

## THE LEGISLATIVE ASSEMBLY OF MANITOBA

8:00 o'clock, Tuesday, April 15, 1975

SUPPLY - COLLEGES AND UNIVERSITIES

MR. CHAIRMAN: Resolution 32. The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: At 4:30, just before the committee rose to go into Private Members, I was in the process of responding to some of the questions put to me by the Honourable Member for Assiniboia, and I had answered some of his questions. There are still a few remaining. (1) He had expressed a concern about what is occurring by way of providing a training program for the people in the core city area, and the other, what is being done in a general sort of way to meet the needs of the adult community, be it in programs related to employment or others just of a more general nature.

Well, the first question, Mr. Chairman, I did answer last night when I made reference to the fact that Red River Community College of Winnipeg operates out of two satellite points, one on Selkirk Avenue and one in St. Boniface. I also did make mention of the fact that later in the estimates when we come to Special Projects under Resolution No. 34, there'll be opportunity to deal with the programs that are specifically designed and geared to deal with the types of problems that the Honourable Member for Assiniboia was referring to. Insofar as adult needs in general are concerned, that is, offering a program which makes leisure, recreational, just general personal interest needs, or needs related to one's occupation, I did deal with that last night too, Mr. Chairman, when I spoke of the continuing education project which is under way in the Parklands region, at the present time operating out of three points, Ste. Rose, Roblin and Swan River, and some of the neighboring towns within those three areas. That program I did describe last night in some detail, and unless honourable members have some further questions to ask with respect to it when I'd be prepared to answer them, but in the absence of any further questions, then really, Mr. Chairman, I do believe that that program, for the purposes of debate of this committee, was no doubt adequately covered last night.

MR. CHAIRMAN: Resolution 32(a)(1)--passed; (2)--passed; (a)--passed; (b)(1)--passed; (2)--passed; (b)--passed; (c)(1)-- The Honourable Member for Rock Lake.

MR. HENRY J. EINARSON (Rock Lake): Mr. Chairman, I would like to make a few comments and pose a question to the Minister on Red River Community Colleges. I believe there are courses that are available to people who are already employed and want to further their education. I understand, to give an example, that mechanics who are fairly well-trained and working in garages have availed themselves to the opportunity of upgrading themselves as mechanics. I was wondering if the Minister is satisfied with the way that program is operating. There are many other courses that are being offered in the Red River Community College, but I was wondering if he could elaborate on that particular course as to how successful it is.

MR. HANUSCHAK: Well, Mr. Chairman, we don't close the doors to anyone wishing to take a course with the intention of upgrading themselves, no more than the University of Manitoba closes its doors to farmers when they wish to enroll in the Faculty of Agriculture to upgrade themselves. Now the honourable member is referring to mechanics. I don't know what particular course or courses he is making reference to. It may be part of, or tied in with an apprenticeship training program that they're enrolled in.

MR. EINARSON: Mr. Chairman, it's an advanced course in mechanics, as I understand it, and I've had some complaints, Mr. Chairman, and I thought maybe the Minister could elaborate on the way that course is operating. There are three different levels, as I understand it, and I believe this is the third level, whereby the program is outlined at the initial stage and it's a six weeks course that these mechanics are taking. Part of it is of a community, or understanding, having a knowledge of being able to write business letters, on this particular course, and I'm told that the course is laid out, the understanding given when they first proceed, but when they commence the course, the communications aspect of it insofar as being taught to draft business letters is changed. And they tell me that instead of dealing with that particular thing, the instructor is teaching them prose, poetry, and some of the aspects of youngsters who are watching television on these children's programs. It's a criticism that I recently received, Mr. Chairman, and I wonder if the Minister would know now what I am talking about and would like to elaborate and tell me why it is that the course, when they are first made aware of it when they enter the College, that it changes when they proceed with it.

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

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MR. HANUSCHAK: I doubt whether a little bit of Tennyson, Wordsworth or Browning would do anybody any harm regardless of his occupation. I will certainly check into that, Mr. Chairman, the matter raised by the Honourable Member for Rock Lake. I'm sure that the final intent of the program, and certainly the one dealing with communications, the intent of it is to enable the students to express themselves effectively in those areas wherein they most frequently have to express themselves, using their language skills, namely the writing of business letters and this type of thing, but it may also be that the particular instructor also wished to enrich that course somewhat, or may have also felt that some basic or lead-up material would also be of advantage to the students and hence introduced the items which the honourable member mentioned. But I will certainly have my department check into that because our intent is to make all courses as relevant and as meaningful as they possibly can be for the purpose for which they're designed.

MR. EINARSON: Mr. Chairman, there is one other question I'd like to pose to the Minister, and that is related to - I guess maybe we could get down - it refers to community colleges, and I believe it's, I'm not sure whether it's the Red River College or the Assiniboine College. However, I think we can deal with it in this way anyway: that under the REAP program, as I'm given to understand, in some of the arts, for instance in music, the study of music and learning to play instruments is part of that program, but it comes under one of the community colleges, the student pays 50 percent of that cost and the college pays the other 50 percent, and parents of these children are wondering if that can't be brought into the curriculum of the public school system rather than, I think it's sort of a test program they're running right now. I'm told that it's being operated under the co-ordinator who is conducting the REAP program, say in Tiger Hills, next year that is, and the musical program is under one of the colleges at the present time. Next year it's going to be changed and I'm wondering, if it's going to be changed next year, if there's any possibility of getting, say, the knowledge of training the youngsters in the art of music, if it can't be incorporated into the regular curriculum of public schools if there are sufficient students. And by so doing, is it possible to have the teacher go from one school to another to give the teaching of that particular subject?

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: The REAP Program is quite separate and apart and has nothing to do with the Department of Colleges and Universities Affairs. But having said that, Mr. Chairman, I should also add this, and I hope that you would allow me to make this comment or two for the benefit of the Honourable Member for Rock Lake. The philosophy upon which the REAP program is founded, the guidelines within which it intends to operate, is to make use of all available resources in the delivery of an education program in our small schools in rural Manitoba. So therefore, if it should so be that within the near vicinity of a small rural school there are resources in a community college, in a university, or wherever, that could be made available to the use of that school, then they are being made available. The particular incident that the honourable member speaks of, I regret, Mr. Chairman, that I do not have personal knowledge of it, but knowing what the intent of the REAP program is and how it is designed to operate, that it could well be that in some communities, and in Tiger Hills School Division which is not all that far removed from the City of Brandon, it may well be that in the provision of some of the programs within the school division, that the school division may draw upon whatever resources are available at Assiniboine Community College, whatever arrangement is made between the school division and the Community College. But I want to stress the point, Mr. Chairman, that this is not a community college program, that this is a Department of Education program and has nothing to do with the operation, has no effect upon the operation of our community colleges as such, but merely it may be that from time to time they may draw upon whatever other resources are available in the near vicinity to enrich their public school education program and make it more meaningful.

MR. CHAIRMAN: (Resolution 32(c) to (e) was read and passed.) (f)(1)--pass? The Honourable Member for Swan River.

MR. JAMES H. BILTON (Swan River): Special programs. Something was brought to my attention over the weekend and, while it may not come under this particular heading, I hope the Minister will bear with me. It has to do with a school in Swan River, the Duncan High. It's the old school, Duncan High. It's a school that's some 60 years old, Mr. Minister, and it's been renovated at considerable expense over recent years and you will recall that I have

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(MR. BILTON cont'd) . . . . brought up some of the activities of the Fire Inspector, and it was brought to my attention over the weekend, and I'm taking advantage of this particular item just simply to acquaint the Minister with the problem - I understand that he has condemned the school. I believe the department is going to - if the Minister would make a note of this - I understand they are going to add to the Taylor School which is in the vicinity of the Duncan School. But the problem right now, Mr. Minister, is this: that the local school authorities are saying, well, let's carry this school until June. And he said, "Yes, but you've got to spend \$14,000 to bring it up-to-date," and they feel that they've got to do this to comply with the law, but in the meantime it's an old school and a great deal of money has been spent on it in recent years to bring it up to reasonably good standards and I think the local school board is being pushed a little too hard to put up \$14,000 to meet his wishes only to pull it down after June. I wonder if the Minister would take note of this and possibly look into the matter in the interests of saving the taxpayers some money.

MR. HANUSCHAK: Well, Mr. Chairman, I'm not quite sure how that's related to Keewatin Community College. Oh, I'm sorry. The Honourable Member for Swan River believes that this is part of Special Programs. Well, we do have a variety of special programs but they don't extend to the extent to overlap into other departments. That they do not do, and what the honourable member is talking about, that deals with the department, the debate of the estimates of which we have concluded last Friday, the honourable member may well recall, and at that time or some time prior to last Friday, he did ask me, Mr. Chairman, a similar question with respect to another school which, upon being inspected by the Fire Commissioner, was found to be wanting of certain alterations and changes to comply with the requirements of the Fire Commissioner's department, and I had indicated to the honourable member at that time that that would be an expenditure properly borne by the Public Schools Finance Board.

On that particular point, Mr. Chairman, in view of the fact that it's merely a question of keeping a school safe for two and a half months, this is something that the Public Schools Finance Board I'm sure is well aware of and no doubt is checking into, and I am equally certain that it would not wish to impose any undue financial burden upon the school division, and that matter I'm certain would be resolved in a way that would be in the best interests of all concerned. But I would strongly urge the honourable member, if this is a matter of concern to him and being responsible for the two portfolios, I'd be only too happy to deal with this matter outside the Estimates debate, Mr. Chairman, because this does not relate specifically to this department, and I would be only too happy to do whatever I possibly can to accommodate, not only the Swan Valley School Division, but the public education system of the Province of Manitoba in general. But that is the only way that I could respond to this at this time. It does not relate to this department, Mr. Chairman, but I want the honourable member to know that if there is a problem within a school division or any school division within his constituency, I'd be only too happy to discuss the matter with him and assist him in whatever way I can in resolving it.

MR. BILTON: Mr. Chairman, I want to thank the Minister for his comments. I fully appreciate that we're dealing with something entirely opposite to what we dealt with the other day, but I took advantage of this opportunity to bring what I feel is a very important matter to his attention, and I don't think \$14,000 should be spent of public money in this day and age, because the school is not that bad.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I wonder if the Minister could list the Special Programs that are covered by this item.

MR. HANUSCHAK: Yes, Mr. Chairman. Some of the programs that come under this appropriation - one is our assistance to the athletic program at the community colleges. Staff development is another item, and perhaps the major one is the offering of some new or special courses, and most of these are short courses, short courses for which a need may have become apparent within various parts of the Province of Manitoba. Some are of an agricultural nature, production courses, farm business, management and planning, basic agriculture, farm maintenance courses, as well as courses such as heavy equipment operators, truck driver training, basic carpentry, homemakers, small motor repair, business skills, community health auxiliary training, guide training, custodial nursing homes, hydraulics for Manitoba Hydro mechanics, tire repair, building construction, and the like.

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MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, that's quite an impressive list of Special Programs for a relatively modest budget. Were all of those courses that he mentioned provided during the past year or is this a list of courses that's changing rapidly from year to year?

MR. HANUSCHAK: Well, yes, Mr. Chairman, as I'd indicated, these are short courses and the types of courses that may be offered from time to time will no doubt change from year to year. While I was trying to listen to the honourable member and also work my way through my notes I would suspect that the honourable member was probably also looking at both sides of the Estimates Book where the appropriation for the current year is an amount somewhat less than that for the previous year, and at the present time I want to give the exact details of what accounts for that difference.

MR. CHAIRMAN: Resolution (f)(1).

MR. HANUSCHAK: Mr. Chairman, if we could . . . just bear with me . . . I would like to answer the Honourable Member for Brandon West, and I do believe that I have the answer. Yes, Mr. Chairman, what accounted for the larger portion of, somewhere in the order bordering on \$300,000 for the difference between the appropriation for this year and last year under Special Programs is the fact that there were some programs last year that may have been initiated on a trial or pilot basis and hence were shown as Special Programs, but because upon their evaluation they had demonstrated themselves to be successful and hence were built into the regular operations of the various Community Colleges and therefore those expenditures appear elsewhere. For example, there were - just to give three major examples. There are five staff man-years and 55.7 thousand dollars last year for a Deaf Program and French instruction, and in fact instruction in French in some of the courses. Business Education would probably be the most important one or the one within which instruction in French would be a prime importance. Well that last year appeared under Special Programs, this year it's built into the regular operations of Red River Community College where we do have instruction in French in the Business Education courses and we do make provision of whatever staff is required to assist the deaf in pursuing whatever course of instruction they wish to enroll in at Red River Community College. So that accounts for about 55, practically 56 thousand dollars.

Another one was the LPN Program, Licensed Practical Nurses Program at Assiniboine Community College and an Adult Basic Education Program offered at Assiniboine, Plumbing instruction which was offered at Assiniboine. That appeared under Special Programs. Now it's part and parcel of the operating budget of Assiniboine Community College. And at Keewatin Community College, an expansion of the Heavy Duty Equipment Operators course, Industrial Mechanics, Apprentice Training, Field Services Instruction and Administration. I should mention to the honourable member that the cost figure attached to what was included from Assiniboine under Special Programs was 143,000, that's transferred over to their regular operating budget, and Keewatin Community College what I've just mentioned, that accounts for another \$55,000.

So those are three, and I could go on, there are smaller courses and so forth and transfers, but those are three major ones that were transferred to the regular operations of the Community Colleges.

MR. CHAIRMAN: (Resolution 32 was read and passed.) Resolution 33. The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: Last evening the Honourable Member for Brandon West made a statement in the House as the Committee of Supply began debate on the Estimates of my department and I believe that he spoke to Resolution 31. But I did not respond to the honourable member at that time because I believe that whatever he said at that point in time was probably more pertinent than relevant to the resolution which you, Mr. Chairman, have called just at this moment. And now that this item is before us I feel that a response to the honourable member's statement is in order. And I must indicate at this point in time, Mr. Chairman, that I have not read Hansard and I do not have a copy of his statement so therefore I'm merely proceeding as best I can on the basis of my notes, on the basis of the press reports of the honourable member's contribution to the debate made last night.

The honourable member said something to the effect - or at least that's the way that I interpreted it, Mr. Chairman, that the Legislature should have a close breakdown of the \$74 million allocated to the Grants Commission in order to shed more light on the Universities'

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(MR. HANUSCHAK cont'd) . . . . Budget. And he also talked about the independence and integrity of the university and that one of the best ways of achieving this would be to open the universities' books to public view.

Mr. Chairman, before we proceed with the debate of this particular resolution in Committee of Supply I, and I'm sure other honourable members of the House would certainly appreciate some clarification from the Honourable Member for Brandon West and some clarification from the political party, namely the Official Opposition for which I'm assuming that he was speaking. You know, Mr. Chairman, this question of opening the universities' books to public view brings up the sensitive area of university autonomy. On the one hand, the public have a need to be informed as to how public funds are spent; on the other hand, if control over spending becomes too delineated, we run the risk of infringing on the legitimate autonomy of the university. We have been well aware of this problem for some time now, Mr. Chairman, and accordingly this problem was included in the terms of reference of the Task Force on Post-Secondary Education. And the task force in turn devoted a large part of its report to this question and made several recommendations regarding financial control. The chief one being that funding should be done via categories. And this, Mr. Chairman, is a compromise between the global budgeting that gives the public no information about university spending and line by line budgeting which would give government very detailed control over every activity on the campus.

