important to my constituents. I would like to know if, now that the pilot projects are over, will it be put in as a major compulsory part?

HON. M. HEMPHILL: Mr. Chairman, the CPRC, the Curriculum Committee did recommend that it be optional, but there were reasons for that. First of all, the material has been designed for the first time, so that the curriculum has just been developed and is being piloted. So that's one of the reasons. It is brand-new material in an important, but also a sensitive area where the curriculum is being designed by health people and education people. That's one of the reasons.

The second reason is that, even if I decided - and secondly, there is a lot of interest in this option. I think that there will be, whether it's mandated or not, a lot of movement in this area, because people if they're going to criticize it at all say it should be required. Why isn't it mandatory? I haven't heard anybody say you shouldn't be doing that.

If we mandate, it takes time to get curriculum that didn't exist before into the school system, and the teachers have to be trained even in this area. They have to be taught. I mean, just because you drink beer or drink whiskey doesn't mean you know how to teach about the curriculum. So we have to go through the professional development training programs for teachers. If I mandated it tomorrow, I don't think it would be implemented much faster than it can be going through the normal process of putting it out, getting feedback, training the teachers, and letting the school divisions implement it. It would still take a year or more to get it into all of the school divisions. So making things law when it isn't practical and it wouldn't make much difference isn't really a smart way to go.

I think that the thing to do is put good materials out, give all the support and encouragement and help you can give for them to implement it. I think it will go very well without requiring the law.

MR. C. MANNES: Thank you very much, Mr. Chairman, I want to really jump in, but I don't dare because I had great wishes that we would move along a little more speedily tonight, but I still have to make a couple of remarks.

I don't doubt for one moment the sincerity of the Member for Wolseley, not for one moment. She says, we have to teach our children respect for each other and for all parts of society, and how can anybody argue with that? But how long has the Golden Rule been with us? It's been with us since the beginning of the age almost. I look around and all I can gauge my conclusions as to how we treat one another is by reading the papers and keeping my eyes open and, even though we're supposedly more enlightened, we have access to so much more knowledge, I look around and I don't see where we're treating each other a heck of a lot better today in a world sense than we ever did. As a matter of fact, in my view, a lot worse.

To the Member for Wolseley, yes, it would be great if we could treat each other with much greater respect, but the laws, religious and otherwise, have been with

us for thousands of years, we don't seem to be doing a great job in that area.

The Minister says open up discussion between parents and students. It may be one of the benefits of beginning to discuss the subject in school. I submit, Mr. Minister, that if that - I'm sorry, I'm becoming sexist again. Mrs. Minister, I submit that if the children can discuss events openly with parents regardless of who has initiated that discussion, then there is a very healthy home relationship and it wouldn't be required in this and in any other area. All of a sudden, at 13 or 14 years of age, you don't generally open up communications with parents. That's something that is started from the age of two and three. So I can't buy that argument totally. In the same comment about the full partnership within the home, well that would be great, but I don't think that is the real world. I am generalizing again. It doesn't happen that way.

The Minister indicates that other institutions aren't doing their jobs. That I agree with, but then that's saying that's the jobs of the other institutions. Of course, where we come into conflict is that there is a goodly number of people who are doing the job, and yet their children are going to be exposed - even though the Minister says it isn't going to be exposed to that thought within a public school system. They are saying, within their institution, the one that means the most to them either defined as their home or their church or maybe both, they are doing the job, but yet because of the public school system their children are going through it.

Now the Minister will come back and say, well they're not forced or obliged to take the course. Well, we'll maybe move into that a little later, but when you have highly-educated people - Paul Ehrlich in "The Population Bomb" has an even lower opinion of parental ability to teach their children. He says, "Race relations, sex, politics, religion may all be 'too controversial.'" The parents of the children are, of course, usually hopelessly incompetent to teach any of these subjects. Why shouldn't they be? After all, they were educated by the very same school system."

That's the attitude that prevails in some people's minds, and certainly I am not saying it's in the Minister's mind, but there are people that are saying that parents just can't do the jobs. There are parents who say, they can't do the job. So they're saying, Mrs. Minister, can you help us out, and help us to do the job. I am just wondering if it's the place for the department and the Minister to say, yes, let's try and do it.

The Minister talks about, she says, well maybe this won't eliminate the problem. That was her comment. Maybe it won't, but at least we have got to try everything, all of the problem. We've got to try. Well, I think we have to be a little bit more confident than that that it will work, because again we're bringing it into a position where there are many many children who come from family units - and I'm not going to put an adjective on them to describe whether they're solid or otherwise - that come into this type of situation where their institution is in place, and they want not even to be close to it.

The Minister says, well there are 100-a-week teenage pregnancies. I don't argue or dispute that figure for one second, but why doesn't the Minister and the people that bandy that figure around tell us who they are, where they are? Because we know they can be defined,

and we know that naturally every part of the province, there are some portions, but we also know that there are larger areas where they are. So again, are we going to impose a system across everybody, because the problem is there? I don't deny the problem.

In a final question to the Minister, how come all the answers are coming now? How come, all of a sudden, after all these years - I mean, this isn't a new problem. How come the answers are coming today? Well, I submit two items, Madam Chairman. I say that they're here for two reasons. At least, the members think the answers are now, and that is that, first of all, we are prepared now finally to teach with our values. We wouldn't allow it before to teach a subject like this as to what is good and what is acceptable and what is right. Society wouldn't stand for it, but now we have come that far, in my view, that we are prepared now to move into this area and teach with our values. That's why we think we have got the answers today.

I wonder why. Is this the common experience? Are all the education departments in the various provinces and states in this continent, are they all rushing to this? Is it the panacea? I don't think the Minister has the answer. I think she is quite accurate when she says, it won't eliminate all the problem, but what have we got to lose by trying. Those are my final general comments, Madam Chairperson.

MADAM DEPUTY CHAIRMAN, M. Phillips: Madam Minister.

HON. M. HEMPHILL: Mr. Chairman, I'll just - Madam Chairman, I didn't see over the head - make a few points, because clearly this is something we could all actually even enjoy, I think, and talk about into the wee hours of the morning, but we all want to get on with getting through some of the other Estimates.

I think, first of all, it isn't something that I have decided that it's a good thing to do. I think clearly we are getting feedback from community groups, from church groups, from educators, from public health officials, from parents and from students in large numbers that they are interested in having these programs. So I think one of the things that education has to do is keep pace with the times, and we have to make changes to our system when there is general consensus - and by that, I don't mean total public consensus, not in every community or across the province, but general consensus - that it is something important and something that schools should be doing. So it certainly hasn't just come from me.

To his point about who and where, yes, we do have information. I think the point he was getting at, although he didn't quite make it, was that if this problem isn't everywhere and it isn't at the same level in every place - I think you were mixing up sort of the mandatory part of the health unit and the sex education where you were saying, the problems aren't everywhere. Well, that's the optional unit. The health program and the social and emotional well-being, that has been part of the health curriculum for 20 years. That is not new. That program has been there, we've improved it, but, we have not brought in a brand-new section called social and emotional well-being. That's been part of the general health curriculum since it was first designed 20 years ago.

The optional unit doesn't fit, maybe everywhere, or the needs or the problems aren't the same, and we have information that shows it's greater in the city or the perception of need is maybe greater in the city than in some rural areas. It may be by region, it may be by community. That's why that unit is optional, why it isn't mandatory, why the parents have the right to decide whether it will go into their school and if the decision is that it will go in, they still have the right to have their child exempted from the program; because we're not saying the problem is the same everywhere or everybody wants the same program. That's exactly why we're handling it the way that we are.