The recommendations on categorical funding was reviewed subsequently by an internal working group, discussed with the Universities Grants Commission, and ultimately established as government policy by Cabinet. And the concept, Mr. Chairman, was then refined by the staff of the Universities Grants Commission, and presented to the universities in the Province of Manitoba and to the public several weeks ago. And I might add, Mr. Chairman, at this juncture that the authority to implement this form of funding is already provided for in the Universities Grants Commission Act, and it doesn't require any further legislation.

At this point, I would like to return to the statement of the Honourable Member for Brandon West. And I would like to know, Mr. Chairman, is he asking that we go beyond categorical funding to detail control of universities by the government? You know, Mr. Chairman, there are three alternatives: One is the categorical funding which I have just described; or two, the global budgeting that existed until presently; or thirdly, more openness called for last night by the Honourable Member for Brandon West. So, Mr. Chairman, in view of what I have just outlined, I repeat, and the committee would like to know, Mr. Chairman, does the Opposition wish to scrutinize the salaries of each and every employee of the University? Now, this of course would require a change in the University of Manitoba Act. Is that what the honourable member and the Party for which he speaks is asking for? And if he does, Mr. Chairman, I would, and I am sure that the committee certainly would, appreciate if he would say so. Or, does he want to defend the university against political encroachment as one of the daily newspapers, I think it was the Free Press, had reported the honourable member to have said so in today's paper. Or perhaps, Mr. Chairman, is the Opposition suggesting that we abdicate totally and write a blank cheque to the university?

Well, Mr. Chairman, I do hope that during the debate of Resolution No. 33, namely the Universities Grants Commission, that all honourable members of the Official Opposition would join in the debate. I would like to know, Mr. Chairman, what the views are of the Official Opposition as to the role of the Universities Grants Commission. Mr. Chairman, you will remember of course - and I'm not being critical of it, because we are not disbanding the Universities Grants Commission - but the honourable members will well remember that the Universities Grants Commission was a creature of their government. Is the Honourable Member for Brandon West suggesting the disbanding of the Universities Grants Commission? Or on the other hand is he and his party for whom he, I think he purported to speak last night, is he advocating not only the retention of it but is he also suggesting the addition of certain powers to it which it presently does not have? And if that is what he is advocating, Mr. Chairman, I certainly would be most happy to hear what suggestions the honourable member has to offer by way of additional powers that the Grants Commission should possess which it presently does not.

You know, Mr. Chairman, listening to the Honourable Member for Brandon West, I couldn't help but recall some of the debate that we participated in just a matter of a few days ago dealing with the estimates of my previous department. I wouldn't want you, Mr. Chairman,

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(MR. HANUSCHAK cont'd) . . . . to rule me out of order and I would try my very best to contain myself to limit my remarks to the estimates of this department, but nevertheless, Mr. Chairman, it does raise the question in my mind how does the position of the Honourable Member for Brandon West as expressed last night square with that expressed and/or implied by him during the debate of the education estimates. At which time, Mr. Chairman, you will recall that the Honourable Member for Brandon West, along with other honourable members of his party spoke very very strongly in defence of the independence and autonomy of the local school division and the planning and the management of its own affairs and so forth.

I get the impression, Mr. Chairman, that the Honourable Member for Brandon West has made an about turn in his position. With reference to one department, he was speaking of the desirability of the retention of local autonomy and independence when it comes to universities, then that goes by the board somewhere and the university has to open its books before this committee, or in some manner that would make that information accessible to - all information accessible to members of this committee. And I really would like to know, I really would like to know, Mr. Chairman, what is the position of the Official Opposition. The Honourable Member for Riel said a moment ago from his seat, and he is very competent and capable, and perhaps that's the extent of his capability and competence, is speaking from his seat, when he said sit down and I'll find out.

But, Mr. Chairman, when we led off the debate on the estimates of my department, the Official Opposition had ample opportunity to state its position in clear and unequivocal terms, which it did not at that time. I would like to know, Mr. Chairman, when the Honourable Member for Brandon West makes a proposal which he did last night, I would like to hear from the Honourable Member for Souris-Killarney who, I believe I recall last year he mentioned to the House that he is a friend of the University of Brandon, if that is the correct term.

MR. McKELLAR: A life member.

MR. HANUSCHAK: A life member. That is even better than a friend to the University of Brandon. As I recall the honourable member's contribution to the debate, Mr. Chairman, that there are those, and they certainly must be commended, who have a feeling of a tremendous amount of support for the University of Brandon and are in a position to offer that type of support, and they do it. Apparently the Honourable Member for Souris-Killarney is one of them, and he has demonstrated his support to the University of Brandon and he has been made a life member of the University of Brandon.

I would appreciate hearing comments from the Honourable Member for Souris-Killarney, whether he agrees with the suggestion put forth by the Honourable Member for Brandon West last night. I would appreciate hearing what we heard, I believe it was last night, or, - yes, last night - from the Honourable Member for Roblin. And I'm sure that he has a certain concept, a certain concept, Mr. Chairman, of the role and function of the University, the role and function of the Universities Grants Commission, the role and function of Government, and I would like to hear from him whether he agrees with the Honourable Member for Brandon West.

Mr. Chairman, these are some of the questions which have come to my mind, and hearing the honourable member's comments last night and being mindful of what had been said in previous debate in relation to another department, but nevertheless it was an education department, and the positions expressed by honourable members were diametrically opposed, Mr. Chairman, to that expressed by the Honourable Member for Brandon West, and if the honourable members of the Official Opposition feel and believe that they have a role to play, which I hope that they do, because there was some debate on that very issue during the debate of the education estimates, so I hope that they do believe that they have a valuable contribution to make. Therefore, Mr. Chairman, I would be only too pleased and happy to hear some reaffirmation of whether or not this is the official position of the Official Opposition, and if it is, I would appreciate hearing any contributions that any other honourable members from the Official Opposition would have to make.

Mr. Chairman, with specific reference to the amount that's appropriated to the Universities Grants Commission - and I'm sure that the Honourable Member for Roblin who's listening to me very intently, is very anxious to hear - the amounts which this House has provided for the operation and expansion of our universities have increased very substantially year after year. In addition to the figure of '74.3 million dollars shown in the current estimates, honourable members will be asked to authorize the borrowing of 3.9 million dollars for capital

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(MR. HANUSCHAK cont'd) . . . . purposes, making a total to be supplied for current and ongoing capital purposes of \$78.2 million, for '75-76. The corresponding figure for '74-75, was \$67.6 million, some 11 and a fraction million dollars less.

The growth of our universities in size, function and service can be illustrated statistically in a number of ways: Full-time enrolment in 1960 was 6,232. In '65 it rose to 10,834. In '74, it was 17,431. Full-time enrolment estimated for '75 is 17,800. Part-time enrolment in 1960 was barely 4,400. In '65, increased by about 50 percent to 6,340; and '74 to 18,334. And the increase in part-time enrolment, especially in the last decade, shows a new degree of public commitment to continuing education in universities. Of those enrolled part time in '74, 9,600 were in the regular winter session and 8,700 in summer sessions. Several years ago it had been estimated that part-time enrolment would overtake full-time enrolment in the mid-70's and clearly the number enrolled on a part-time basis now exceeds full-time enrolment.

Another measure of growth appears in the increase of gross operating expenditures which have risen from 11.3 million dollars in '60-61, to \$24 million dollars in '65-66, and \$80.6 million in '73-74, the last year for which the accounts have been audited. The Universities budget figures for '74-75 are estimated to be somewhere in the \$96 million mark. In the period from '60-61 to '74-75, the Universities revenues from Tuition Fees have increased from \$2.1 million to \$9.5 million. And, Mr. Chairman, the Provincial Operating Grants have increased from \$4.4 million to \$74 million. In '60-61, the \$4.4 million accounted for approximately 39 percent of the Universities operating expenses, and today it's well over 75.

It's inevitable that under the pressures of rapid growth each university should tend to think of its own expansion in isolation from other universities both within the province and in the prairie region. Without suitable controls, unnecessary and undesirable duplication of programs and facilities would result. These controls are exercised in Manitoba by the Universities Grants Commission under its statutory powers and interprovincially on the prairies and in British Columbia by the Western Canada Post-Secondary Co-ordinating Committee, which include ministers of higher education of western provinces and officials designated by them.

In Manitoba, our three Universities and St. Boniface College all offer programs at the undergraduate level. Graduate programs until recently confined to the University of Manitoba except for a restricted area where there has been a co-operative teaching arrangement between the University of Manitoba and the University of Winnipeg for many years, will in future provide more opportunities for co-operation among the universities, more than has existed before. As the figures already quoted prove, the costs of post-secondary education have been increasing at a phenomenal rate, and both the federal and provincial governments have been concerned about the nature of measures which would control those costs, while continuing to guarantee education at a high level of quality to all those who want it and can profit from it.

The Honourable Member from Roblin, who is not speaking from his seat but from another, asks me if I think whether he is not concerned. I do not know, Mr. Chairman, whether he is or is not concerned. I hope that after I've given my introductory comments I will have an opportunity to hear from the Honourable Member for Roblin as to whether or not he is concerned and what in fact his concern is.

The Universities and the Commission are paying particular attention to the reduction or restraint of costs but without reducing needed services. In February '72 the Government appointed a Task Force on Post-Secondary Education. Its functions were to survey the educational needs of Manitoba in relation to Post-Secondary Education, to assess the adequacy of existing facilities and resources for filling those needs and to make recommendations on the future development of Post-Secondary Education in the province. In February '73 the Minister received and released an Interim Report of the Task Force, and in November of '73 my predecessor similarly received and released the Task Force's final report - in February my predecessor and then in November, that was about the time I believe that there was a change of portfolios and both he and I were very much involved in this. The recommendations, suggestions and comments contained in the report continue to be under active consideration by the government.

The Government and the Universities Grants Commission faced with a more moderate enrolment growth have become much more cautious in approving any new capital or academic programs. We are also well aware that previous enrolment forecasting methodology based upon historical trends is no longer valid. Although university enrolments are increasing

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(MR. HANUSCHAK cont'd) . . . . marginally the growth rate has slowed down perceptively. Substantial numbers of high school graduates are turning to other forms of post-secondary education. Some steps which have been taken by the Universities Grants Commission to clarify the enrolment trends and to make better use of our university resources are: (1) A demand study undertaken in the secondary schools in an attempt to develop a more sensitive and accurate forecast of students who intend to enroll in post-secondary institutions. And this has provided most encouraging results. (2) Rationalizing of existing and future computer facilities has resulted in a computer network linking the universities and two of the community colleges. The network became operative during the fiscal year of 73-74. (3) The universities are being encouraged to develop more accurate and comprehensive management information systems; implementation of an operative integrated system is now taking place.

A Task Force has been set up to consider alternative methods of post-secondary cost-sharing with the Federal Government. It's obvious that those costs could fall even more heavily on the provinces if a federal ceiling on it's sharing arrangement continues to be imposed, which at the present level is at 15 percent, and the current discussions are being approached by us with a full recognition of the very serious implications involved in any change of arrangements.

Another matter of serious concern, Mr. Chairman, is the Federal Government's expressed interest in considering major modifications of the structure and direction of federal support for research activities, an interest which followed establishment of the Federal Ministry of State for Science and Technology, and a release of a third report of the Lamontagne Commission on a Government organization for the Seventies. The Council Ministers of Education and the Western Canada Post-Secondary Co-ordinating Committee are actively concerned in regard to the nature and extent of such changes as have been proposed and have already made representations in respect thereof to the Minister of State for Science and Technology and to the Secretary of State.

There have also been discussions between federal and provincial officials on current circumstances and proposals for the future. Honourable members will be aware that the professional schools and faculties are concentrated at the University of Manitoba although there is an established Faculty of Education at the University of Brandon and Teacher Training Programs at the University of Winnipeg and St. Boniface College. In these faculties and in the Faculty of Graduate Studies, very extensive research is being conducted with the aid of grants which in 74-75 are estimated to be in excess of \$10.5 million.

These activities, Mr. Chairman, not only add to the extension of knowledge, the development of abilities and areas of competence for graduate students and the prestige of the universities, but since most research grants come from sources outside the province they represent very substantial additions to the economy of the province. They also attract to the province other research-oriented activities which bring with them the wealth of intellectual talent and substantial payrolls. A good example is the location on the campus of the University of Manitoba of the Federal Fisheries Research Board which will represent many millions of dollars in capital input and federal payrolls. There are many illustrations which could be given of the extent to which universities are becoming involved in elements of service in the community.

Major capital programs paid for in whole or in part during the year 73-74 include the Basic Sciences Building at the University of Manitoba, Medical-Dental Campus and a building for the Teacher Training Component at St. Boniface College, the French Language Teacher Training Institute established to serve the needs of the Francophones in Manitoba and elsewhere in Western Canada.

Honourable members will recognize that there is a cutback on a number of building projects on university campuses but the reduction does not result only from the levelling enrolment which has been characteristic of the years since 1970, but is also because of the current high cost of construction and interest rates on borrowed money. And in addition to that, Mr. Chairman, the universities are being encouraged to make optimal use of their present facilities.

So with those comments, Mr. Chairman, I wanted to just briefly give the honourable members some indication of what the \$74 million is all about and also to invite comment on the other issues which I had raised earlier.

MR. CHAIRMAN: The Honourable Member for Brandon West.



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MR. MCGILL: Mr. Chairman, I must confess to a certain amount of surprise at the aggressive way the Minister came charging out of his corner on this Resolution No. 33. There certainly has been a change of the battle plan here and I'm sure the Minister has decided that offence is a much better way of carrying out his estimates than simply defending them. And in his presentation of his Estimates on Colleges and Universities Part II - I think we had Part I on Friday afternoon - he has proceeded to answer questions that we haven't even asked yet, so I think in that sense he's well ahead of us at this time.

A MEMBER: They put something in the smelling salts, Ed.

MR. MCGILL: Mr. Chairman, really I listened with serious intent because I thought there must be something in the Minister's logic that I had overlooked. He is saying I understand, as I understand it, that because I have advocated some more detail on the line that shows \$74.2 million to University Grants Commission that there should be more detail provided and that there should be more public knowledge of university financing, that somehow I am impinging upon the autonomy of the university, and of the universities generally.

Well, Mr. Chairman, that seems to be a nonsequitur if I ever heard one. Any impingement on the autonomy of Colleges and Universities has been accomplished by this single line, \$74 million by the University Grants Commission which is distributed to them. Now nothing can go beyond that. If to indicate publicly that some financing of universities is done by this Government is to somehow compromise the independence and the integrity and the autonomy of the universities, it has already been done. Mr. Chairman, we are suggesting that because there is already a news release by the University Grants Commission indicating the amounts that have been paid or have been granted to each of the Universities and St. Boniface College, I think that was done perhaps around the 2nd of March or in that area, this is public knowledge, and because the Annual Financial Report of the Board of Governors of the University of Manitoba and the Report from the President of Brandon University has been distributed to members of the Legislature all of the detailed amounts and all of the detail that would be necessary to include, in our view, would be desirable to include, is certainly published and in the hands of those who would seek it out and sometimes it's a little difficult for them to find.

So, Mr. Chairman, I simply fail to follow - if the Minister is serious in suggesting that we are inconsistent, that there is a paradox in our position, I cannot in all honesty see that. And I think there is more justification probably in the minds of the public, more sympathy for the problems of the university by adopting a policy that would make information as to the amounts of money given to them by the department more easily accessible.

So, Mr. Chairman, on that basis, and on what I take to be the premise of the Minister's argument that we are inconsistent in our positions, I can simply find no logic. In my remarks last night I began, or at least I prefaced the suggestion that there be more financial detail and information given, I prefaced those remarks by saying that it was most important. The Minister is who-whoing? --(Interjection)-- Thank you. No, the preface was made in the House during the course of the remarks. I mentioned that the means whereby the independence and integrity of the university will be maintained should be of concern to all of us. And then it was my argument that to give more information - to provide more public information, and I am sure with more knowledge and more understanding, more sympathy for the university position. But no more . . .

MR. CHAIRMAN: The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: To provide more information, to whom?

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Well, Mr. Chairman, the information that is provided here has relatively narrow distribution. To give more information in the estimates for one thing. I see no reason for limiting the detail in the Estimates provided by the Department of the Minister on Colleges and University Affairs to a single line, because additional detail is already given to the public by the University Grants Commission. Why is it not provided so that this can facilitate the debate on the Estimates? And why is it not also possible within the Public Accounts to give some additional detail as to the amounts that are handled, rather than simply lining it as a single sum by the University Grants Commission.

As to whether we are suggesting that somehow or other this in any way downgrades the position of the University Grants Commission, that's equally illogical from the arguments that have been presented. We recognize the work of the University Grants Commission and we have

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(MR. MCGILL cont'd) . . . . consistently from this side, I am sure, you will recall last year that we discussed during our remarks on the retirement of the then Chairman that the contribution that had been made by the Commission to the affairs of the Universities in Manitoba was an important one and one that we all recognized as one that had been well carried out.

So, Mr. Chairman, there was no suggestion that this request of ours for additional information in the Estimates and in the Public Accounts would in any way detract from the position of the Universities Grants Commission. Nor was there any validity to the Minister's argument that we were taking anything more away from the universities in terms of autonomy than has been already taken away by the simple announcement of a single grant of \$74 million for the purposes of the University.

MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. L. R. (BUD) SHERMAN (Fort Garry): Thank you, Mr. Chairman. The resolution before us, No. 33 strikes, in my view, at the very nub of the entire subject matter that we are examining here with respect to these Estimates, with respect to this Minister and with respect to the concept of higher education that this Government has and the philosophy it is following in that field. In fact there is so much at stake here in my view, Mr. Chairman, that it's extremely difficult to know where to begin.

In the first place, it's easy to recognize very quickly that we're dealing with a massive appropriation of public money, an appropriation of public money that runs to approximately one-fifteenth of the entire provincial budget. We are dealing with a field in which there are many gray areas, many difficult directions, many difficult paths for any government, for any legislature, for any public to try to follow. We are dealing with an area where philosophical conflict lurks implicit in every question and I think that there are a great number of questions that demand and certainly deserve answers from the Minister in order to enable us to understand precisely what it is the present Government of the Province intends to do about higher education, what it's hoping to do with the universities of this province and what it really believes its philosophy and our philosophy in Manitoba on higher education should be.

The Minister has said repeatedly - not during the examination of these Estimates, Mr. Chairman, but he has said repeatedly that it's his understanding that there is really no dislocation, really no serious difficulty existent on the campus of the University of Manitoba at the present time with respect to the functioning of the university, with respect to the normal day to day operations of the university. He has at the same time during consideration of these Estimates made reference to the importance of research grants, the importance of funding by agencies such as the National Research Council, the Manitoba Research Council and others, and the quality of excellence, the quality of performance that devolves upon a university as a consequence of the research work that it does. He has said, and I'm not quoting him directly but I'm paraphrasing him, I think I can suggest without exaggeration that he has said that research grants, research activities, for example, are vital because of the activity and the expertise that they generate by definition the funding that they generate on a university campus. At the same time, Mr. Chairman, the University of Manitoba in the present circumstances in which it finds itself with the wage discontent and employment discontent and space problems and budgetary problems of the moment, the University of Manitoba finds itself in extreme jeopardy where many research grants and many of its research projects are concerned.

So I suggest to the Minister that he can't have it both ways. He can't say in some debates in this House that there really is nothing happening at the University of Manitoba at the present time that jeopardizes the position of that institution, that disrupts or dislocates the things that that institution is trying to do, and then say on his estimates that research grants and research funding are important elements in the lifeblood of a university. Because indeed they are important elements in that lifeblood. And the fact of the matter is that there are many projects under way at the University of Manitoba right now which are in serious jeopardy according to my information, which I think is competent information, there are many projects under way and they're seriously jeopardized by the fact that the labour discontent, the wage discontent, the general climate of dissatisfaction on the campus which has produced the present strike situation has resulted in a condition that makes many of those research projects unworkable and impossible at the present time. As a consequence it puts much of that funding in extreme jeopardy, Mr. Chairman. The net result of that is that the calibre of the university's standing and excellence, the calibre of its quality of teaching, the calibre of its credibility inevitably declines,

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(MR. SHERMAN cont'd) . . . . inevitably suffers, and the net result of that over a given period of time is that we in Manitoba are in danger of winding up with a third-class university in the form of the University of Manitoba where once we had, and I hope I can say we still at this moment have, a first-class university.

Mr. Chairman, I want to just apprise the Minister of some of the documented dislocations that are existent on the University of Manitoba campus at the present time as a consequence of the strike among the support staff. In the area of teaching, in the area of research, in the area of administrative responsibilities, in the area of the general atmosphere, the general climate on the campus itself, there are dozens and scores of documented dislocations, one or two of which I would like to read into the record for the Minister's edification, because I must conclude, Mr. Chairman, that he's not familiar with them himself.

These are dislocations attested to by members of the faculty, members of the administration, members of the student body, members of the general staff on the campus of the University of Manitoba on April 7, 1975. At that time the occasion was a University of Manitoba Faculty Association sponsored teach-in; there were requests made by those who organized the teach-in for statements attesting to difficulties, to dislocations affecting their work and affecting the University's work. There were, on that date, a total, Mr. Chairman, of 246 dislocations reported. Of those 246, 97 of them took the form of disruptions in teaching, 64 of them took the form of disruptions in the area of research problems, 57 of them indicated administrative difficulties, and 28 took the form of expressions of concern about student morale, and the adverse effects on the University climate.

The Minister may think that some of these are inconsequential. The fact of the matter is, Mr. Speaker, that there are, as I suggest, 246 documented complaints in this one package. That doesn't represent by any means the total number of expressions of unhappiness or discontent that one can find on that campus today, but in this one package there are 246 here documented and attested to. So I just underline that fact in case the Minister suggests that any of these specific ones that I mention are inconsequential. When you add it up to 246 in one package and when you take into consideration the fact that there could well be other packages of similar expressions of unhappiness and discontent and inefficiency, I don't think that the Minister can discount any of them as being inconsequential.

Here is a complaint, Mr. Chairman from an acting head of a department in the Faculty of Arts. It reads and I quote: "It is impossible to conduct even an approximation of a satisfactory examination in our introductory course which has an enrolment of nearly 700 students. We have always of necessity relied upon our departmental support staff to type, duplicate, assemble, distribute and assist in the markings of these exams."

A complaint from a faculty member in the faculty of Education: "It has been difficult in some instances impossible to obtain prints of films or audio tapes for class use and to find the hardware necessary for using the materials."

A complaint from the faculty members in the Faculty of Medicine: "In the absence of any secretarial staff, great difficulties have been encountered by the academic staff in discharging their teaching duties in the normal fashion. It has been very difficult or impossible to produce the needed hand-out notes or other teaching aids for undergraduate and graduate courses. The quality of teaching has been affected by these factors as well as by the fact that the other unusual duties resulting from the loss of research technicians and animal care people produce stressful effects, sapping the academic's energy."

A third year student filed the following complaint with respect to difficulties he or she is encountering: "As a student, third year honours, and a taxpayer and contributor through tuition fees, my classes have been cancelled, delayed and detained by the chaotic conditions now at the University of Manitoba. One exam will be held at a later date, one was cancelled. Audio-visual aid is no longer available. Duplication of papers, a necessary prerequisite for a third year seminar is not available."

One from a faculty member in the Faculty of Administrative Studies: "Two courses requiring computer use not completed. Students could receive incomplete marks."

One from a science student: "I feel up in the air with respect to whether after four years of University I will actually graduate."

One from a faculty member in the Faculty of Arts: "The final exam, if there is indeed one, will have to be altered to account for the fact that students have missed parts of the

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(MR. SHERMAN cont'd) . . . . course due to the lack of audio-visual equipment. This in fact lowers the quality of the course".

In the area of research, Mr. Chairman, here is a statement from a faculty member in the Faculty of Science: "All research grant money is currently unavailable for use because the comptroller's office is not able to process requests for purchase orders. The new grant year begins on April 1st and most research programs get into high gear at that point. The research at this University will soon grind to a halt if this money is not made available soon."

From a faculty member in the Faculty of Education: "One dislocation is the possible loss of a research project through inability to process pay for graduate assistance." And on and on these documented evidences of difficulty and dislocation go, Mr. Chairman.

As I have suggested, I have many more in front of me, some from the administrative area, one here from a faculty member in the Faculty of Education says, "A number of student not resident in the Winnipeg area are waiting for replies to their inquiries so that they may make plans for summer studies. Time is getting critical."

A student at University College: "Disruption of mail service at a time when summer jobs and employment are so crucial."

A faculty member in the Faculty of Arts: "The book store is closed, making it impossible for students to purchase supplementary texts and supplies. Texts for summer session may not be ordered."

On the general atmosphere at the University, Mr. Chairman, let me just apprise the Minister of one or two complaints. From a faculty member in the Faculty of Arts: "The general atmosphere of repression is creating a serious decline in faculty morale. Many faculty are at various stages of negotiations for jobs elsewhere. Some are leaving, others will leave. Other universities will of course be very selective and take only our best. I would argue that the long-term cost will greatly outweigh any short-term saving. I refer of course to the cost in the quality of teaching and research."

From another faculty member in the Faculty of Arts: "I have resigned my position to accept one at the University of Toronto."

And on and on they go, Mr. Chairman. I don't wish to take up the time of the committee any further on that point but I did want to read those particular references into the record and I thank the committee for its indulgence and you, sir, for your indulgence in permitting me to go on at that length on that subject, but I think it is important that these testimonials . . .

MR. CHAIRMAN: Point of order has been raised. The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: Would the honourable member table the documents from which he was reading?

MR. SHERMAN: Yes I certainly will, Mr. Chairman. Be happy to table them. I think it's important that these testimonials be recorded, at least in part, so that we have conclusive evidence in the records of the kinds of difficulties that are in existence now on the campus of the University of Manitoba as a consequence of a strike in order to support and back up the contentions that I myself have made in this House and that many others have made inside and outside this House with respect to the seriousness of the situation there. The documents from which I was reading was a collection of such statements that were prepared during the sponsored teach-in to which I referred and I'm happy to give it to one of the pages to table.

Mr. Chairman, in the same area, for example, there are research projects going on in connection with the university's cyclotron and cyclotron program in the physics department. These are programs that are funded in large part by grants from the National Research Council to some extent by grants from the Manitoba Research Council and they are programs in which evidence of conclusive work, evidence of results in experimentation, evidence of completed academic studies and programs have to be presented within a given framework of time in order for the research grants to be approved and made available to the university itself for continuation of that kind of work in the ensuing year. And this is an area in which the present, another area in which the present chaotic condition on the campus is affecting the potential standings, standard and excellence of the university itself.

The important point from the university's point of view of course is that the program associated with any such kind of scientific apparatus as a cyclotron is a program that brings

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(MR. SHERMAN cont'd) . . . . prestige to a university and attracts students, attracts academics from other parts of the continent who come here to participate and thus has the spill-over effect of increasing the academic excellence of the, of expanding the academic excellence of the university itself. But from the taxpayer's point of view, there is perhaps an even more important, albeit more cynical aspect to the situation, an even more important side to the problem, and that is the cost to the people of Manitoba, to the university itself by having a cyclotron program in the physics department broken down. That's where it stands at the moment, Mr. Chairman, the cyclotron itself is in need of some technical maintenance and repair, lacking that because the technical people, the maintenance people are not available to do it, the program is bogged down. And my information is that as a consequence of that, the cost to the taxpayers is running at \$8,000 per day, \$8,000 per day in the salaries and the assistance programs that have been provided for the staff in the department who operate the apparatus and run the program and for those visiting academics from other parts of the continent who were participating in the program.

The programs that were to be developed and completed by that project and as a means of that project are all in limbo at the present time. There is no maintenance or repair work available, many of the individual pieces of work, individual projects that were to be completed by now may never be completed and the direct pragmatic cost to the taxpayers of Manitoba, as I've suggested, Mr. Chairman, on the basis of my information is running at that very considerable figure of \$8,000 a day. So that if we're not concerned about the standard of excellence in the physics department itself, which is something we should of course be concerned about, we must surely at any rate be concerned about the loss of money, the cost to the taxpayer by having that kind of program hung up in limbo.

Mr. Chairman, this type of thing is happening all over the campus of the university at the present time, and it is of extreme importance that the Minister of Education and his department and his colleagues in this government recognize, recognize the anguish that at this moment is literally rending the atmosphere on that campus to pieces. I've talked about the destructiveness of the climate on the campus at the present time resulting from the strike in earlier remarks that I've made during the session, and I don't think that those remarks were exaggerated, I don't think I over-emphasized the potential danger, the potential destructiveness to the climate of the university, the atmosphere of the university itself that is building up as a consequence of the tensions created by the present strike and by the whole labour relations situation on that campus.

The critical problem for this Minister and for this administration it seems to be, Mr. Chairman, is where do they go from here on that campus and other university campuses in this province? The present strike among the support staff workers on the campus is possibly only the forerunner of close to a dozen that could strangle the University of Manitoba before the end of this year. It's my information that as many as eleven contracts are up for re-negotiation on the campus this year, eleven contracts to come up in total: this one, the one by the Association of Employees Supporting Education Services being the first. But there are some ten more to come I'm told, Mr. Chairman. They include the University of Manitoba Faculty Association; they include the maintenance staff; they include the powerhouse staff; they include the library; they include separate unions in the engineering building and the agricultural buildings and several others. Because there are that many separate individual bargaining groups, unions, on that campus. They were created as my colleague from Swan River says, as a consequence of the changes in the labour relations field introduced three years ago through the Manitoba Labour Relations Act. But that's another subject. The point is the Minister and his colleagues have inherited this situation as a consequence of their previous legislation and what I want to know and the people, I'm sure, in Manitoba generally want to know is what they are going to do about the jungle that exists now on that campus.