I do have trouble with his point about, when he looks at how we're treating each other, and he reads the paper. My God, I hope you're not getting your feelings or information about what life is like through reading the paper, because clearly, they focus on the negative, they focus on the violence, they focus on things that they think, the sensational, yes, and where do they write stories and show pictures of people getting along or people caring or friendship or things like that? I certainly don't feel as depressed as he does, because I don't attribute the reality of our communities or our life through what I see in the media.

I do want to say one thing about our young people. We're not valueless. I reject and I don't know if he heard this because I know he came in late, but, I addressed it when the Member from Kirkfield Park raised the same question. I very clearly answered that we are teaching values in our schools. We always have and we always will. We do not have a valueless curriculum, and I cannot see us being so naive or stupid as to believe that we have a valueless curriculum, but, that the values we're teaching are those common to and in agreement with all groups. I listed them; care, compassion, respect, honesty, responsibility. Those are the common values and we have always taught them and we will continue to do so.

I want to make one point about our young people, because it deals with the sexuality. By the way, speaking of parental responsibility, if you'll just allow me one minute, I want to know if my daughter got my note . . . all right, thank you. I have a hungry daughter up in the gallery. There's a salad in the fridge and I wanted to know if she got the message.

A MEMBER: I'm hungry too.

HON. M. HEMPHILL: You're hungry too. I don't know if there's any left.

There is one thing. First of all, I feel good when I see our young people. I know a lot of people look at the young people today and they throw up their hands because there's drugs, there's more sex, there's things we didn't have, you know, when I grew up, and I'm looking at everybody around here. We didn't have drugs, they were unknown. We had very little alcohol and no sex. I mean, the Member from Wolseley said that the method was abstinence, there wasn't any other because it just wasn't even considered. So, sometimes people tend to look at our young people and say, "Look at the drugs, the kids are a mess," and throw up their hands and think that they weren't as good as we were in their behaviour or in their responsibility or in what

they know or what they learn. I think the kids of today are terrific. They've got some problems that are serious problems that they're stuck with that have come through society and the world that we've created, not their own, that are very difficult to deal with.

One of the things I see in our young people that gives me great hope is male-female relationships have tremendously improved in our teenage population. By that I mean, that when we were young, male-female relationships were sexual. You waited until you got interested in boys and girls and then you went out and it was dating and going steady and it was on a sexual level. You didn't have friends. I don't know if most of the rest of you did, but, you had girlfriends. The males had male friends and the girls had girlfriends. You didn't have friendships that went between male and female. Now they do. Very very strong, close, supportive friendships between male and female that have nothing to do with sex. I must say that it's one of the things that I think bodes well for their ability to handle relationships in a better way than we were able to because it's more healthy and more whole and more real with that kind of support between male and female. We could, I guess, go on all night on this, but, I think I'll . . .

MR. CHAIRMAN: The Member for Morris.

MR. C. MANNES: Mr. Chairman, would the Minister consider instead of allowing people to opt out, would she give any consideration whatsoever as this, particularly through the optional unit, that before a child is subjected to any of the course material that the parent comes to the school and indicates either by writing or verbally, every parent, that their child be allowed to take this course? Maybe even a step further. That a teacher teaching the course will spend 10 minutes with every parent?

HON. M. HEMPHILL: I'm not sure that there isn't just a fine point between the description of the way it's going now and the way he's suggesting that it would go.

I do not know of any problem with the process that we've got now. All of the parents have to be invited to a meeting. The board is not allowed to put the program in without going to the community. Every parent of every child in a school where they're thinking of bringing in the program has to be notified of the meeting. They have to be taken through the entire curriculum. They can amend it. They can say they don't want it. They can say they don't want all of it or part of it. Then they can withdraw their child. I don't know and I would be glad to know if there is a case where there is a child in a school in a curriculum in a program that the parents don't want them in there. Now, if that is the case, then, I think I would like to know and we would have to look at the process that we have. I don't know of a case like that yet.

MR. C. MANNES: Mr. Chairman, if you were listening carefully, you'll notice how the Minister jumped. She said every parent was notified. I accept that, but, then she also went on to say that every parent - and she left this unclear - she didn't say whether every parent

had to see the curriculum or that every parent that wanted to see the curriculum. Because, the difference in numbers between those that are notified and those that want to see the curriculum could be massive and vast.

My question was to her, will she consider a system, where not only is every parent notified, but, every parent comes to the school? After all, I mean, that's not much of a commitment from a parent. Comes to the school and is given a 15 minute review of the curriculum, and then indicates to the teacher that they are prepared to allow their child to be in the course? To me there's a vast difference between that and sending out a notice where the only responsibility after that is to read it.

Mr. Chairman, if we had responsible parents, like the Minister said, 100 percent of them, we wouldn't be bringing this into the schools into the curriculum.

HON. M. HEMPHILL: Mr. Chairman, I think that first of all, the Member from Morris is talking about a procedure, one that I'm not sure there's been any demonstration that we need a change. I don't know that the procedure we have is not working just fine and I don't know how far you go in a procedure that projects the majority and is quite acceptable for what might be a very, very small number. — (Interjection) — Yes, 15 minutes would be totally inadequate. But the parents are given the right and the opportunity to attend. To suggest to force them, if I accepted that as logical, I would force them to go to home and school meetings. I would force them to go to parent-teacher nights. I would force them to do a lot of things that I think parents should be doing. It's not up to us, and I think that is clearly going too far. I do think that we have to make the opportunity available, and when they have that, why do you want to put your feelings on what that parent should be doing? Perhaps, when they see the notice they say, "There is a meeting for us to review the curriculum. I don't need to review it. I feel confident that the school can handle it and I don't have to go there." Why do you say they have to go there to review the curriculum? I think that you're trying to come up with a procedure that is extreme, that would be very difficult to enforce. What will we do? Will we get enforcers? Will we go out to the homes and if they don't come out to the parent night, what will we do? Will we drag them to the school?

A MEMBER: No, we'll put them in jail.

HON. M. HEMPHILL: Oh, we'll put them in jail.

A MEMBER: Sure.

HON. M. HEMPHILL: But I have to say that I think that's an extreme and I think it's silly. I think if they receive the notice directly that there is a meeting - now the one thing that would be legitimate is that if they can't attend the meeting and they have a serious problem - they work night shift or they can't attend the meeting and they're interested in the curriculum and they communicate that to the school - there should be another opportunity to set up, so that anybody that wants to review it can review it. But to suggest that we should force them or it should be a mandatory part of the process, I don't think is reasonable.

MR. C. MANNES: Mr. Chairman, the Minister seems to put great stock and value into a note sent home, a notice sent home from school, something that ultimately she won't indicate whether it's mailed by way of registered mail, so that you know for sure that the parent will be even receiving it. She didn't indicate whether it would be coming home in the lunch kit of one of the children; she didn't indicate if it would come home in the bottom of a book bag. I think it's a big cop-out to say we'll make sure that a general notice goes out to all the parents. I'm a parent. We all live in homes and we all know how much mail comes in and we all know it's a lot easier at times just to sit at home and wait for a request or a notice to come in and then just to give candid support by doing nothing more than saying nothing, and that's really where we're at.

I guess my main concern is that the Minister doesn't realize the potential problems that may be caused in a number of divisions, maybe not urban but rural, where there are going to be major splits. There's going to be major splits, one portion of the division versus the other, wanting it and not wanting it, No. 1 and No. 2, then the division makes the choice to go ahead with it, and then the parents still have that option to not have their children go to it.