Here is a situation with the AESES Union, to which I've referred, which has strangled many of the operations and produced many of the dislocations that I've referred to, and it's only the first, only the forerunner of what could be a series of work stoppages and dislocations on that campus running through the remainder of 1975. What will be the condition of the University of Manitoba at the end of 1975 should that kind of situation develop and reach its full potential in strikes and stoppages? What kind of a University of Manitoba will this Minister and this Government and this province have then, Mr. Chairman?

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(MR. SHERMAN cont'd)

The remarks made by my colleague the Member for Brandon West having to do with opening up the universities books to a broader public view, dovetailed precisely with the kind of problem that I am getting at, that I'm pointing to with respect to the labour relations situation on the campus. The fact of the matter, Mr. Chairman, for many Manitobans seems to be that there is not a proper efficient management philosophy being brought to that university. If there were there would not be the labour difficulties, the wage difficulties, the inequities and the anomalies that exist among employees on that campus at the present time. If there were, there would not have had to have been the stringent budgetary conditions imposed on the university by the Grants Commission a few weeks ago.

So I think it's legitimate, Mr. Chairman, for people on this side of the House to ask that there be a more objective and a more thorough examination by the people of Manitoba through their elected representatives of just what is happening in terms of the general administration, the general administration of funds and appropriations that go to the universities in this province, and particularly to the largest of the universities, the University of Manitoba.

I, like the Minister and like my colleague from Brandon West, devoutly wish to avoid any intrusion in the area of university autonomy or university independence, but at the moment, Mr. Chairman, I suggest that university excellence is being threatened, is being jeopardized. At the moment I suggest that the critical thing that has to be met head-on here is the need for maintaining the University of Manitoba at the level of excellence to which it had been brought in previous years. The dilemma is, how do we do that without intruding in that critical area of autonomy and independence, and I agree with the Minister that that is a serious and a crucial consideration.

But I reiterate what my colleague from Brandon West had to say with respect to the university funding itself - and I would draw on members of the Faculty Association and the University of Manitoba Students' Union for support in this, I suggest to the Minister that it's a myth to try to propose that the University of Manitoba budget has never been open for inspection. We're not asking for anything new. The University of Manitoba budget really is open for pretty broad inspection, but not in the Estimates that are presented before this Legislature. There are people on the campus who have been participating on one side or the other of the wage dispute going on at the present time, among them the outgoing President of the University of Manitoba Students' Union who have attempted publicly to debunk some of the myths about the campus situation which seem to have been given broad and undeserved credence.

One of those myths has been that the university budget is a deep dark secret and nobody ever gets a look at it. The fact of the matter, as my colleague from Brandon West pointed out, is that that budget is available in pretty substantial detail for selective scrutiny. It's not available to the members of this Legislature for that kind of scrutiny and I think that we have to in the present situation face the question as to which is the lesser of the two evils. Whether it is better to maintain the practice of giving the University Grants Commission appropriation one line in the estimates and permitting mystery to prevail in that area, or whether it is better to open up the area for somewhat fuller scrutiny by the elected representatives of the province in this House in order that a course of action can be determined which will enable us to be sure that the university itself will not be reduced to a second or a third-class institution through mismanagement, through mis-allocation of funds, through misdirection of funds, through inequities in wage scales as between employees on the campus, and through general maladministration. I think that's the question that we have a right to face in this Committee and in this Legislature and ask the Minister to face at this time. That's the basic argument I want to introduce at this moment on this particular resolution, Mr. Chairman. Just what is at stake here?

I suggest to the Minister that the calibre and the excellence of the university is at stake, and it's up to him and legislators in this Chamber, and in this committee to make sure that that calibre and excellence is not permitted to decline through maladministration and mis-allocation of funds directed to that institution.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. HANUSCHAK: Mr. Chairman, I have a question I would like to put with the Honourable Member for Fort Garry. Would the honourable member support a move to repeal the the Universities Grants Commission Act?

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MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. SHERMAN: No, I would not, Mr. Chairman, would not support such a move. But what I would advocate is a broader participation at this stage of any legislative session, i. e. the examination of the university funding, a broader participation by all parties in this Legislature in the administration of that funding.

MR. HANUSCHAK: One further question of the Honourable Member, Mr. Chairman. In the light of the honourable member's comments that he has just made, do I take it then that he would support an amendment to a section of the Universities Grants Commission Act which reads as follows: "That the Commission shall enquire into the financial arrangements and requirements of the universities and colleges, and shall advise the Minister as to the amount of financial or other assistance that the government should provide to the universities and colleges." Would he support an amendment to read as follows instead of having it read to: "Should provide to the universities and colleges" to "each of the universities and colleges"?

MR. SHERMAN: Well, Mr. Chairman, I would certainly want to give that kind of suggestion, that kind of a proposal very serious consideration. I would say the Minister - for the moment I'll take his question as notice.

. . . . continued next page

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MR. CHAIRMAN: Honourable Member for Riel.

MR. CRAIK: Mr. Chairman, on the last topic I think it should be pointed out that in the Annual Report of the Universities Grants Commission that that sort of a breakdown is presented as an after-the-fact breakdown and the information is provided here on a basis which shows us how it's broken down to the universities. I would think that we might want to look in detail at the legislation in context . . . the section that he's taken it from.--(Interjection)--Well, but I don't expect the Minister really expects anyone to have the legislation memorized. I would suggest here that if it's a case of present - if he is saying that he can't, and I think this is what he's saying, that he cannot present a further breakdown on the Estimates Book because the legislation does not allow him to do it, that I would think that it would not be a very serious alteration to make the provision so that that could appear in the same manner as it appears in the report by the Universities Grants Commission after.

So if that's all that the Minister's asking, then there appears to be not a question here of interfering with the autonomies of the university, and in that context I would suggest to him that he should propose this legislation to the House and have it dealt with in that manner. I would think he would probably find support for it because as I read it he's saying that he cannot give that breakdown in his Estimates Book because the legislation does not allow him to do it. If that's all he's asking for, and if that's all there's to what he's saying, then the Minister should proceed and present that sort of change to allow us to have the breakdown at least in the Estimates Book to the extent that we get it in the report from the Universities Grants Commission after.

Well, Mr. Chairman, I missed some of the statement - I didn't miss the statement I didn't understand it - the statement by the Minister with regard to an additional \$11 million with respect to the budgets as they were presented, and I think that if there is a figure like that, that somehow changes, the Estimates Book here for 1972, 73, 74, and so on, that he referred to, that it's difficult for us to compare, well, what moneys the universities are getting from year to year on the same basis. So it's a little awkward here to actually deal specifically with the estimates without knowing exactly what's referred to. Perhaps if the Minister could simply indicate, is the basis for presenting the estimates last year the same as the basis for presenting it this year? And are the estimates here indicative of the actual amount of money increases to the universities of Manitoba? And if that's the case then the increase of \$14-1/2 million is a 25 percent increase in the amount of money that is being granted to the universities through the Universities Grants Commission, which is, as I mentioned yesterday or the day before when we dealt with Item 32, if you calculate it out the colleges received a 7.4 percent increase, and he indicated at that time that the basis of comparison was as it was presented in the book, that there were no shifts from other departments, or programs shifted into other categories, but that we had the same basis of comparison, we find then that there's a 25 percent increase in grants to the universities and a 7.4 percent increase to the colleges.--(Interjection)--Pardon? 25 percent increase in grants to the universities.

Now, Mr. Chairman, if that is the case and the university enrolment is not that different from what it was last year, and the enrolments indicated in the Universities Grants Commission report here indicate that the enrolments are changing, say, over the last five years, the enrolments have gone up, 70-71, 5 percent; 71-72 went down 0.4 percent; 72-73 went down 0.9 percent; 73-74 went up 2.5 percent. If that is the order of change of the enrolment at the universities there's something that doesn't add up here, because the community colleges section have had a projected slight growth enrolment for the coming year and the universities unless they've taken a very substantial jump this year don't portray a Grants Program to the Community Colleges on the same scale at all as what the universities are receiving. And if the universities are receiving an additional 25 percent, Mr. Chairman, I think just on strictly hard cold economic facts, and the sort of thing we have to look at in the Chamber here, what seems to be the trouble, because we don't seem to have ever had the level of trouble at the university that exists this year, and perhaps we need some pretty frank statements from the government or from the universities to tell us exactly what the trouble is, because one would think to look at, on surface, a 25 percent increase in budget this year in relation to what's happening in the public school system and in the community colleges that there's something that just isn't adding up here. There is a level of discontent at the university, there's certainly labour strife at the moment as very clearly put forth by the Member from Fort Garry, but it doesn't reflect itself



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(MR. CRAIK cont'd) . . . . in the fact that the government has been making things any more difficult for the university in its budget. In fact they've been far more open about their budgeting for the university than they have for other respects of education, and I refer in particular to the Community Colleges as indicated in the budget here.

Mr. Chairman, I want to deal with one more topic here that I think that is very important as a matter of principle, and that is the one of whether or not the government is giving serious consideration to requiring by contract or some sort of coercion those that receive an extensive education in the Province of Manitoba to stay in the Province of Manitoba after they graduate. This has been introduced, not by the Minister of Education, but by the Minister of Health. However, it cannot be divorced from his responsibility, and I think that it has very serious implications for all other aspects of university training quite apart from the Department of Health. But if the Medical College, for instance, 'according to the Minister of Health is going to be put in the position where all those that enroll to take an MD training are somehow going to have strings put on their training so that they're going to be coerced to stay in the Province of Manitoba, I think we are facing a very serious and regressive aspect to post-secondary education that the Minister is going to have a great deal of difficulty trying to sell to the people of Manitoba. This sort of a move, Mr. Speaker, is entirely, I would think, unacceptable to Canadians in general and to Manitobans in particular since it's being referred to in the Province of Manitoba, if they are in fact thinking of putting those sort of restrictions on the free movement of people who receive an education.

As a matter of fact, Mr. Speaker, I think there's a great deal of consternation as a result of the statement made by the Minister of Health and Medical School in particular whose directly affected by this to point out several important things. One, is that there's nowhere else in Canada that this sort of coercion is applied in the Medical Schools and I'm sure that it's not applied in any of the other faculties as well. Secondly, it's pointed out that the numbers of doctors leaving the Province of Manitoba is probably the highest in Canada, but it points out also that there's only one province in Canada which does not lose a significant portion of its graduates in medicine. And that particular province is British Columbia. But all of the provinces are losing their medical graduates at a rate that is somewhat higher than the other faculties. But the other aspect I think that is important and puts this in perspective is that the Universities Grants Commission points out on Page 13 that 55 to 60 percent of the Manitoba University graduates remain in Manitoba, meaning then that 40 to 45 percent of all graduates from the University are leaving the Province of Manitoba. So is the graduate doctor exodus from this province any different substantially than from the graduates of other schools. Now it points out, and the results of this are affected by schools such as the law school where 75 percent stay in Manitoba simply because it's part of their training, they're trained to Manitoba law and are called to the Bar in Manitoba and have a particular reason to stay in Manitoba, but that is not quite so true of medicine and of course applies to a much lesser extent to the other professional faculties and also to the general science and arts faculties.

I think this is a very serious question, Mr. Chairman, and I think it has to be spoken to by the government, addressed seriously as to whether the government in fact, as relayed by the Minister of Health, is in fact thinking of introducing this sort of coercion on the people who are enrolled in its faculties, that they somehow are going to have not a moral obligation but a legal obligation to stay in the Province of Manitoba after they graduate from their faculties.

Mr. Chairman, I want to ask the Minister, again with regards to the general budget of the university, if he will indicate what he referred to with regards to the additional moneys that didn't show up apparently in last year's budget but brought the total to somewhere of the order, I think he said, of 60-odd million dollars rather than the 59.6 shown in the budget, and also when he's doing that might he also indicate the amounts of money indicated as being provided under the Loan Act. What specifically does he refer to, or does the Universities Grants Commission refer to in the provision of money under the Loan Act? Is this money that is earmarked strictly for Capital purposes or does it have some sort of other meaning?

MR. CHAIRMAN: Resolution 33. The Honourable Minister of Colleges and Universities.

MR. HANUSCHAK: Mr. Chairman, going back to, commencing with the comments, the contributions to the debate made by the Honourable Member for Fort Garry, he started off by saying that at some point in time I was alleged to have said that the current collective agreement negotiations have not caused any serious dislocation with respect to the functioning of the

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(MR. HANUSCHAK cont'd) . . . . University of Manitoba. What I did say, Mr. Chairman, and I believe that a perusal of Hansard will indicate that, I said that whatever's occurring on the campus of the University of Manitoba is certainly something that is within the competence of the Board of Governors to deal with. The University of Manitoba does have a Board of Governors to deal with its own affairs and it certainly is within its competence to do so.

Then the honourable member proceeded to apparently quote from either letters or verbal comments related to him, I'm not sure which, I have not had an opportunity to peruse the document from which the honourable member was quoting, claiming that according to his information research grants were in extreme jeopardy - in fact he made reference to research grants on a couple of occasions. The first time he said they were in extreme jeopardy and then he modified that somewhat by claiming that research grants may be in jeopardy if research money would not become available soon and if there were disruptions in the course of instruction that a department head within the Faculty of Arts claimed that there were unsatisfactory conditions with respect to the administration of examinations and that the Faculty of Medicine was finding it difficult to discharge its teaching duties and that there was a state of - well chaotic standing was the expression used by the honourable member which I had written down in my notes - I think he was referring to the Cyclotron Program - and then he proceeded to say that he must be concerned about it and he said that we should be concerned about it because we inherited the consequences of our labour legislation.

But, Mr. Chairman, our labour legislation has absolutely nothing to do with the power and the authority and the role of responsibility of a Board of Governors of the University of Manitoba or of any university within the Province of Manitoba. The duties and responsibilities of the board members are still there and it is their responsibility to operate the university and to do what must be done to operate it. And I'll admit, Mr. Chairman, that when collective agreement negotiations become tough, become difficult, as in the case of a strike situation, of course you have a difficult problem to deal with. But, Mr. Chairman, this is still the responsibility of the Board of Governors of the University. Now again, Mr. Chairman, through you I ask the honourable member, is the honourable member suggesting that I as Minister and we as Government take over the responsibility of running the University? Because from listening to him, and I listened to him very intently, that's the only conclusion that I could come to. That he is suggesting that we take over directly the operation of the University. I'm sure, Mr. Chairman, that if we were to do that he'd be the first one to criticize us.

MR. GREEN: He might not be the first, he might be the second.

MR. HANUSCHAK: He might be the second, he might be the second. But I'm certain . . .

A MEMBER: I'd certainly be one of them.

MR. HANUSCHAK: There we are, there we are. Of course he'd be one of them, of course he'd be one of them. Mr. Chairman, I want to respond to all the comments, to all the points raised by the honourable member, and I'm checking my notes which I had attempted to record as the honourable member was speaking.

Then he goes on to say that there is need for a more objective and thorough examination of the university budgets by the elected representatives. The honourable member seems to forget, Mr. Chairman, and I make no apologies for it, we have a Universities Grants Commission, there hasn't been any suggestion made by Government that we have any intention of disbanding the Universities Grants Commission. The honourable member knows full well what the rationale was for establishing the Universities Grants Commission, for bringing in legislation to establish it - which by the way, Mr. Chairman, was brought in by the honourable member's party when it was the government of this province, prior to 1969. And being aware of that, Mr. Chairman, I would also hope that the honourable member would also be aware of the function and role of the Grants Commission as spelled out within the legislation, and he ought to be aware of the fact that the Legislative Assembly does not vote specific amounts to any given university. What is contained in your Estimates Book is the total amount.

And then may I remind the honourable member, that I had quoted a section of the Act, and I believe it was to the honourable member in the process of asking him a question, when I quoted from Section 12 of the Universities Grants Commission Act, "that at its sole discretion" referring to the Grants Commission, "at its sole discretion the Commission shall disperse from and out of the fund and from moneys held by it moneys to Universities and Colleges." The Legislative Assembly has no say over whether one university will receive X number of

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(MR. HANUSCHAK cont'd) . . . . dollars and another university Y number of dollars and a third Z or the reverse or a greater or lesser amount than that. That is entirely within the jurisdiction of the Universities Grants Commission and not this Legislative Assembly.

The Grants Commission has the power to enquire, and again I'm quoting from the Act under which it operates. "The Grants Commission has the power to enquire into the financial arrangements and requirements of the Universities and Colleges." It is established for that purpose, to perform that function. And then, Mr. Chairman, after having conducted such an enquiry into the financial arrangements and requirements of the Universities and Colleges of the Province of Manitoba, then it advises the Minister as to the amount of financial or other assistance that the Government should provide. And that's the way the Act reads.

Again I must say, Mr. Chairman, that I'm still in the dilemma that I was in when I had taken the floor to enter into the debate on Resolution No. 33, namely that dealing with the appropriation for the Universities Grants Commission, because I am still at a loss to know what the position, what the real position is of the Official Opposition. It still appears to me, Mr. Chairman, that the Official Opposition wants the Government to bring the budgets of the universities of the Province of Manitoba into this Chamber and to allow the Committee of the Whole of this House to examine the universities budgets, line by line. That is the only conclusion that I could come to, that's the only way that the matter could be resolved according to the Honourable Member for Fort Garry. Now I want to impress upon the Honourable Member for Fort Garry that the Board of Governors is charged with the responsibility of operating the university. The Act, the University of Manitoba Act, and insofar as the University of Manitoba it so happens that the honourable member chooses to focus his debate on the University of Manitoba, but the same could equally apply to other universities. The Board of Governors has the responsibility for operating its university. It is given certain powers under the legislation and I'm certain, Mr. Chairman, or at least that was the impression that some other honourable members of the Official Opposition wanted to create, that they would not wish government to interfere with the broad and general powers that Boards of Governors have with operating their university. But the Honourable Member for Fort Garry seems to suggest that government should, or at least he tries to make one exception. He tries to make one exception. When it comes to a labour dispute, he says, "Well there's a labour dispute because of labour legislation your government passed, and therefore because you are the government therefore you ought to intervene."

The Honourable Member for Riel speaks of a 25 percent increase in the appropriation for the operation of our universities. But I would like to - now we're comparing estimates with estimates, and this point comes up in estimates debate from time to time, because the estimates of a fiscal year ended may not necessarily reflect the exact amount of moneys expended during that fiscal year because the amount may be greater, it may be less than the amount shown in the estimates. But during the fiscal year just ended, one of the universities did under-estimate, well, it's not that they under-estimated - I wish to apologize, Mr. Chairman, it's not under-estimated - the university did not include an amount that possibly they would have had to include to allow for salary and wage increases during the year, and that amounted to \$4 million dollars. So therefore we will find that I cannot give the honourable member the exact figure at this point in time because the fiscal year just ended two weeks and one day ago. But we would likely find that because of not having included an amount to take care of anticipated salary increases that may result from collective agreement negotiations, we would find that the total amount expended will exceed the amount shown in the estimates for the fiscal year ended. And it's in the order of about \$4 million dollars. So therefore the actual increase from what was expended last year to this year, now would be somewhat less than that because in calculating the budget for the forthcoming fiscal year, the salary increases which have come into being during the last fiscal year were taken into account, and then the following year's estimates were calculated on, commencing from that base and working upwards.

Now, the Honourable Member for Riel also spoke of the situation with respect to the medical practitioners in the Province of Manitoba, and particularly those graduating from our Faculty of Medicine. He asked me whether we are in any way attempting by way of contract or coercion committing students enrolled in the Faculty of Medicine to remain in the province to practice their profession. And I'm not sure whether the honourable member's intention was

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(MR. HANUSCHAK cont'd) . . . . to use those two terms, contract and coercion, as if they were synonymous because in my mind they are not synonymous. Contract and coercion are two quite different and very distinctly different things. Coercion is one thing: attempting to persuade another to do whatever by force, exerted in whatever manner; contract is something mutually agreed upon. And if there is an element of coercion in a contract, then it's not a contract. And I'm sure that the honourable member realizes that. So if it is the intention of the honourable member to use those two terms, contract and coercion synonymously, then my answer to him is no, because in my mind a contractual obligation is not one entered into as a result of some coercive pressures, a contractual obligation is certainly one mutually agreed upon. And yes, of course, there are contractual obligations. There are, under our Special Opportunities Bursary Program, pursuant to which students enrolled in the Faculties of Medicine and Dentistry agree to practice their profession in rural Manitoba, and for each month of practice a certain portion of their bursary is written off. But it is not one that they are tied, chained down to, it's a contractual arrangement that they could buy their way out of if they choose to do so. And some do. And some do do that.

Now with respect to the study that the honourable member referred to on what happens to graduates upon graduation, I feel quite certain that the study that the Honourable Member for Riel is referring to is at least ten years of age or so. It may have been true that at that time, in the mid '60's, that the out-migration of medical graduates from the Province of Manitoba, exceeded the in-migration, and in fact I'm sure that at that point in time it was probably equally true of the entire country of Canada when the out-migration exceeded the in-migration. Some of the states of the United States of America were quite a strong attracting force in attracting graduates from medical schools all across Canada to . . . well one in particular, to wit, the state of California, and that has changed now, and at the present time . . .

MR. CHAIRMAN: The Honourable Member for Riel.

MR. CRAIK: On that point it would be worthwhile to point out to the Minister that the study referred to is 1973, Practice Location of the Graduates, and the study referred to is based on graduates, 1969 graduates, from where they were studying in 1973. Now I presume that he is attempting to avoid the issue by saying that the reference is being made to a study that is ten years old, which is a lot of errant nonsense, and I'm referring to a study that was done in relation and quoted by authorities in Winnipeg since the announcement was made by the Minister of Health in this province.

MR. HANUSCHAK: Very well, I'll accept that, Mr. Chairman, but that merely bears out my point, that that study indicates absolutely nothing and we're certainly in no position at this point in time because of the relative newness of the program to . . .

MR. CRAIK: Then on a point of privilege. If the study indicates nothing, can the Minister tell me what the out-migration is? Does he not know what the out-migration is at the present time?--(Interjection)--Well, why doesn't he tell us then.

MR. HANUSCHAK: At the moment the honourable member takes his seat, I will proceed to tell him, Mr. Chairman. What I have set out to indicate to the honourable member, that the study that the honourable member refers to was one based on graduates who had graduated from the Faculty of Medicine of the University of Manitoba prior to the introduction of our Special Opportunities Bursary Program for students in Medicine. That's the point that I wanted to make for the information of the honourable member. I was in the process of making if for the benefit of the Honourable Member for Morris, who is speaking from his seat once again. --(Interjection)--The Honourable Member for Morris wishes to make a speech, I take it.

At the present time, the in-migration equals the out-migration of - it's approximately equal - of medical graduates. But the first graduating class under our Special Opportunities Bursary Program is still interning in our hospitals, so we have no way of knowing whether they're going to remain in the Province of Manitoba or go beyond it. The honourable member wanted to know whether - the last question the Honourable Member for Riel put to us was the reference to the Loan Act, whether that referred to operating expenditures or capital. The answer is, that's capital expenditures.

MR. CRAIK: Mr. Speaker, then I can conclude from the Minister's remarks that he does not take exception to the position of the Minister of Health, who has indicated that he is prepared to impose a form of bondage on graduates from the University of Manitoba to coerce them to stay in the Province of Manitoba. A form of bondage that would simply say to any graduate

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(MR. CRAIK cont'd) . . . . in Medicine that he now is required to stay in Manitoba as a result of having received an education in Manitoba which is subsidized by the Provincial Government. So let's be specific. You know the Minister stands there and looks at the opposition and says, one member of the opposition has made one statement about one single item, and he can draw the conclusion that that represents the official position of the opposition. Well let me point out, Mr. Speaker, in a parliamentary democracy there is nothing more binding than the responsibility of one member of a Cabinet to speak on behalf of the Cabinet anytime he takes a position. So let's get the shoe on the right foot. The Minister of Health has said that he's prepared to impose a form of bondage on a graduate from the University of Manitoba in a particular field, and the Minister of Education says, maybe yes, maybe no. From that we must then assume that he is prepared to generally accept the leadership of the Minister of Health in saying he accepts bondage for graduates of the University of Manitoba.

MR. CHAIRMAN: The Honourable Minister of Urban Affairs.

MR. MILLER: Mr. Chairman, I don't normally interject myself in debates in Estimates, in somebody else's estimates, but some comments were just made which I think need correcting. The words used by the Member for Riel were not uttered by the Minister of Health and Social Development. He never used the word "bondage", he never used the word "coercion". He was replying to a question, I believe, in the House with regard to the out-migration of doctors who graduated from the University of Manitoba, and he indicated a concern, which should have been evident to everyone in Manitoba for the last 25 years, that in fact medicine being a profession which gives one great mobility, that for years people have left Manitoba for greener pastures, whether it be the State of California which has hundreds of Canadian doctors doing very well, and other provinces. B.C. right now, as a matter of fact, has a bit of a dilemma: How does it stop the inflow from every province in Canada in going to B.C.? They've got them coming out of their ears apparently. In Manitoba we've always had the problem of poor distribution of doctors. We have too many in Winnipeg in relation to rural Manitoba and northern Manitoba. In trying to resolve this problem, is there a way to attract doctors to stay in Manitoba, and it is in that sense that the Minister of Health made the statement that he would like to see, and we have been discussing it for some time, to see whether it's possible to retain a greater number of Manitoba graduates within Manitoba.

One of the methods that was introduced just three years ago was through the Bursary Opportunity Program, and as the Minister has indicated, the fruits of that cannot yet be tested because there aren't yet graduates from that program. They're not yet graduates who are in the field; they're still in medical college. The indications are that that program is going to prove somewhat successful. But perhaps the way to make it more successful is by looking at the costs of educating a doctor, relating the cost to the fees that are actually being paid, which are very slight, and making programs available whereby those aspiring to be doctors would take advantage of the program.

Now certainly it's ludicrous to suggest that there's bondage, it's ludicrous to suggest that someone must sign a contract as he does with the army in a sense, and if he doesn't he takes his training and if he then tries to get out of serving his time, he can be court-martialled and put in jail, there's nothing of that at all. That's absolute . . . But he can buy himself out and that's the program we have today, and that's exactly what the Minister of Health is alluding to. They can always buy themselves out of any program. If the student going through Medicine or Dentistry acquires a debt of ten to twelve thousand dollars, if he chooses he can practice in Manitoba and get credit on a monthly basis, or he can simply buy himself out, and that's always open to him, I don't care who he is or what program of studies it is. It also applied to the teacher programs which the Honourable Member for Riel knows well, when they needed teachers in Manitoba. And they had special bursary programs, and in order to take the course at the universities they were given special grants or bursaries and they had to practice in Manitoba, and if they didn't practice in Manitoba, of course, they simply bought their way out and that's normal procedure, it was done in the case of teachers, it's now being done in the case of dentists and doctors, and the Minister of Health simply stated that that would be examined to see how successful it is, and perhaps it could be made more successful by making it more attractive for students to latch on to that kind of program. So it's not a matter of in any way taking one's rights, or chaining them, or any sort of, any of the words that were used by the Member for Riel, and what bothers me really is that the Member for Riel knows darn

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(MR. MILLER cont'd) . . . . well that it isn't a matter of coercion, it's not a matter of bondage, it's not a matter of indenture, of being indentured, that is not, that cannot be, and would not be, and he knows it. So when he talks like that I think all he's trying to do is to create sensations where in fact none exist, and to impute to the Minister of Health certain motives, or certain statements, which in fact the Minister did not say.

MR. CHAIRMAN: The Honourable Member for Riel.

MR. CRAIK: Well, Mr. Chairman, there isn't anyone in this House who didn't interpret the Minister of Health's comments outside of the normal bursary program. That the members of this House understand the conditions that are put on the bursaries in the medical and dental faculties. That is that they have an obligation to serve in Manitoba if they want a bursary to subsidize their way through these courses. That's fully understood. It's also fully understood that was not what the Minister of Health was referring to. It was not that he was referring to. If he was referring to that then he has been misinterpreted not only by the members of this House, by the members of the media and everybody else who heard his statement or read his statement. So that is clear. There is a clear and distinct difference.

Now, let me ask you, if the Minister of Education wants to hide behind the Universities Grants Commission, why did the Minister of Health not feel compelled to hide behind, or not hide behind, but refer to the Universities Grants Commission? Does he not have an obligation to say "That is the responsibility of the Universities Grants Commission?"--(Interjection)-- There's no grants? Well, if that's the case, there's no grants at all going to the Medical College through the Universities Grants Commission. That's fine, then. He is free then of any requirement to make any reference to the Universities Grants Commission.

Mr. Chairman, let me ask the Minister - I want to refer again that when a Minister in this House or in any system under the parliamentary system makes a statement, you cannot escape the fact that that applies to the Cabinet in general. He has made a very important statement regarding what could be interpreted as a form of bondage being put on a graduate from one of the university schools.

Mr. Chairman, if he is going to do that, what is to prevent the Minister of Education from looking at the other schools? What is to prevent him from making the observation? One can't help wonder why the Faculty of Medicine is singled out in this particular case. There are departments at the university graduate schools where there is not one person enrolled from the Province of Manitoba. The highest possible cost that you have at your university is in the carrying out of a graduate program. You have branches and departments of numbers of people in the dozens where you won't find one person that comes from the Province of Manitoba. But somehow you feel obligated to single out the Faculty of Medicine to point out that particular problem. There's many of those. And I'm sure that the Minister knows about it. I don't say it's crisis. I don't say it's a real problem. I say that it's something that if you're going to single out the Faculty of Medicine and the impositions on those that graduate from Medicine how are you going to ignore those other things, because very clearly they are a very heavy expense. But still you're carrying this out as a service to perhaps the External Affairs Department of the Federal Government of Canada or in the interests of world education or something. There's no explanation to that but there is a very heavy dollar cost on it. So I suggest that we're perfectly on solid ground in interpreting the comments of the Minister of Health with regard to the people who are taking Medicine and graduating. His comments were not directed at those that receive bursary money from the Province of Manitoba.