So again, I ask the Minister what she sees wrong. The House Leader says there we could take it out to where people are thrown in jail because they don't come to a school because they don't show up for 10 minutes to discuss the course with a teacher. Now I don't see where that is too demanding in this time and age to expect a parent to show up at the school for one course. As a matter of fact I think the comments that were coming from there were shocking. I mean the tremendous commitment we all make to our educational process and we can't expect parents to come to the school on an issue like this, well when do they have to come? The Minister seems to say a parent never has to show up in the school. Well I guess that's the total freedom and maybe that's where it's at.

Mr. Chairman, I'm wondering, we hear comments from people that are opposed to certain areas, that the whole philosophy behind the new curriculum, particularly the social and emotional well-being area and also the two optionals, is a humanistic approach. Of course that's secular and of course that means worldliness, which says man do your own thing. This is your world, when you're on it, do your own thing. Don't worry about what the laws are, if it feels good, do it. I don't know an awful lot about these theories, but I would ask the Minister to comment whether or not people that have these concerns, in her view, have a genuine concern?

HON. M. HEMPHILL: Mr. Chairman, yes. When you mention that there are some people that are concerned, I want to make this point very clear: there is a small group of people - and I say small, I don't discount what they say, I don't discount their concerns nor their right to make their points - however in terms of the general public, they are a very small number of people and they have been making statements about the curriculum in two or three areas that are not accurate. They have been suggesting, No. 1, that the program has behaviour modification in it; it does not. They are suggesting that

the program is part of the old Building of the Pieces that was in a few years ago and that it has values clarification; it does not. And they are suggesting that it is secular humanism; it is not. — (Interjection) — No, it teaches children to be humane, but it is not secular humanism.

MR. H. ENNS: Teach children to be humane, I didn't know you could do that.

HON. M. HEMPHILL: Because it does not concentrate just on self; it does not concentrate on self; it does not concentrate on the religious aspect. What I want to say for the Member for Morris is that although he did not - when I wrote and asked you if you would like to come into the department and review the materials and I do want to make this one point - you've admitted that it's very complex materials and that there's a lot to it. I can only say that I appreciate the point you made when you said you're not trying to sort of fan the flames and you don't want to add to misunderstanding or misinterpretation and I appreciate that. Some of the things are there in teacher's guides - I guess the point I'm making is that without going through it and without taking the time to go through it, that you're saying the parent should do, take 10 or 15 minutes, which wouldn't be nearly enough, then it's very very difficult to get answers to these detailed questions, so that you can help when members of your community get misinformation or don't understand, you can help offset that by providing the real goods. So I'm sorry that you haven't taken us up on that and said we'll do it in about two months, because it's clear in your community from the meeting that was held that night, that there is a lot of misrepresentation of information and material about the program, and that that doesn't benefit either your community or the students or the parents.

So I will make definite statements that it is not designed to include secular humanism.

MRS. G. HAMMOND: Mr. Chairman, just one point for the Minister. One of the criteria for the teachers was, supports a humanistic approach to education and I just wonder then how that stands with the Member for Morris' statement?

HON. M. HEMPHILL: I would relate that more to the values that we talked about before which is respect for people, worth and dignity and respect for individuals; caring about individuals - those kinds of values all to me are humane values, not religious values.

MR. C. MANNES: Mr. Chairman, we're going to move onto a new area of curriculum. There's been a debate or discussion beginning to arise within the science area. Some people are wanting to see a dual teaching of both the creationist theory and evolutionist theory. I'm wondering if the department has taken seriously the requests by those who would like to see the creationist's theory also being part of the curriculum, and whether or not they are giving any consideration to either doing a study or trying to at least give an answer back to those people that are proposing that?

HON. M. HEMPHILL: Yes, Mr. Chairman. First of all I think the working party - and there's the science

curriculum working party - did develop some material on creationism. I think that it hasn't accepted, it hasn't gone through all of the processes. It has not been accepted as an approved curriculum but I'm thinking . . . I'm just trying to find out or confirm. One piece of information I had is that one school was teaching this unit. I think there may be a few. It's been designed, it's in a pilot stage, school divisions can choose to have optional units like that. It has not come back for final approval and has not been accepted as approved curriculum.

MR. C. MANNES: Well, one final question on that subject, Mr. Chairman.

Will the Minister be lending to this new curriculum the same degree of support and watching its guidance through the various committees, to ultimately see it come forward as required theory in Science?

HON. M. HEMPHILL: Mr. Chairman, I think there is a reasonable amount of feedback coming about the curriculum and how it would be handled appropriately, whether it would be an option, whether it would be in a Science curriculum, whether it would be not in a Science curriculum. I think it's something that needs a fair amount of, it needs more time, more thought, and more examination, more consultation before any decision would be made.

MR. C. MANNES: Well, fine, Mr. Chairman.

I take it from that the Minister isn't pushing it maybe any differently than any other curriculum change.

I'd asked a question regarding the English course. I now have before me my copy of probably the policy change, or at least an update of what was happening in English Language Arts that I think must be a year old by now. I suppose the concern was, and the Minister indicated before that under her understanding this new amalgamation of the old 00 and the 01 courses would allow for a greater challenge to teachers and the students. She worded it in a little different manner but something to the effect that it would offer greater opportunities.

I'm wondering if the Minister could indicate - oh yes, if I could quote here. It is talking about the intention of amalgamating the two English courses. It says at least in this review "The intent is to provide every student, regardless of course level, the instruction aimed at maximizing a student's ability to use language we all understand and appreciate literature and develop a knowledge as to what language is and how it works."

I won't ask the question, Mr. Chairman, but I could beg the question well, what have we been doing up to now? You know, what has been happening that we haven't been doing just that?

Further on in the report, and I'm sorry it has no name on it so I cannot make specific reference to it. It says, "In keeping with the overall philosophy", and I don't know what they mean by philosophy, "that the program should be student centered, and that instruction should aim to meet students' needs, and in order to allow schools the greatest possible flexibility in grouping students to accommodate their needs, it is proposed that the current system of numbering be abandoned, and that the English requirement for all student currently

enrolled in English 00 or 01 courses become English 10, English 11, and English 12." Just skipping a sentence. "While homogeneous grouping or streaming would still be one possible way of grouping students it would no longer be required at the provincial level. It is hoped that schools will try other, more flexible ways of grouping."

Now my specific question is that, and there's a chart here and it says that they're going to offer an English 12 course, but then there'll be advanced electives to go with that. Those advanced electives are advanced literature, advanced technical communications, advanced dramatic arts, and advanced journalism.

The question I have for the Minister, how will it be possible for smaller schools to offer these electives which are supposedly to, I suppose, beef up the whole English Program, or at least to give it added emphasis? How can smaller schools, high schools, offer all these electives, or was this really designed specifically for the larger high schools?

HON. M. HEMPHILL: Mr. Chairman, I'm going to try and answer. The member ended with a question but raised a couple of issues previously in his preamble that I'll deal with.

You read out a statement and said well, what were doing before if this is the new thing and it says this is what you're doing in teaching of language, what the heck were you doing before? It's really re-stating old goals. Just because they're there and that is a new curriculum guide doesn't mean what is in there wasn't in there before. Mainly it's a reorganization of the two previous curriculum guides for 00 and 01. That's No. 1.