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

MR. SHERMAN: Mr. Chairman, you know, the longer this debate goes on with respect to the Universities Grants Commission and the universities in general, I realize that the Minister is in a perfect position here for defending himself against any arguments, any assaults that could be launched from this side of the House, because all he has to do is hide behind the "sacred cow" of university autonomy, and that scares everybody. It scares us. It scares me. You know I don't want to compromise myself or my party or this side of the House or my colleagues in the area of university independence and university autonomy. So inadvertently we give the Minister a perfect out. Every time we ask, "What the hell is going on at the University of Manitoba and why isn't this Minister concerned about it," we get the answer that a question like that is an interference in university independence, an interference in university autonomy. So that scares everybody off. And I admit that he has even intimidated me. We've

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(MR. SHERMAN cont'd) . . . . given him the perfect avenue of escape. He's probably got a better escape route than any Minister in this House with respect to any departmental questions coming before the Legislature at the present time. All he has to do is raise the red flag of invasion of autonomy and everybody backs off. Well, I don't think we can sit around and take that kind of intimidation and continually back off on this thing, Mr. Chairman. If we do that we're not doing anybody, least of all the taxpayers of Manitoba, a service.

The Minister says it's up to the Board of Governors. First of all let me just say that I don't mean to emphasize the University of Manitoba to the exclusion of the University of Winnipeg or the University of Brandon. The reason I'm discussing the University of Manitoba so much is because that is where most of the wage strife difficulty appears to be at the present time. I would hope that the Minister would direct his full conscience and his full attention to the problems and the destiny of the University of Winnipeg and the University of Brandon, too. And if they have similar problems then I would want to participate in that battle with him, too. But at the moment the main battle, as I see it, revolves around the University of Manitoba so that's why my remarks have been concentrated in that area. But anything that applies equally to the other two universities I would hope would be implicit, would be contained within the remarks I am making, and I would hope the Minister would consider all three universities in the context of this debate.

Mr. Chairman, when I talk about the difficulties on the campus of the University of Manitoba, the Minister of Education says, "Well, that's what we've got a Board of Governors for. It's up to the Board of Governors." He says, "So there are labour problems out there, that's tough. There's labour problems all through life, that's tough. That's what the Board of Governors is for." Well, I say, so the Government has got a problem on the campus of the University of Manitoba, well, that's tough, that's what governments are for. Do something about it. I mean, you can cop out all you want and tell me that the Board of Governors has got a labour problem, isn't that too bad. The world is full of labour problems.

I can turn that argument, Mr. Chairman, through you to the Minister right back on the Minister and say that the Department of Education, the primary public servant of this province in the field of education, to wit, the Minister of Education has got a problem with one of his universities, with a university that has been built here over a hundred years of history and has become a formidable excellent institution, he's got a problem, and that's tough, he's got a problem, but how about admitting that he's got a problem, recognizing that he's got a problem and doing something about it. He's been singularly--(Interjection)--Well, the Minister has been singularly unconcerned about the situation on the campus of the University of Manitoba all the way through this situation, all the way through this situation. In my view I would say the Minister has been singularly unconcerned about the situation out there. If the Board of Governors is not able to--(Interjection)--Yes, I will. If the Board of Governors is not able to cope with the situation the Minister should at least be taking recognition of the situation, doing something to preserve the university from decline.

MR. CHAIRMAN: The Honourable Minister.

MR. HANUSCHAK: Has the Board of Governors thrown its hands up?

MR. CHAIRMAN: The Honourable Member for Fort Garry.

MR. SHERMAN: No. The Board of Governors has not thrown its hands up. But the fact of the matter is, Mr. Speaker, that the best testimony available from the University Community generally seems to indicate pretty clearly that the current situation out there is damaging to the university, it's endangering the university. And I'm asking this Minister, he keeps asking us questions, the point of this exercise is that he's supposed to be answering our questions, I'm asking this Minister what is his philosophy and what is this government's philosophy with respect to the University of Manitoba, the University of Winnipeg, the University of Brandon and any other university we have in this province, what is their philosophy towards higher education, or do they consider that it's a nuisance, that it's an expense, that they can cut budgets, they can save money by putting the squeeze on the universities in this province and gain some measure of popularity by doing so, because generally speaking, in times of economic difficulty to stand up and speak on behalf of universities, on behalf of sensible realistic capital and operating programs for universities, is not terribly popular.

The popular thing to do is to put the squeeze on the universities, and it seems to me that that's what this government is doing. They feel that they'll have public support behind them

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(MR. SHERMAN cont'd) . . . . because they can say, well you know, we're cutting the budget, we're saving money, we're cutting some corners here and there and the welfare program isn't suffering, the social services program isn't suffering, the health program isn't suffering we're just cutting out a few of those people out at the university, and their feeling I'm sure is, that generally speaking the public in general will say, "That's okay," you know, because the public in general doesn't really understand all that much perhaps about the meaning of the university - I'm talking about the university in the collective sense here - and doesn't really feel itself, you know, that committed to total support programs for the university, because, generally speaking, I don't think that the average member of the public knows that much about the university community, and it's up to some of their elective representatives in this Chamber to remind the Minister and the Government of the importance of that community, collectively, And if they're going to cut corners and cut budgets then let's know about it and let's not do it in such a way that we cut several dozen, perhaps several scores, perhaps several hundreds of people out of their livelihood and damage and endanger the quality of the university while they're at it.

If the University of Manitoba strike produces a situation in which 300 or 400 of those people quit their jobs and go elsewhere and the university doesn't replace them and can operate perfectly well without them, then I suggest to the Minister of Education, and through him to the Board of Governors, that the University of Manitoba has been mismanaged for some time if it can get along on 400 fewer workers or faculty members. And I put that question to the Minister of Education. So far all he's said is that we're invading the autonomy, the area of autonomy which is a cop-out because the universities don't have that much autonomy anyway. The money comes from the taxpayer, the money comes from, in essence, the government, so there isn't that much in the way of total autonomy anyway. Their autonomy has always been compromised to a certain degree.

The Minister says, "Well, it's up to the Board of Governors." Well if the Minister of Health were to be confronted with an epidemic of some major proportions that were threatening the health of the community and were to turn around and say, "Well, it's not my problem. It's up to the doctors," how do you think that kind of rationalization would go over? If the Minister of Health were to say "Well, anything like that is not up to me to solve, that's up to the doctors." Well that's what this Minister of Education is saying. He's got a University of Manitoba, a provincial university of excellence threatened by what's going on out there and he says it's not up to him to do anything about it, it's up to somebody else. I admit that the Board of Governors is attempting to solve the problem. What I would like is some recognition from the Minister of Education that there is a problem and that some efforts are being made by the Government to get those two parties together before the university gets into any more serious trouble than it's already in, and I would like him to tell us what he and his colleagues think about universities and where we're going to be going with universities and higher education in the years immediately ahead. And for him to continually raise that, as I've said, that argument about invasion of privacy and autonomy and independence is, I think, a diversionary tactic of, you know, of pretty shrewd dimensions. Admittedly we have given it to him in part. I think we have to stop giving him that avenue of escape. I think we have to say, you know, damn the question of autonomy, give us some answers as to how the university is going to be managed and run properly.

MR. HANUSCHAK: Mr. Chairman, I have a question I would wish to ask of the Honourable Member for Fort Garry. Would he suggest that at the next meeting of the Conciliation Officer appointed by this Government, who is an employee of the Department of Labour, that instead of him meeting with the management of the University of Manitoba, that in their place representatives of the Government of the Province of Manitoba appear and let him deal with them instead of the management and the Board of the University?

MR. SHERMAN: Mr. Chairman, is that a suggestion or a question?

MR. HANUSCHAK: A question.

MR. SHERMAN: No. If there are meaningful negotiations, if there's communication going on, fine. If there isn't communication going on, I think the Minister should recognize the fact that a lack of communication is crippling his university and surely he can use his influence, his good office, his good intentions and his Ministerial position to start that communication moving and flowing.



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MR. HANUSCHAK: It's interesting, Mr. Chairman, that now the Honourable Member for Fort Garry has changed his approach somewhat, that he is now saying that I use my influence and good offices rather than the effect of legislation that Government has to work with. In other words, what he's suggesting now that I simply attempt to apply some moral suasion or whatever to bring the two parties to a more rapid resolution of whatever differences may exist between them.

You know, I would like to draw to the honourable member's attention that the Universities Grants Commission in reviewing the budgets of the universities of the Province of Manitoba, examined all, and the information that we have from the Grants Commission is that insofar as the University of Brandon, the University of Winnipeg, St. Boniface College are concerned that they're not experiencing any difficulty, and the same treatment that was given those universities was also applied to the University of Manitoba.

Now, surely, surely Mr. Chairman, the honourable member isn't suggesting that in dealing with the universities of the Province of Manitoba that we should discriminate against certain universities in favour of one. I'm sure that he would be the first to advocate equitable treatment for all. And this is exactly, Mr. Chairman, what we are doing.

Now, the Honourable Member for Riel insists on continuing to speak of - making reference to bondage and so forth of medical students, graduates of the Faculty of Medicine, or at least those who graduated from the Faculty of Medicine at the University of Manitoba, and he still continues using the term bondage, as I understand him, as being synonymous with any other type of an equitable arrangement, equitable and a fair arrangement that may be entered into between the Province of Manitoba and any student. Now again I must repeat that bondage and the type of contractual obligation that is entered into under a Special Opportunities Bursaries are not synonymous. And I wish to also draw to the honourable member's attention that I in no way am attempting to hide behind the cloak of the Universities Grants Commission, because a bursaries program does not come under the jurisdiction of the Universities Grants Commission.

The honourable member will find in his Estimates Book that there is a separate resolution, or part of another resolution because it also includes some other matters, Resolution 34, Opportunities for Human Development, one part of it, and it consists of four parts, and one of the four parts is Student Aid and as part of Student Aid is the Special Opportunities Bursaries Program for the medical and dental students of the University of Manitoba. And I simply want to say this, that insofar as devising a bursary program, if the honourable member feels that there's some lack of unity between myself and others of my colleagues in Cabinet, I want to impress upon him that I am just as anxious and interested in seeing to it that there are not only medical and dental graduates graduating from the faculties of our universities who will seek employment in the Province of Manitoba to meet the needs of the people of the province, as I am to see to it that there are also graduates from other faculties for which there may be a need within this province. Therefore whatever must be done, firstly to attract students into those faculties, and secondly to make the practice of their profession attractive to them in the Province of Manitoba to retain them here, that we have done, this we are doing, and that we will continue to do. And I do not believe and I reject that there's any form of coercion.

MR. CHAIRMAN: The Honourable Member for Assiniboia.

MR. PATRICK: Mr. Chairman, I do wish to raise a couple of points with the Minister and I will not be long - I'll be very brief. I think what the members on this side were saying they're sort of disappointed what the Minister had to reply. I can agree, and we all know that the cost of post secondary education is staggering, but the first thing, Mr. Chairman, I think we must guard ourselves against generalities in the defenders of the public purse. We know that there is an increase in enrolment at the universities, but I think if the finances are mis-managed at the university that's a different matter, Mr. Chairman, and certainly it's the responsibility of the Minister to find out if they are managed properly or not managed properly, and this is the answer we're looking for on this side from the Minister.

We know that last year there was some \$4 million overspent. There must have been a reason; was the enrolment not as high as it was expected and budgeted for and we didn't get the money from the tuition fees, or what happened? So certainly these are legitimate, these are very legitimate questions, and I cannot see why the Minister shouldn't tell us. Surely he should tell us. I think it's his responsibility to find out. I know that probably the enrolment

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(MR. PATRICK cont'd) . . . wasn't there. I know what the members on this side have to say about the problems at the university, they're there, Mr. Chairman, because I've had students from my constituency, from St. James, come to see me in my office; they came to see me at the Legislative Buildings as they've come to see most of the members on the Opposition. I hoped that they would come to see the members of the government side too, so that some of the backbenchers maybe can impress on the Minister and on the Cabinet, because the problems are there. And once that rapport that the University had for years, whether it's faculty, with student and Board of Governors, if that disappears, it may take many years, many years to repair that. So there is some concern.

I know that the problem that we have at the present time with labour matters, on one hand the University, the Board of Governors, are saying, "We have no money; we can't help you." On the other hand, the employees, all they're asking to what I can find out - and I've talked to them - all they're asking is close to parity or parity with the other employees that work for other government institutions. We're not talking large salaries, Mr. Chairman. We're talking very very modest salaries for people that have families, have responsibilities, have obligations; you know, they're paid way below what they're paid in other government institutions, so that's all they're asking. So there is a dilemma. On the one hand, the University hasn't got any money and that's what they're saying we can't give you the raise, so surely I think that it's the responsibility, not only of the Minister but the whole Cabinet, to come to grips with this problem and they haven't. Perhaps the Minister can start looking on how we can maybe cut some expenses from the University. I know that I have written him, not only several letters, I've written quite a few for bursaries that have been denied to certain students. I know this is a problem. It's costing more money.

I would like to ask the Minister and find out how many non-resident students we have in our universities. What is the percentage? How many is there? Has the Minister considered higher tuition fees for a non-resident student? Mr. Chairman, when somebody from Manitoba goes to the University of Minnesota, you have to pay \$2,400 to \$2,600 tuition fee as a non-resident student, while the local students pay somewhere between \$600 and \$900. That's quite a difference. Now I don't know if it applies in every state, but most universities this is what happens in the United States. Surely the Minister could at least do some investigation and tell us that it's not practical, it wouldn't work. But I see no reason why there shouldn't be a differential in tuition fees for non-resident students.

Has the Minister considered or has he tried a trimester system? It may be less expensive and maybe more, but I'll tell him one thing; it'll be less expensive for it will be less on the Budget as far as for student aid or bursaries are concerned, because the students can work one semester and they can take two semesters in school. And if they work one semester, they can earn three, four, or five thousand dollars which can put them through school. And this is happening to some students now, where they go to university for a year and then get out, or you talk to many that are going to universities across the line in North Dakota and so on. So the cost may be less than at the present time. Your enrolment may not be 15,000 or 16,000, it may drop if you have a trimester system. Has he done any investigation? I'd like to hear from him.

But there is one area that he can give some consideration and investigation. We have joint - probably considered joint operation of our computer systems. I understand there's some some courses are duplicated in the two universities at the present time, so this is another area that the Minister can look into and see if the cost can be cut down. I know in one faculty, the Physical Education, is the same at the University of Winnipeg as there is in the University of Manitoba, and I understand the University of Manitoba can put out enough graduates until 1985, and we're duplicating, from information I'm getting, and I know my colleague may dispute this pretty strongly if he gets a chance to say something, but my information is that we're duplicating the University of Winnipeg, and I can't see the reason if that's the fact that we can graduate enough students for our needs until 1985 at the University of Manitoba. So surely the Minister has some responsibility.