Now I'm trying to think, what was your last question? It hasn't been designed for either small or large schools. It's been designed for the English Program, for the teaching of English language. Our small schools are not able to offer all of the options that larger schools are and it's one of the major, both concerns and deficiencies of the system, one of the reasons why I brought the Small Schools Program in, and one of the things that small schools can use to help them deliver more options or have programs or equipment that they couldn't have before. There are more creative programs in small schools since that Small Schools Program came in than you can imagine and they could use it for something like this. I'm not sure that a good teacher, whether they're teaching in a small school or a large school, is the determiner of whether or not they can go into sort of enriched programs for some of their students. It often depends on the ability of the teacher to not have to teach by rote or lock-step, the same thing to all children in their schools. So I don't think the assumption should be that the small schools can't do this, that this change affects small schools and that they can't do it.

MR. C. MANNESS: Well, Mr. Chairman, I'm not going to be critical of the Small Schools Program, that's for certain, although the Minister's last comment, I think, showed a little lack of understanding because how do you offer, you know, if there only are 40 students in Grade 12 do you have an advanced elective for four? In other words do you have five English courses in

Grade 12? Well of course you don't. So, you know, the reality is it can't happen.

I guess the reason I asked any questions about the English course at all, it has come to my attention that in one of the areas in which it has been piloted or will be piloted - I imagine it has been piloted, I think, through this year partly - that an instructor who will be piloting has indicated to people that will be taking the course next year that there will be no requirement for individual essays. No requirement for individual essays or compositions on the students in Grade 12. There will be what they call group essays or group projects dealing with that. So if that's the flexibility that's enjoyed within this program whereby now teachers can either make it easier on themselves, or in their own mind believing it's the best for the students, now does not require a Grade 12 student that used to under the old course, I'm sure, have to write countless numbers of essays, or compositions. If that isn't required then I can see why some people say that the English course, in Grade 12 at least, as being taught by that one teacher, and many others if they choose to teach that same way, will in effect be watering down that English course.

HON. M. HEMPHILL: Mr. Chairman, I'm glad we finally got around to the point. I mean I knew there was a reason why the Member for Morris was raising questions about the integration of the English program with the 00 and the 01.

MR. C. MANNESS: Darn it, you're starting to read my mind.

HON. M. HEMPHILL: Maybe if he'd said earlier what the problem was we could have dealt with it. I think you have to very careful when you hear something from one teacher that you assume that that's a reality, No. 1, and 2 that you tie it in with the changed curriculum guides. There is nothing that we know of in the changes made bringing the 00 and the 01 together that would account for the statement that was made by that teacher that, as a result of the integration of the two guides, there would be no requirement for individual essays. It has absolutely nothing to do with it.

So whatever that teacher is doing, it cannot be related back to a change in curriculum guides, and would have to be handled or dealt with some other way, because the course has not only not been watered down, it's actually been beefed-up a little.

To the point about five English courses, there aren't. There were two English courses, and the feedback we're getting from the small schools is that they are glad that they can give the same credit for the one program, because sometimes with the small numbers they have trouble offering the two separate programs.

MR. C. MANNESS: Just a comment, Mr. Chairman, the Minister - and I won't mention the name of this teacher, but this particular teacher was very instrumental in the development of this curriculum. So I'll just leave it there, and I believe my colleague has a question.

HON. M. HEMPHILL: I just want to say to that that I don't think there is any point in playing games, you know. If the Member for Morris has the name of a

teacher that was involved in the curriculum development that is making a point about the effect of the curriculum development in a way that would water it down, I mean let's be given the information directly so that we can check into it and give you some direct information, instead of saying, well there is a person here that says this and then slipping in that he was on the curriculum.

It's not clear at all to me yet what he is saying, the relationship of what you are saying he says, and its relationship to the changes in the curriculum guide. So if you could give us a little bit more specific information, we would be glad to look into it without mentioning the teacher's name.

MR. CHAIRMAN: The Member for La Verendrye.

MR. R. BANMAN: Thank you, Mr. Chairman. With regard to curriculum and the operation of schools, I wonder if the Minister could tell us what input her department or the Department of Education has with regard to the morning assemblies, the singing of "O Canada" or the prayers in school.

HON. M. HEMPHILL: I'm just looking for a ton of material that I brought - oh, here it is - because this subject came up earlier, and I did indicate to the Member for Morris that I would provide him with more information.

First of all, the patriotic exercises are required by law. I mentioned this before. They are mandatory. There is a regulation, 247(80) that says: "A school board . . . - and it defines a school board - ". . . shall have patriotic exercises." So we do not allow them to choose whether or not to have patriotic exercises, we do give them some leeway in how they choose to have them in the schools.

Now sometimes they include singing or playing of "O Canada" and "God Save The Queen." Sometimes they have short readings, jingles, nursery rhymes, folk songs, games, writing of poetry and short stories, posters, short discussions. They might have discussions on a large range of topics - what we've done to get the answer was take a lot of material and just try and summarize it to give you some idea of the kind of both creativity and flexibility there is within individual school divisions and schools to address their requirement to have patriotic exercises.

They might sing the national anthem. Their topics might discuss the flag, immigrants, Natives, first settlers, farmers, Red River Settlement, Manitoba and Canadian landmarks, geography, important Canadian and Manitoba men and women, prairie life. In other words, the topics are large. When they're talking patriotic, they are talking a very wide range of issues and topics that they can choose to discuss with the children to give them a feeling for their country.

I have got a ton of material, more than you ever wanted, but it's the resource material that was developed by the Advisory Committee to enhance or help schools in having ideas on how to have their exercises and what kind of patriotic exercises to have. I'll send it over to you.

MR. R. BANMAN: Well, I guess the Minister sort of highlights my concerns, and I know it has been slipping

over the last number of years regardless of partisan politics, but what's been happening over the last couple of years is that we have been sort of moving into this jingles area and a malaise of things happening other than really what I believe - and I'm expressing my concerns and my constituents' concerns with regard to the respect that one develops for one's flag and for one's country.

I would have to say to the Minister here and now that I would, and I'm speaking on behalf of my constituency, like to see a format developed whereby children every morning, rather than having a few bars of "Oh Canada" piped into a classroom over a P.A. system, where children really do in Morning Assembly - bähss maybe I'm espousing some old traditional values, and I probably date myself somewhat - but, Mr. Chairman, there are a few things which I believe instill certain values in our young people, and are very well worthwhile preserving even though some people might say, times are changing and there are certain things that should happen.

I would recommend to the Minister that she, within her power, develop programs and incentives within school boards right across this province to, No. 1, make time available in the mornings, either through Assembly or other ways, where children get up and virtually sing the national anthem, sing "Oh Canada," that they stand at attention and recognize the flag, not listen to some jingle or some shortened version of "Oh Canada," but stand at attention and sing the national anthem. That's No. 1.

No. 2, Mr. Chairman, and I feel strongly about this, this Assembly starts every Session with a prayer. Now I know that the Minister might say, because of what's happening in the United States or some other areas with the litigations involved - I would say to the Minister that two prime ingredients of starting the morning would be, No. 1, the national anthem - and I'm not saying necessarily in that order, Mr. Chairman - and the other is some ecumenical prayer. We do it in this Legislature. This country of ours is basically founded on Christian principles. Mr. Chairman, I believe that those two values are things that we can pass on to our children.

It's totally appalling when one goes to a football game or a hockey game to see our young people slouching when the national anthem is played. I think in that respect, we have a lot to learn from our friends down south. When we have the national anthem sung in the States, there are a lot of people that still put their hand on their hearts and sing with a lot of conviction and pride. So I say to the Minister that I see that slipping in the last number of years, and I'm not casting the responsibility on the New Democrats or the Conservatives or the Liberals.

But I feel, Mr. Chairman, that these two things - I think that we can start off our mornings with a prayer that is acceptable to the majority of denominations as we do in this Legislature every day, and I haven't seen anybody - and we are here representing all kinds of faiths in this Chamber, but we do start our day that way. Mr. Chairman, I think that any move to that area where we do instill a pride and a sense of patriotism in the children so that at least they know that when we're at a function or something that people have the decency to remove their hats, to stand at attention and to sing properly. It is something that isn't that big a

thing in the whole scheme of things, but is something that I consider being a very valuable part of our education system.

So I say to the Minister that anything that she can do to further this happening in the schools, rather than a short jingle being piped over a P.A. system where kids slouch in their desks, is something that should be fostered. It's something that her department should be striving for to achieve in this province. All too often we take our country and we take our faith for granted, and there are certain times when we do have to instill values within our children, and I think this is one area where we can take a very active and very prominent role in trying to teach our children some values and some responsibilities.

HON. M. HEMPHILL: I'll just give a short response. I think, first of all, I don't think there's anybody that disagrees with the idea. We want our kids to know about our country; we want them to be proud of our country; and we have made an attempt to make this a more important issue. I suppose we haven't done it by saying you all must be singing the national anthem at 9 o'clock in the morning, but by encouraging people to do a variety of things - because I don't think learning the national anthem is the only way they learn pride of country and patriotism. It has to be done even through their history classes about their country. I think we have to do a better job overall of giving our children an understanding of the excitement and the passion and the beauty and all of the things that are related to this beautiful young country called Canada.

We did put some emphasis on it last year by making money available to the Advisory Committee for the development of materials to help schools find different ways of carrying out those exercises and some of the materials I gave you are the results. I wouldn't like to leave the suggestion that because jingles was mentioned that they have fallen into sort of a frivolous thing of playing a few jingles, as the way that they're dealing with the serious matter like patriotic exercises. I think they're paying far more attention to it than that.

One last thing, if, as the member suggests, his community feels strongly about it and he thinks that they would prefer that the national anthem be sung every morning and be the major part of the school exercises, then I really think, when you talk about parents standing up, I think the parents should be saying that to the board or perhaps the board should even know it. But there is opportunity for local communities to have things like patriotic exercises handled in their schools in a way that they think is the best way to handle it, and I think you should let them know that that's important to your community, if that's the case.

MR. R. BANMAN: Mr. Chairman, in this particular instance, I think it's the province that should be the catalyst and the force behind this particular change and that's my view of it. I think this might present - this little exchange here today probably gives me an idea of a Private Members' resolution, which probably could be dealt with in this Chamber, asking the Department of Education to set down certain guidelines for the way the public school system would start its day. As I suggest to the Minister, that I probably will

bring in a Private Members' resolution dealing with this matter asking the Department of Education to lay down some guidelines as to how morning exercises and that should be carried on and we'll discuss it further at that time.

Another question that I have of the Minister, which has come up of late, and I guess again I'll have to date myself somewhat. When I was finalizing my formal education, one of the things that was happening is we were getting into the occupational entrance courses and I was just ahead of that. As a result of that program, I think many more students are staying within the school system after Grades 9 and 10 than did years ago, because either you got into the senior matriculation course or there wasn't any course available to you, and then if you didn't stay in the senior matric course, of course you had to join the labour force. What's happening now with our technical vocational schools, with our regional schools, we are keeping people in the school system much longer, and that's why the numbers I think are such today that a lot of the children that normally would have not been in the school system 15, 20 years ago, are still there and are going through to Grade 12.

Now, this has certain down sides, I think in certain respects, as far as the process for graduation and final certification of a student for Grade 12 standing. Now, we know that you can graduate, and there are probably three or four different diplomas that you can graduate with, but I'd like to ask the Minister, could she inform the House whether or not different schools require different amounts of credits? In other words, is there a situation developing within the province that one school will require 26 credits to graduate and another school might require 22 credits to graduate?

HON. M. HEMPHILL: Mr. Chairman, we require 20 credits for high school graduation.

MR. R. BANMAN: I wonder if I could ask the Minister, would it be possible that some schools require 26 to graduate.

HON. M. HEMPHILL: Yes, Mr. Chairman, they cannot require less, but I think there are some school divisions that require more.

MR. R. BANMAN: Well, we were talking, Mr. Chairman, a while ago about some standardization and we were talking about the controversial aspects of having departmental exams and that. I would say to the Minister, this is causing some problems. You have some schools that will go for your bare minimum of 20 - and I understand from what she has told me now that you're saying that some schools can go ahead and increase the standard and ask for more, but I guess I should ask her that. Is it up the school to determine - up to the school division or the school - to determine the number of credits that are required to graduate?

HON. M. HEMPHILL: A school division can require more. The cases that I know of, or some that I know of personally, where they do. They did not do it without going out into the community and discussing it and I can think particularly of a high school that was a division

that was going to change their credits and held meetings in the community and informed the community to let them know what they were doing. So I don't think that they would of sort of go off on their own and make a change, but would get the support of th community to increase the requirements.

MR. R. BANMAN: So what the Minister is saying, that one person can go a school where they require 24 or 26 credits and not graduate by having 22 credits, whereas that same person could have gone to a school in another school division and had 22 credits and graduated. Is that what she's telling me?

HON. M. HEMPHILL: Yes, Mr. Chairman, that's true.

MR. R. BANMAN: Mr. Chairman, that really begs some questions, if you're talking of trying to establish a form of education right across the province which is equal, you are really now saying to a student, who happens to be in an area where the school division is proud and I'm not arguing with the school division for establishing higher standards, but if you're developing a situation where you can have a student who has four credits more than is required in a neighbouring school division, however, it comes short of what the other school division requires, you've got them not being able to graduate in that division. Yet if they transfer out, let's say two weeks before the graduation to the other school division, he or she has plenty enough credits to pass.

I ask the Minister if this isn't causing her department and her people some problems, because it's absolutely ludicrous for some school divisions - we're going to get into the situation that the States has - where you start ranking your colleges and people are going to ask, where did you graduate? Did you graduate from the Dauphin Collegiate or did you graduate from Winnipeg No. 1, or where did you graduate?

What I say to the Minister is that she better sit down with her department and really have a good look at this thing, because it doesn't work. You cannot ask employers in this province to have people coming in applying for jobs on the one hand and say I graduated, and then the employer is going to ask where did you graduate, from one of the second- or third-rate colleges in this country, or did you graduate with a standard diploma from the Department of Education or from the Province of Manitoba?

So I point this out to her because there is real problems starting to develop, because kids who are in the school system who have 24 credits can graduate in one division and can't graduate in another. I don't see that that is a establishing a standard of education which is to the benefit of the people of Manitoba. I caution her that if this is what's happening out there and this is what's developing, and I will put a further caveat on that; I wouldn't want to see her now say to all the school divisions that you've got to come down to 20, because I think what you're doing now is then you're diluting the system. So, while I raise this point, I raise it with some trepidation, because, I don't want her to go out and tell the school divisions that have established a 26 credit system, that they have to graduate people who have 20 or more. I say to her, I

perceive a problem and I know of a couple of cases where people are going to be jockeying for positions to graduate and I think that's absolutely ludicrous.

HON. M. HEMPHILL: Mr. Chairman, I think the member wasn't here earlier when we had a great deal of discussion about the high school program, the public perception of it and problems related to it. I think that what we have is a situation where there is a minimum requirement that has been in for some time that's 20 credits and 20 courses. When it was designed, there was some opportunity for a school division to decide to have more than the minimum number of courses. I think that when you look at the results of the survey that we talked about before, where the public doesn't think the high schools are doing quite as good a job as the elementary, the colleges and the universities, and where the teachers, also, think that the elementary children are being challenged to a large degree, fairly well, but, the high school students are not, then, I think, you have a situation where I quite agree with you, that we have to look at the level of standards and the level of credits.