But as far as the problems at the University, I don't think it's just good enough to say, "Well, we don't want to interfere." That's not interference when you're finding out, investigating why the money was overspent, why we ran short on the Budget. I think that's the responsibility of the whole government to find out these answers and to see that the situation

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(MR. PATRICK cont'd) . . . doesn't deteriorate any further than it has, because there is great concern when you have 80 percent of the faculty members saying, "Look, there are problems and we agree with employees on this matter and not with the Board of Governors." So if this isn't a serious issue, it is, Mr. Chairman. So I would like to hear some of the answers, Mr. Chairman.

MR. CHAIRMAN: The Honourable Member for Riel.

MR. CRAIK: Mr. Chairman, before the Minister replies, I want to straighten out the matter that was raised here regarding the statements by the Minister of Health, and I suspect that perhaps the Minister of Urban Affairs was not in the House when he made them or was not aware of the strength of those statements, which had nothing to do with, as I said, with the bursary program.

I want to read from Page 1094 of Hansard, April 9th, where the Minister says in reply to a question from the Member for Fort Rouge, he says, "But I can tell him this," this is in reference to the doctors and the out-migration of the doctors - "I can tell him this, that those that are getting trained here at the College, there's a hundred a year, and I can tell him there's only 33, approximately 33, or one-third, that remain in the province and out of those there's only one out of five that is ready to go and work outside of Manitoba." (I don't know what he means by that.) "They are people that are trained at the expense of the taxpayers of Manitoba and two-thirds of them unfortunately leave the province, and this cannot and will not be allowed to continue. . . I intend to propose to my colleagues very radical measures, if need be, to stop this."

Now, Mr. Chairman, do you need a stronger statement? You know, is bondage too strong a statement and interpretation to put on that? Mr. Chairman, there's no way that this government, this Cabinet, can get around the statement made by a Cabinet Minister in a field that is directly related, and in the purview directly related to that of the Minister of Education, for him to get around an explanation of whether that is government policy with regards to the training of people in Manitoba. And we haven't had an answer to that.

MR. HANUSCHAK: Mr. Chairman, I said to honourable members a moment ago that I would join with my colleagues, and if need be, if there should become evidence of a shortage of professionalists in whatever field, and if there should be need to take certain measures to encourage graduates to remain in the Province of Manitoba, we would take whatever measures would be practical. --(Interjection)-- Yes, if they're radical, of course. Radical in your opinion. Radical in your opinion but perhaps not radical in the opinion of one million people in the Province of Manitoba. --(Interjection)-- That's true. That's true. Speaking to a question from the Opposition, radical in your opinion.

MR. CRAIK: Radical in the opinion of the Minister of Health.

MR. HANUSCHAK: Radical in your opinion. We will do whatever must be done to attract students and to retain graduates with the Province of Manitoba in the practice of those trades and professions for which there is a need in this province.

Mr. Chairman, anything that our government would do . . . you know, many of the mildest, most modest measures that we've implemented, the Opposition considers radical, so I don't know what their definition of radical is.

The Honourable Member for Assiniboia questioned the proper management or the financing, and why last year's underestimate; was there an overestimate of the enrolment or what? And I had indicated to the House earlier this evening what brought about the underestimate; that the University of Manitoba in calculating its estimates for the fiscal year just ended, did not include, did not build in any provision for any possible wage increases that may have come from wage negotiations, and that accounted for the difference.

Now, the honourable member says that here is a union in the stage of negotiation with the University of Manitoba, and the university is saying that it has no money. Now I don't know whether the university has no money or not. The honourable member knows that if the university feels and is convinced that it has no money, then it doesn't come to me to ask for money but it goes via the Universities Grants Commission, and I have had no notice up to this point in time from the University of Manitoba to the effect that it has no money. It may well be that the Board of Governors - and I would hope that the Board of Governors of the University of Manitoba are bargaining in the same sensible, businesslike manner as any other operator of any other enterprise, be it an educational institution or a hospital or a manufacturing industry

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(MR. HANUSCHAK cont'd) . . . or whatever else that may have employees on its staff would bargain, and that I feel is happening at the present time.

How many non-resident students enrolled in the universities of Manitoba? I don't believe that I have the figures at the present time but I may be able to obtain those for the honourable member at a later point in time.

The honourable member also suggested the charging of higher tuition fees of non-resident students, I presume he means students non-resident of the Province of Manitoba, and he cites some of the universities in the United States as an example. It is true that that is done in many of the universities of the United States. In Canada that is not the practice. I think if the honourable member were to compare the tuition fees of universities in Canada, he would find that there is no differential between the tuition fee charged a student resident within the province or one coming from without. And I may point out to honourable members, Mr. Chairman, that this has been a matter which had received lengthy discussion at the Council of Education Ministers of Canada level, and the opinion expressed by the Council of Ministers - of education or higher education, or colleges and universities, by whatever title they may be known in different provinces - that there be no differential in fees charged. It was felt that this would be a discriminatory practice if a university were to embark on this type of a scheme. And I may point out to the honourable member that there was a recent - and I don't have the name of the state of the United States of America, but all I do know is that it was a decision of a court within one of the states of the United States of America, where someone challenged the right of a university to charge a higher fee to a non-resident student, and the decision was against the university, that the university did not have the right to charge a higher fee.

Now, that happened in the United States of America. If that were to happen in Canada and someone were to challenge a Canadian university, what the decision of a Canadian court would be, you know, I could not speculate at this point in time.

The honourable member suggested the implementation of a trimester system with a view to reducing university costs. Now, the saving may not be all that great. There may be some, there may be slight - and I want to point out to the honourable member that the University of Brandon has moved slightly in that direction by the offering of a course - it's not a trimester system, but they offer a supplementary course of instruction during the months, or some portion of the months of May and June. And I must check, Mr. Chairman. I know that they offer a program there for a five or six week period. It's either designed something similar to what the --(Interjection)-- No. I shouldn't even begin to speculate. But they do offer a course of instruction during that period of time for a group of students, but the saving is not all that great being mindful of the fact that . . . you know, taking into account the terms and conditions of the contract of employment under which the faculty are presently hired, and, you know, the length of their instructional term is taken into account and it's also taken into account that they have other duties to perform during the four and a half months commencing with the end of April and ending with the end of September, because it's not designed to be a holiday for faculty members. So there would be need for the hiring of additional faculty and also to make provision for sabbatical leave for faculty members and so forth. So you can't really save.

What I'm really saying is that you can't say that if you increase the utilization of the physical facilities on the university campus by 30 or 33 percent or whatever, you know, that you're going to gain a proportionate amount of benefit in terms of dollars and cents. It would not be that. It may be some, and I would not dispute the point with the honourable member at this point in time. There may be some saving, but the saving would not be all that great. Then, also, one must take into account the fact that if a student were to choose to continue with the studies without interruption, or with just minimal interruptions, that it's quite conceivable that our student day program would increase considerably. So adding the two together . . . Now, it's true, the honourable member may say, but he's going to be out in the labour force that much sooner. But what I really am saying is, taking all those factors into account, I would really doubt whether (1) we're presently geared up to operate on a trimester system, and I cannot really speak for the universities without sitting down and meeting with the boards of governors and asking them whether they are - and I don't believe that they are - and (2) I don't believe that the saving would be all that great.

With respect to duplication of courses, well there's duplication of courses at the undergraduate level at the three universities, of course, and for a very valid reason, because -

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(MR. HANUSCHAK cont'd) . . . and this is acceptable by the people in the Province of Manitoba - that each of the three universities has something unique about its own environment, and in that sense something unique to offer its students, that hence you find similar courses in Arts being offered at the three faculties. Now, the honourable member did make specific reference to Physical Education. I would have to check that out.

MR. CHAIRMAN: The Honourable Member for Fort Rouge.

MR. AXWORTHY: Mr. Chairman, just before the discussion of universities passes off into another year of oblivion, I'd like to make some comments, because I've been listening carefully to many of the descriptions and arguments and propositions put forward by members on both sides of this House, and then I can try to unscramble some of the comments. I would like to just make an observation, and let me preface by saying, for goodness' sake, Mr. Chairman, I am not asking the Minister any questions at all, so that he can sort of save himself the possibility of grinding out another answer. I think at this time of night that that is something that is not my intention. It is simply, if I may be permitted, Mr. Chairman, to make some comments based upon a very simple fact that I guess for about the last 15 years, off and on, I've been involved in universities as a student and as a teacher, and latterly as administrator, and find that what has been said here tonight has some significance to me, but in many ways has not caught, I think, some of the essential things that are happening in universities in this day and age.

There's been a great deal of talk tonight about "crisis" and "moment of conscience" and I think there's a number of other words suggesting a great millennium that was about to come, and I think that perhaps a more accurate word, Mr. Chairman, would be "melee," that within the university at all levels, and I'm speaking now, not in terms of the impulse or direction of government, but within the universities themselves there is a high degree of confusion and demoralization, I suppose, which maybe comes after having been on a roller coaster ride, which everyone in the university was in in the 1960s, and all of a sudden finding out that they are having to pay the price of a great many excesses and a very wild and carefree ride. But needless to say, Mr. Chairman, unless that kind of melee and a feeling of concern is somehow assuaged, then we are in danger of trivializing, I suppose is the best word, the role of the universities in this society.

Let me simply suggest, Mr. Chairman, because I know that the Minister says he has a task force or a working group presently and busily fomenting, or forming, rather - I wouldn't want to use the word "fomenting" - a number of changes in the system, that one of the responsibilities of this House, I think, is to provide some observations as to how that might be constructed so that we simply don't rely upon the calculations of cloistered task force or working group members, but in fact are trying to display some of our concerns in public.

Now let me start off by saying, Mr. Chairman, that the situation that we now find in the universities is partially a product of the external factors that have been forced upon universities and if members will bear for a moment, just in a short history, that for a long period of time in our society universities were simply training grounds or breeding grounds for gentlemen, I suppose, that could provide a certain touch of elegance to their language and speech. But along the way there were always certain people in the universities who tried to maintain the long-standing function of the university as being an area of critical judgment and enquiry, and that there are people in the society - and in the universities still, I might add - who believe very strongly that there can be no more important role in any society than to have at least some place, and that place being the university, where there can be an opportunity for people to look out upon their own community, and with a certain degree of freedom be able to analyze and comment and criticize without fear of retribution.

So when members here talk about autonomy, that's what we're talking about. Autonomy itself is not a sacred cow. Autonomy is simply a means to an end. It's a means of maintaining that capacity for some sense of critical creative inquiry. And that is a fundamental role. Our fundamental role in the universities, Mr. Chairman, to my mind is not to be an assembly line, training workers for government service or public service or private business. That is not fundamentally the role of the university, and yet that's one of the things that's been laid upon universities. And we went through a tremendous expansion in the 1960s. The Sputnik era and all the rest of it put upon the universities a tremendous kind of ego-building puffery where all kinds of faculties and professions and so on, in schools and everything else, were added on the

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(MR. AXWORTHY cont'd) . . . basis if this is the way, that there was a great fallacy abroad at the time, that the way for society to become economically more proficient was to have more university graduates. And while there is some degree of truth to that, it certainly shouldn't have been the fundamental role of the university. I'm afraid, Mr. Chairman, that one of the primary results - and this was very much a role of government in that case, of force-feeding universities - was that they in a sense created a Gargantua, or sort of ballooned out its activities, and were fed with enriched vitamins and all other kinds of resources, saying, "Now produce and go forth into the world and multiply," the universities started doing that, and as long as that kind of force-feeding was on, it was great; but the tap has been turned off. And what you find now in the universities as the cause of melees is not simply labour activity - although I want to come to that - it is a whole degree of having to face in the late 1960s the kind of pressures put on . . . by student militancy, by the simply large amounts of numbers, while universities now are really, I think, care homes for a lot of young people who simply have no where else to go and really shouldn't be in universities because, in terms of standards and qualities, they simply are wasting everyone's time and money; that they have become something less than universities, oftentimes by pressures outside, by mummies and daddies who want their kids to go to a university because that was socially the thing to do; by governments themselves that this was the way for economic development is to get kids sort of graduating with massive numbers of BAs, forgetting that really the whole idea of Bachelor of Arts degree - this is what we produce - has nothing to do with one's ability to find a job, or shouldn't have, simply the ability to refine and create an enquiring mind. I think this should be the role of it.

So what was happening is that we were setting up a kind of schizophrenic atmosphere in the universities and we are now paying a very serious penalty for that. And this, Mr. Chairman, is where I feel that the indifference of the Minister, and perhaps of the whole government, is most serious, that they haven't seen that it is not just a matter of labour relations that is at fault, but that there is an underlying sort of distortion in the values and objectives of the university and we haven't attempted to redefine those very quickly, that as the roller coaster started going on its downward slide, that all of a sudden government was not saying to people in the university, "produce more and multiply and grow and get bigger," they started saying, "Cut your budgets back." All of a sudden you began finding a very serious problem of increasing anxiety about job security, increasing anxiety about the ability to maintain all that overhead that had been built up over the times, all those assistant deans and all the rest of the departmental chairmen, and combined with that was just the simple change in really the world of knowledge, which has grown and multiplied so quickly and so specialized, that universities are now in part fragmenting themselves so distinctly, where you've got departments of micro-micro-biologies and with all kinds of variations within, and it is that lack of, I think, of an attempt to try to bring together those things that are happening in the university and give some leadership and direction, which are really at the source of many of our problems, and that the kind of strife that is apparent on the University of Manitoba campus is just one reflection, one manifestation, of a much more serious and long-term and current problem that our universities are going to contend with and are looking in part to their public officials to provide some guidance, because within the universities themselves there is, Mr. Chairman, believe me, also a good deal of confusion; that there is no one there who has the wisdom necessarily to work out their own questions, and when you call for other management or better people to run it, or whatever it may be, that is not really a solution. I think what we really are looking for is first to find what are the objectives that we want our university to perform in this society, and then start beginning to develop a public structure of support to ensure that it will happen.

This, Mr. Chairman, is not what is happening right now. Quite the contrary. We, for example, through the financing and funding methods of our universities, badly distort and in many cases pervert the function of the university. We have developed - and this goes back to the 60s - a system of grants and funding geared to students. And it really has become a form of massive hocksterism. If you get more kids in your classroom, you can then demand more money and your department grows and you can hire extra faculty, so what is happening is that we are, in part, helping to create sort of an attitude of some kind of penny-marketplace, where the people in the universities who are the champions and the heroes are those which get the

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(MR. AXWORTHY cont'd) . . . biggest classes, because that attracts more money and the departments can expand.

It goes back to a comment, Mr. Chairman, I made this afternoon. When you get to the point where you've got public service organizations simply measuring a performance by how much of the budget they receive this year and how much more they can get in increment next year that diverts and distorts the objectives very badly. And so when the Minister says, "Wait a minute now, it's someone else's fault," - I think the Member for Fort Garry said this and the Member for Assiniboia said this - I wish the Minister would quit trying to kid people in this province and quit kidding people in this House by saying that there is a Grants Commission and a Board of Governors who stand in splendid isolation and independence. That is sheer, unadulterated nonsense, and the Minister knows it. And I wish to God he would quit trying to play games in this House by trying to pretend it is not so. It is simply a fiction, because the ultimate power of determining priorities in higher education is the power of the purse.