I did say, when I talked about the problems in high schools, that there were a number of major issues that we were looking at and the credit system was one of them. In other words, earlier on, although we didn't get into this degree of discussion, I identified the credit system as one of the areas that we had to look at.

MR. R. BANMAN: Thank you, Mr. Chairman.

I would just point out to the Minister that it's this type of thing that has the people worried and that's why there is more talk about departmental examinations. While she has this evening told us why we shouldn't have departmentals if she feels that the children or the young adults are being examined enough in many different ways with regards to tests and that, but, one of the problems that you have when you have something like this develop, where one school division is really establishing higher standards than the next and yet we're all graduating in the whole field as one in Manitoba. There is going to be more pressure on here department to have some system of evaluation.

I say to the Minister that while this situation exists now, and I know for a fact that this is going to be highlighted this year, because there are some people who are caught exactly in the bind and have informed me of the bind that I have put forward here this evening, that they want to graduate and can't because one school division has established different criteria than the other. So, I say to her that if there is going to be some uniformity throughout this province, so that employers, as well as students, will have some assurance that there is an equality of education right throughout the whole system, her department will have to do something with regards to that and not being that familiar with every aspect of the act and the runnings of her department, but knowing from what's happening back in my constituency as well as in the City of Winnipeg, here, I would caution her that unless there are some pretty clear cut guidelines established, there is going to be a lot more pressure for departmental examinations which test all the people in the province to make sure that the level of education and the teaching level is

one which is equal right across the province, that not one school division is providing a lesser course than the other.

I am not for one minute asking for any further reduction in the number of credits. I would err on the side of having more credits rather than fewer, because we are now in the situation where everybody in the school system can almost find his or her own level and graduate. That situation wasn't there before.

I think in my own school division we're going to have almost everybody with the exception of maybe four or five out of two-hundred-and-some graduate. Well, when I went to school it was unheard of. I mean, we had a failure rate, and I, for one, have to say that for a year I was one of those statistics that would appear on what I would say the red side of the balance sheet, not on the black side. It didn't hurt me, because life is one of those things where you have to learn to take your knocks, Mr. Chairman. I'd like to think that I adjusted fairly well after having taken the knocks of not graduating that first year, but I say to the Minister that I think it's a very important part that has to be played here. There are certain times when responsibilities are up to the individual to achieve and if they don't achieve and don't apply themselves, then the consequence of that is failure.

So, I throw that out to the Minister, unless there are certain standards set, there will be much more pressure for departmental exams, and I would have to be the one that would go along with that type of pressure.

MR. CHAIRMAN: 4.(b)(1)—pass; 4.(b)(2) . . .

MR. C. MANNES: One question, Mr. Chairman.

MR. CHAIRMAN: The Honourable Member for Morris.

MR. C. MANNES: There's a sizable decrease in this area. Would this represent a diminishing demand for consulting work within this area or specifically what would the reason be?

HON. M. HEMPHILL: I'm just trying to find my sheet. You're asking about the reduction in 4.(b)?

MR. C. MANNES: (b)(2).

HON. M. HEMPHILL: Yes, the reduction in this area is a number of areas.

First of all, the Career Symposium that the department puts on every year is still being carried on, but because we had three departments that were looking after it and each contributing to it, it's being transferred. The Small Schools Workshop is still going on; very, very important and well received, but, we're reducing the amount of money that we're spending overall in the Small Schools Workshop. The Heritage Language; there was \$50,000 in that area that was paying for supporting pilot projects in Heritage Language. Now that we have the Heritage Language funding in at the same level as the French programs, we do not need the special money assigned to the pilot projects. We've reduced overall in Curriculum Development and that's \$60,000, because we've reduced the Curriculum Development component of

Curriculum and we're concentrating on implementation, so we reduced \$60,000 there. I think that's the main reduction.

MR. CHAIRMAN: 4.(b)(2)—pass; 4.(b)(3)—pass.
4.(c)(1) - the Member for Morris.

MR. C. MANNES: Mr. Chairman, I don't profess an understanding as to where this money is directed specifically. Maybe the Minister could tell me in a short version where it is directed, how it ties into the Indian Control Band Schools, and what agreement is there in effect for support in that area and why the increases as it has shown?

HON. M. HEMPHILL: Yes, Mr. Chairman, in the Native Education Branch we do have a significant increase in programs. I think when I spelled out the increases in staffing overall for the program development area, I identified the Native branch as one. We have additional secretarial, we have a field officer in Native education, and an additional language person to deal with the significant development of curriculum in Native language. I think we're teaching in about five Native languages right now. We are increasing our professional development activities; we're increasing our language development; we're increasing support for English language programs.

We're going to start doing something that I think we should have been doing for a long time and that's dealing with urban Native children. I had elders in my office about two weeks ago from several communities, talking about the retention of Native language, and reminding me that the city was the largest Indian reserve in the province and that we often have been designing programs for children in Native communities and ignoring the ones that are in the city. So we're emphasizing some special curriculum development and support materials for teachers teaching the large numbers of Native children in the Winnipeg school system. So it is an area that's received a larger than usual increase, and we have given a priority to it and those are the areas we're increasing.

MR. C. MANNES: I thank the Minister for those answers. I would like though if she could tell me what arrangement, what agreement, do we have with the band councils? For instance, I've asked questions over the last number of days on the Peguis Indian Reserve, and the fact that there were certified Manitoba teachers there. How are they funded? Who pays their salaries? What is the agreement? I'm just asking for information.

HON. M. HEMPHILL: Master tuition agreements have been the latest sort of legal agreement that exists. The Band councils and education programs are the responsibility of the Federal Government. The master tuition agreements allow contracts to be signed between the Band, the Federal Government, and the School Division.

I mentioned, when we were talking about the Peguis teachers, that the problem we were running into was that we're in the process of transition, where boards want to be able to have contracts directly with school divisions for services, and to have just the relationship

between the two. In order to do that, the legislation has to be changed because by law now, it is a tripartite agreement.

What has happened is that we all agree to turn it over; we all agree we want more local control and involvement, not just involvement control; and that we want to move towards giving that legally. We changed our legislation last year to allow contracts to be signed between bands and school divisions. The Federal Government has not, so they've been actually allowing them to take over but they haven't changed the legislation that gives it sort of the legitimate force of law. But we are going through it, and more and more communities are becoming involved in taking over the education of their children.

MR. CHAIRMAN: 4.(c)(1)—pass; 4.(c)(2)—pass.
4.(d)(1) - the Member for Morris.

MR. C. MANNESS: Mr. Chairman, I'm wondering if the Minister could indicate whether there are any new initiatives within this area?

HON. M. HEMPHILL: Yes, Mr. Chairman, we've made a few changes.

First of all, I mentioned last year that the Manitoba School for the Deaf is becoming and being turned into a provincial resource for both assessment and delivery of programs to deaf children in the province. Instead of just acting as a residential school, it's being used for diagnosis and resource for school divisions who are integrating deaf students. So that has been one of the changes.

One of the things we've done is add a psychologist. We have a team at the School for the Deaf that does assessments. The assessments they do are provincial assessments and we've added a psychologist to round out the team, so that we now have a full complement that can assess the deaf children across the province.

We've also added some additional money into assessment materials that they are using. I think we removed a teacher aide because one child was integrated and returned to a division. I mentioned that we have more equipment and materials for the assessment services. We've increased the dollars for the library; we've added library materials. So a psychologist, more library, and more assessment materials are the major changes.

MR. C. MANNESS: Mr. Chairman, just a question from an informational standpoint. It'll probably show my ignorance to some degree. But how many children, or what percent of our students are legally defined as being deaf? I don't even know if that's the proper terminology either, but I'd just like to have some understanding of those numbers.

HON. M. HEMPHILL: Mr. Chairman, we're having a little difficulty with the statistic of the percentage. We have 128 children at the School for the Deaf, but that can't be counted as the entire deaf population, because more and more of the children are being integrated into the regular school system. This would be the number of children who either have profound deafness or other handicaps that go along with it, that we haven't

been able to integrate. I'm not sure what the total percentage of deaf children would be.

MR. CHAIRMAN: 4.(d)(1)—pass; 4.(d)(2)—pass.

4.(e) Child Care and Development - the Member for Morris.

MR. C. MANNESS: Mr. Chairman, if you could bear with me just for a second.

Mr. Chairman, I heard the Minister, in her opening remarks, make some kind of comment regarding this particular area, Child Care and Development. Maybe she could reiterate that for me?

HON. M. HEMPHILL: If I can find my notes I will. I've got so much paper around here - just give me one minute.

MR. C. MANNESS: Mr. Chairman, no it's fine, I'll ask a different question. It will expedite time to some degree.

I'd ask the Minister, specifically how is this money funded and who are specifically - not how is it funded - how is it directed? How are the funds directed out and specifically how do the recipients come to claim this amount of funding?

HON. M. HEMPHILL: I'm sorry, Mr. Chairman, we're not sure which program he's talking about. Is it the Compensatory Program?

MR. C. MANNESS: Well what programs are covered under this area then? These are all the special need areas?

HON. M. HEMPHILL: Yes, well quite a number. The Compensatory Program, early identification; we have our program for schizophrenic children under this area; the diagnostic support centre is here; a grant to MACLD, the organization that deals with special needs. Yes, the Compensatory Programs come under here, the two we mentioned earlier - Compensatory, early identification. We have money in this area for professional development programs for special needs, teachers, clinical services. I think that's probably the main, and consultant services in the department.

MR. CHAIRMAN: The Member for Kirkfield Park.

MRS. G. HAMMOND: If I am repeating the same question that the Member for Morris is, my apologies. The Child Care and Development, is that the training in child care?

HON. M. HEMPHILL: No. Mr. Chairman, this area is primarily the support services to special needs program. It is consultants and direct support services that are provided to physically-handicapped children, and is responsible for the Diagnostic Support Centre. It deals with special learning equipment in the area of special needs education.

MR. CHAIRMAN: 4.(e)(1)—pass; 4.(e)(2)—pass.

4.(f) Instructional Media Services - the Member for Morris.

MR. C. MANNESS: Mr. Chairman, I would ask specifically what the intent is of the spending for this line of appropriation. What is being covered here?

HON. M. HEMPHILL: Mr. Chairman, this branch covers a number of areas. Our Automated Braille Program is in this area, library productions and acquisitions, media services, the development of materials and films. The Multicultural Education Resource Centre is under this section. Development of materials, library, print, film plus the Automated Braille is in this area.

MR. C. MANNES: Mr. Chairman, I notice close to a 10-percent increase in the appropriation. Could the Minister indicate why?

HON. M. HEMPHILL: Mr. Chairman, the two main reasons for the increase in this is the Automated Braille Program which is coming through the Skills Growth. I might just say for one minute in this area that we didn't used to be in this business, the development of braille materials. The University of Manitoba was doing it, and they pulled out of it. We picked it up, because we felt it was - well to be blunt, if we didn't, we would have had blind children who wouldn't have had materials in order to be educated. So we, through the Skills Growth Fund, negotiated money to continue with the Automated Braille Program.

The other major increase is in the development of the Multicultural Resource Centre in the Department of Education library.

MR. CHAIRMAN: 4.(f)(1)—pass; 4.(f)(2)—pass.
4.(g) Correspondence Branch - the Member for Morris.

MR. C. MANNES: Mr. Chairman, I'm looking for my annual report. I'll find it. I'm referring to Table 3, Page 93. I would ask the Minister why there seems to be an increase, and I don't have the series of the years here, but I have 1983 over '82, why there is an increase in people taking correspondence courses. Is there any deeper reason than just the plain statistics? In some cases, are people not satisfied with the training or the education that they could receive right within their own local schools?

HON. M. HEMPHILL: No, Mr. Chairman. There has been an increase. It isn't because of dissatisfaction taking the programs in schools. It's because of either the inability to get the courses in the schools and, in many cases, the courses that are being taught are courses that are being taught by teachers where they are using the correspondence programs to teach the students.

We have got 8,390 students registered for 10,841 subjects. Five thousand five hundred of those registered were in full-time attendance at school. So it isn't that everybody that is taking correspondence courses is out of school; the largest number of them are in school, and they are using correspondence courses to teach the children the courses. Often, they're in small schools where there aren't enough to have an entire class, but where they still offer the courses and they offer them through correspondence.

Eight hundred and fifty-eight of them were adult upgrading courses, and we also deliver, through the department, the general equivalency development tests where people can be tested for high school equivalency

standing. We granted that standing to just over 1,000 students through that testing.

We are also looking at using correspondence courses with computer programs and with some of the technology for delivering courses into small high schools or into remote areas where they can't have the options or the programs otherwise. We have a pilot project between a correspondence course and a computer program, and I think it's in the science or is it . . . It's in Physics 200, and it is a pilot test where we're taking the combination of correspondence and computer, putting a program in a high school that wouldn't ordinarily be there. I think we will be looking at more creative and better use of correspondence to deliver programs in areas where they wouldn't otherwise have them.

MR. C. MANNES: Mr. Chairman, does the Minister expect there to be a greater demand for correspondence courses as we see happening within the rural areas? We see situations where schools are not increasing in sizes. Also there seems to be more courses taught within the high school level. Maybe that's tapered off now, I don't know, but we have just gone through an English course where in Grade 12, there are five electives. Now I don't know if a correspondence course would be offered for each, I doubt it. But the point being, can the Minister see, because of the very nature of the numbers, particularly within rural areas, where there will be heavier demand over time for correspondence courses?

HON. M. HEMPHILL: I think that they might be leveling off unless we really moved into using correspondence courses in a different way than I just suggested, like unless we decide, instead of just leaving them the way they are, to tie correspondence courses in with computer or distance education, then I can see an increase in correspondence courses.

MR. C. MANNES: The Minister talks - and I believe they are general equivalency development tests. Is that what the GED stands for? Can the Minister tell me whether there is a test for every subject, a test for every course, or whether it's just a general test as to one's basic knowledge, I suppose, in an education sense?

HON. M. HEMPHILL: It's just a general test that tests basic knowledge that they determine has a high school equivalency in general information. Then they give the credit on that basis.

MR. CHAIRMAN: 4.(g)(1)—pass; 4.(g)(2)—pass.
4.(h)(1) Regional Services - the Member for Morris.

MR. C. MANNES: A couple of points here, Mr. Chairman, I have a copy of a letter that was sent to the Minister regarding a Language Arts consultant in the Parkland area. I imagine this would come under the Regional Services area.

HON. M. HEMPHILL: It could.

MR. C. MANNES: This letter indicates that the trustees of the Dauphin-Oakner school area were

concerned about the fact that this consultant, a Language Arts consultant of the Parkland area, was I believe removed from them. Could the Minister indicate whether there has been any change in her decision or her department's decision to ameliorate that concern as expressed by that school division?

HON. M. HEMPHILL: Yes, Mr. Chairman. I'm informed that the full-time consultant is starting in January, and will be working for six months on multi-graded elementary programs.

MR. C. MANNESS: Mr. Chairman, this Regional Services area, what other areas of education does it find itself involved with? Is this the remaining vestige of a former Regionals Branch, or really what is the role and function of this branch as it now exists?

HON. M. HEMPHILL: Mr. Chairman, this branch is, I suppose, the replacement for what used to be the Field Services Branch. When I say replacement, it changed considerably and the purpose for it changed, but some of the functions that were there previously are still a very high priority, and are being continued through the Regional Services Branch.

We have reduced the staff considerably. There were 23 people in Field Services, and we have 14 staff in Regional Services.

Its main overall purpose is to provide resources and support to school divisions and people in the field that are not ordinarily being covered through other branches, and I can give you some examples. For instance, general Language Arts or curriculum development, things like that would continue to be the responsibility of the Curriculum Development Branch. However, computer education, which is both a high priority for the province and for all school divisions and which we're having trouble meeting all of the needs through the Curriculum Branch, got additional resources in Regional Services because it's a highly-developing, high need for support and help in the field area.

What we have under the Regional Services Branch right now is our Small Schools Program is being administered through Regional Services. We have two Northern consultants that were in Field Services before and we maintained them, recognizing that Northern services to Northern school boards was still very important and had to be maintained. We have support and resources in computer education. We're moving into multi-graded curriculum. We're finding that more and more of our schools and not just our rural schools are moving into multi-graded curriculum, and we haven't developed curriculum materials to help them with that. So we're moving into that area.

We are also - the child abuse support or the support for the Child Abuse Program that was announced is being delivered through Regional Services. When we gave that press release or that announcement, I indicated that there would be a consultant who would be assigned to help with the resources and support by the department in this area. We know that something like 80 percent of the cases that are reported, 85 percent are reported by teachers, and that about 80 percent of the child abuse cases are of school-aged children. It's clear that the teachers play a very basic, integral

role in the identification of child abuse cases, and we felt the department needed to give them resources and support.

So those are the main areas that we have identified now where we have resources. There are some positions that are left free for secondments, and one of the things we have said all along is that we do not use our skills and expertise in the field enough. We have people that are very knowledgeable - you know one school division, and it might be like St. James, might go and develop in an area, develop curriculum or be ahead of a lot of other school divisions. Teachers develop curriculum. We should be using that expertise. So we have what we call secondment lines in Regional Services, and it gives us the flexibility to bring people in from the field that have demonstrated expertise in an area - it could be computer or any other - and make them available as a resource to other school divisions for periods of time without them either losing their job or without us having to take them on as full-time positions and keep them forevermore. So it gives us quite a bit of flexibility.

MR. C. MANNESS: A question regarding the Child Abuse Program, Mr. Chairman, I just vaguely remember the announcements. Is it mandatory? Is there a legal requirement now imposed upon teachers to bring cases where there is child abuse occurring forward? Is that a mandatory requirement now?

HON. M. HEMPHILL: Yes, Mr. Chairman, it is. The changing regulation errs on the side of protection of the child. It says, if the teacher suspects, they must report. However, it doesn't assume that there is child abuse just because the teacher reports a suspicion. There's another part to the process where a team then comes in and evaluates, determines whether or not there is child abuse, and then develops a program and support for that child and for that family. But the teachers are required, by law, to report.

MR. C. MANNESS: Well are the teachers at all liable if court proceedings ensue and some parent's name has been slandered because, in fact, the child abuse did not exist? Is there any protection due teachers in cases like those?

HON. M. HEMPHILL: Actually it now gives them a protection that they didn't have before. Previously when they reported, and the regulation or the requirement wasn't there, they were worried about reporting and finding out that their suspicions were not true and being faced with a slander or with charges.

What has happened is that the requirement now gives them the protection that gives them confidence to report suspicions, and it's known when they report that they are reporting suspicions and not judgment or not determination that child abuse is taking place. Without that regulation, they were at risk, and it was one of the reasons why they were reluctant to report. Now they have the, I suppose, force of the law behind them in saying that, if they suspect, they must report, which protects them from being charged if they suspect and report and it turns out not to be the case.

MRS. G. HAMMOND: I just have a question on the child abuse. Who exactly do they report to, and what

agency then moves in to check on the child abuse or suspected child abuse?

HON. M. HEMPHILL: Mr. Chairman, the procedure that we have developed is sort of a team approach, and it involves the Attorney-General's Office and the Community Services, the Child and Family and Health people. When we made the announcement, the four of us were there because each one plays a part in the program.

For instance, it isn't up to the teachers to actually determine whether or not there is child abuse. It goes to the Family Services, and there is another process where that determination is made. They play the very early role, I guess, in terms of identification and they may be involved in decisions about how to handle the case and the child, but it's not really part of their job, either the determination of abuse as a fact nor determining treatment. It's the Health and the Child Services Departments that would take the lead in that.

MRS. G. HAMMOND: So if I have further questions on that, then it's better to go through Community Services. Would that be the department?

MR. C. MANNES: Mr. Chairman, before we pass this final section, I pose just a general question to the Minister. I should have probably posed it when Mr. Buller was here. Are any attempts being made to work more closely with other prairie provinces in the development of any curriculum? I guess I have a genuine concern, and I see where we have a million people to educate. In the public school system, I think there are 190,000, 200,000 students. I'm wondering if there isn't some opportunity and what the Minister is doing to realize that opportunity of working more closely with the prairie provinces in developing a curriculum that will supply us all and satisfy us.

HON. M. HEMPHILL: Mr. Chairman, while we don't go to the other provinces before we make every decision on curriculum or curriculum change, there is a lot of interprovincial contact and communication and even decision making. It takes the form of interprovincial committees at the level of directors of curriculum, for instance as an example, and it takes the form of activities that are taken on by the Council of Ministers when they have their meetings and they determine priority subjects and set up working party groups or groups to deal with an issue on a national level. There is more of it than there used to be.

One example that was just given to me was the development of Ukrainian curriculum materials which we were moving into for the first time. That was developed with other provinces.

MR. C. MANNES: Mr. Chairman, we are such a homogeneous region. Do there need to be three curriculum development departments, one for each province?

HON. M. HEMPHILL: The simple answer is, yes. I am not sure that one could make the assumption that by removing the direct responsibility or curriculum development from each province and each Provincial Government that you would automatically have a better system. In fact, I tend to think that you'd have a more difficult time responding to some of the geographical and regional and local concerns that have been raised throughout the entire discussion of curriculum and education.

MR. CHAIRMAN: 4.(h)(1)—pass; 4.(h)(2)—pass.

Resolution No. 54: Resolved that there be granted to Her Majesty a sum not exceeding \$15,631,500 for Education, Program Development and Support Services, for the fiscal year ending the 31st day of March, 1985—pass.

Committee rise.

HON. M. HEMPHILL: Committee rise.

MR. CHAIRMAN: Call in the Speaker.

The Chairman reported upon the Committee's deliberations to Mr. Speaker and requested leave to sit again.

IN SESSION

MR. DEPUTY SPEAKER, P. EYLER: The Member for Wolseley.

MS. M. PHILLIPS: I move, seconded by the Honourable Member for Rupertsland, that the report of the committee be received.

MOTION presented and carried.

MR. DEPUTY SPEAKER: The Honourable Minister of Education.

HON. M. HEMPHILL: I move, seconded by the Member for Wolseley, that the House do now adjourn.

MOTION presented and carried and the House adjourned and stands adjourned until 10:00 a.m. tomorrow (Friday).