A MEMBER: Right.

MR. AXWORTHY: And the people who appoint them in the Grants Commissions and the Boards of Governors is this government itself. That is the power that is being exercised. And to try to maintain this fictionalized account, is simply doing everyone a bad and serious disservice, because, Mr. Chairman, that is a reality that everyone in the university knows and faces. And all we simply know is that Boards of Governors and the Grants Commission are ciphers which are taking orders from government under the allocation and they simply then tell you what to do. They're messenger boys. And to try to pretend otherwise is simply doing a disservice, because until we begin to restructure that forum and operation, we are not going to be able to get the kind of planning we require in this province.

And I don't think we're going to be critical of the Minister for coming out and admitting this, as to getting rid of that fiction. It's about time he got started de-fictionalizing the whole thing so we can get down to the serious business of deciding who is making these decisions. And that is the fact, is that priorities on higher education are political decisions. They are political decisions based upon the priorities that this government puts on universities in relation to community colleges, and in relation to health and education and mining and Saunders Aircraft and all the rest of it. That is the judgment that they have to make. And to try to pretend, and the Minister keeps doing it, somehow there is this thing called the Board of Governors over here, which is a free and independent actor bargaining with a group of employees, really stretches, boggles the imagination, and I suppose in a sense, Mr. Chairman, it's so contradictory to what we're talking about, that is the spirit of the university, that the Minister almost condemns his own leadership by trying to pass that kind of fiction off.

Mr. Chairman, I would simply like to revert back to the study again, as I have referred to several Cabinet Ministers in this House, and I keep suspecting that they've spent an awful lot of money and haven't yet read it - the Woods Committee Report on Public Sector Employees. And I think that, Mr. Chairman, there is a very pertinent statement in this on page 25, where they are describing the kinds of governmental activities dealing with labour relations, and it says and it points out: "In all of these other areas of government activities, including universities and many others, there exists a basic defect in the private sector model when applied in the public sector of collective bargaining. This defect is the absence of a product or service market."

Mr. Chairman, for this minister and other ministers to pretend that somehow collective bargaining, that great sacred cow, works in public service institutions, is again not telling how it is, because the fact of the matter, you know, collective bargaining works on the basis that there is an employer who has economic gains and losses in a labour conflict. He knows that if he has to face strikes he's going to lose customers. If he gives in to the employees' demands, he's going to have to pay higher wages and therefore he might also lose customers because his product costs more. On the employees' side, it's simply a matter that if you have to go on strike you're going to lose wages, balanced against the interest of trying to increase your weekly or monthly take-home pay. In other words, there's two economic criteria on both sides of this bargaining. But in a public service institution there is no collective bargaining because there is a budget line set and they said, "No more." So the employer is not bargaining; he's fixed. He's locked in unless government is prepared to say okay. You've now got a new problem. So that's not collective bargaining.

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(MR. AXWORTHY cont'd)

Mr. Chairman, the unbelievable sort of kind of duplicity that's going on is that we recognize that fact in one critical area of labour negotiations, because in the Province of Manitoba under the Public Education Act, school teachers and their labour relations are included, not in the Labour Relations Act, but in the Education Act, and I'm simply suggesting that if we are going to try to deal with a number of labour problems that are going to increase in the universities, it should be put in the Universities Act, and a special system of working out labour negotiation, arbitration, conciliation, and even the right to strike, should be under the University Act, particularly designed and geared to the nature of it as a specialized public service institution, and quit trying to pretend or make believe or fictionalize that somehow you can say that what's happening in the university is exactly similar to what happens when a private company sort of deals with its own employees. It is not the same.

The Woods Committee repeats that time and time again and page after page, that it's not the same, and yet we're not prepared to accept it in this House and we hear this Minister and others - the Minister of Health has said the same thing - somehow pretending that it's true. And I'm saying, Well now - God, I read this report! Did they not read the same report? Did the Minister of Labour sneak in a few pages for me, just special like? Did I get a special copy that no one else has got? Because that's what it says. And we're saying, if that's what it says why don't we act upon it? Why don't we understand that in the university, as in other public service groups, if we are trying to give the employees of all kinds in those areas the right, full bargaining rights, then it has got to be so designed - and the Woods Committee suggested various ways it can be designed to incorporate the fact that it is a public service institution? So why aren't we doing it? And why do we keep standing up and saying, "Mr. Chairman, you know, it's independent," and all the rest of that?

Well, that is part of the problem, Mr. Chairman, that I can't understand, that if the Minister is concerned about higher education, and I want to believe that he is, then it would seem to me that one of the major commitments he should be making to this House right now is to say that "in order to avoid, at least in this one whole area, employee relationships inside universities, then I am prepared to bring in amendments to the Universities Act and design it specially geared to those needs." Now that would be one way of dealing with the problem. It would be not to hide behind restrictions he's created, but simply to say, "It's a special problem and I'm prepared to deal with it in a special way and I'll see what I can do with amendments." That's all we would require. That's all that people who are on the picket lines would require, or who are now dealing in faculty associations, because they do want better bargaining rights in universities. Of course they want those. But they want to say that they want to deal with them in a way that is compatible, because one of the things that is happening, Mr. Chairman, and I know that the Member from Fort Garry was out talking to people on the strike last week, as I was, and I think one of the important concerns that were raised by members of that striking group, and many of them expressed it to me, is that - I don't want to get too mystical about it, but universities have always tried to operate not necessarily in a direct employer-employee relationship. They've always been partially designed on what they call collegial management, where the management and operation of the university is shared, not just by administrators versus faculty or versus employees, but is in fact sort of a combination of the influences and input of different groups in the area, and we've designed special institutions to deal with that - senates and so on.

One of the things that those people on the picket line told me, which I think was most serious, said the worst thing about the strike is that that atmosphere is now gone, that belief that somehow a university is a different kind of institution, where we as secretaries, research assistants or maintenance men, are also part of the decision-making that goes on in the university. We're being told now we're workers and they're management, and that's the way it's going to be. And that in part erodes the concept of a university as I've described it, of trying to aid and abet the development of a forum or institution that can develop that sense of critical inquiry. And that is the sad part about what is taking place. That is really what is disturbing, and it could have been helped if, when this government brought in its amendments to the Labour Relations Act, it took cognizance of the fact that it's now dealing in a very difficult field of public service labour relations and it had to be a little bit more careful than it was. And even if we couldn't give it credit for foresight at that time, at least we can give it



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(MR. AXWORTHY cont'd) . . . credit for hindsight now, because it has its own sort of researchers and its own Department of Labour and its own committee saying that. And all I want to hear from them, Mr. Chairman, is an acknowledgement of that fact so we can get on and look at more serious problems in the university and overcome that major problem that's on the horizon at the present time, which is the tremendous problem of working and sorting out the relationships between the different components of the university. And that, Mr. Chairman, is I guess why I have to conclude continually that we're not really serious about what we're trying to do in our universities, because when the options are available for remedial change we are not getting any commitments from this Minister that he is prepared to undertake them.

Mr. Chairman, there's also other areas, and I don't want to dwell on this because I know the House has been here a long time and I've been on my feet a lot of hours today, but I would mention one other factor which I think is important, that it is also a product of the declining enrolments and the changing nature of the university as we've gone through the halcyon salad days of the 1960s. The disturbing thing to me, Mr. Chairman . . . Perhaps I'll rephrase that. The exciting thing to me in those days, as being part of the university, was that one of the things that was happening was that we were breaking out of the box of elitism that universities have always been charged with, that we were now removing or eliminating universities as simply the place where five or six or seven percent of high school graduates could go, and we were beginning to expand it so that children of working class families were, for the first time, beginning to move into our universities; that women for the first time were moving into the universities on an equitable basis; that one of the positive side effects of that expansion and growth of university enrolment at that time was that we were broadening the base of participation in university life, that we were enabling a broader range of younger people in our society to become involved in higher education than the endowments that it would create.

That is now turning backwards, Mr. Chairman, as a result of the downward slide. Studies that have now been done in Ontario and in our own province are showing that the university, the kinds of people going to university is now beginning to shrink again; that we are now again creating . . . The universities have always been in many cases the exclusive preserve of those who could afford to send their children, and we were breaking out of that and we're now returning to it. And increasingly enrolments are again sort of reverting back to form. It really brings back the question, the major question in universities, of accessibility. Who can go and how can they get there? And I would like to suggest, Mr. Chairman, that one of the ways of trying to turn back the flow - I don't think we should go out and beat the drum and try and drag more students in, but one way we should be looking at it is to say about the universities itself, that one of the major ways of dealing with this problem of accessibility at the time when enrolment of young people is levelling off, is to make the university available, not just to young people, but to make universities available to the full range of age and occupation in our society, which means sort of developing the ability for part-time students, mature students, and the accessibility of students of all kinds.

Our universities have made some real progress, Mr. Chairman, in this respect. We do have a Mature Student Program; we have started programs for senior citizens. But they are not nearly enough and the university structure itself is not designed to incorporate them, because in many cases the universities are not in the communities where they belong, they are not reaching out far enough, they're not becoming what I like to call sort of "dirty shirt universities" which is really part of the activity, of helping students throughout the city who are not coming out of the high schools with the kind of literacy and the kind of skills they should have, as we talked about last evening.

So we're going to have to do some upgrading in our universities and that has got to be built into part of their program, and we simply have to make the universities more accessible by broadening and creating what the British have now called, The Open University Concept. That, I think, is one way of counteracting the trend. It is also a way, Mr. Chairman, of counteracting the trends, the afflictions that now bother faculty members as they worry about job security, as they worry about the utilization of resources. Because what we're simply saying is: okay, you can get off the kick of simply teaching those between 18 and 24, and start teaching a much broader range of students.

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(MR. AXWORTHY cont'd)

It was an interesting experience, if I may be allowed, Mr. Chairman, at the university that I teach at, where we began teaching courses for senior citizens, where, talking with other people on faculty, all of a sudden when they were no longer talking to a group of people who were anywhere from five or 10 or 15 years younger, we were talking to people who were 15 or 20 or 30 years older. It totally changed your perspective in teaching and, frankly, made better teachers of us all. It was a very different kind of educational experience for the faculty as well as for those students. But that kind of thing is isolated. I think that the University of Winnipeg now has about 150 to 200 people enrolled in its senior citizens classes. But that became an exciting new option for university faculty, and they weren't sort of beginning to retrench and get sort of almost paranoid about the world closing in, because new options and opportunities were being afforded to them to broaden the accessibility to many new people.

And yet, Mr. Chairman, I've listened with great care to this debate on universities, to the statements made by this side of the House and statements made by that Minister, and not once did I hear anybody talk about the question of accessibility, or who was going to go, and how do they get there. And that, Mr. Chairman, is one of the real problems that we're not facing in this debate, because here is an answer to many of the problems we've raised. If there is a crisis of conscience, if there is a malaise, if there is problems with all the rest of it, it simply means maintaining the objective of the university of providing the kind of skill and enlightenment of training but broadening the base for a much wider range of people than we presently offer it to. And that becomes the kind . . . No, Mr. Chairman, we will not discuss it now in terms of special projects and all that kind of stuff. Look. Mr. Chairman, this Minister in all our departments of education says, "I've got pilot projects here and demonstration projects here, experimental projects here." You know, test tube projects, and the rest of it. Well, Mr. Chairman, we are not interested in that kind of trifling. We want to see that kind of commitment made as part of the role of the university, and when that commitment is made then we begin to say, "Okay. If you want to test out different techniques, fine, but let's make the commitment first, and let's make it broad." Because right now, Mr. Chairman, if you were a mature student you don't get the same breaks on bursaries or loans as if you were other full-time students. The mature part-time student doesn't get bursaries and loans on the same basis as others do. Now do you call that giving accessibility? If the Minister says, "I'm doing it," well then why are we not trying to encourage the development and movement in of part-time students in the mature range, whether they're 45 or 55 or 65? Because that kind of assistance is not available to them at the present moment and that is why partly the enrolments are declining and partly the base of who is going is shrinking.

Now, Mr. Chairman, one final point, and I guess when you start talking about your own bailiwick you get it a little exaggerated, but I have listened in many cases to gentlemen talk about things that concerned them and this does concern me. There is one final area which I think is quite important, and it has come up in this House before, and that is the very strong change that universities are taking in the field of research; that the new fad, I suppose, or direction that we talk about is directed research. Make research relevant to government priorities, that's what we say, and I think that there is, or was at least, some proper concerns on federal and provincial levels for trying to provide a rationalization of university research, that there is no question in being heavily involved in the field of research. I know there is a great deal of waste and silliness in the field of research, but like any pendulum that begins to turn, Mr. Speaker, this one has gone much too far and it is going too far in this province as well, and that is that increasingly, as government begins to put further strictures, limitations and restrictions on the kind of research that is done, and who is going to do it, and where it's going to end, and what use it's going to be put to, we are simply deadening any spirit of free, creative inquiry which is what university should be all about.

Now I believe in the rationalization of research, Mr. Chairman, but not in the way it's being done, because we now have people inside closed doors who are telling us what kind of research should be done and how it should be done. We even have the Provincial Government saying to the Federal Government, "We want to tell you how you should be spending your research money in the Province of Manitoba." And what is simply happening, and other members of this House have alluded to it, is that we are in danger of certainly turning the universities into becoming less than universities, changing their form and structure to the

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(MR. AXWORTHY cont'd) . . . point where they simply become sort of highly expensive technical vocational training schools. And I don't denigrate technical vocational schools, because they have a direct purpose too; they're training people for jobs. But universities have another kind of purpose, and if we continue in the direction that we're going, which is simply to put sort of the blinders on research, then we are going to put blinders on the rest of society. Because without the capacity of people in universities and in other places to challenge, to inquire, to do things which aren't necessarily relevant to the Planning and Priorities Committee of Cabinet or to any other government body which may be deciding these things, then we are going to simply lose perhaps one of the few remaining sources of critical analysis of what's going on in our community and critical judgment as to where we should be going.

It is hard to put dollars and cents values. I was disturbed in part . . . Let me say that I was glad for the comments of the Member for Fort Garry where he said that we should be freeing up the spirit of research, because I was very disturbed by the comments made by the Leader of the Opposition two or three weeks ago, when he suggested, at least, and I wouldn't think that the Leader of the Opposition would revert to personal attacks, but we should be cutting back on research priorities, particularly my own. I would only suggest that I could only assume that that was done in some facetious sense, because I don't believe that any one of us is that . . . --(Interjection)-- He may have meant it, but then I would say it was simply a bad day for him.

But if that is true, Mr. Chairman, we must be very careful, because it is one of the most, I guess, difficult cases to see or to demonstrate its value, yet it has over the years, and over hundreds of years proven to be the most value, that if you turn off a tap or if you begin saying, you know, "Here's our blueprint and if you don't like it, go back to peddling papers," or whatever it is, then we simply become a society of automatons, simply where big brother speaks and everyone else sort of asks, "How high do we jump?"

I, Mr. Chairman, went through an experience in my own graduate school in the United States, which had lived through, as a private university, some serious periods of repression in that country, where there was an attempt by government to try to compel universities to do as they wished and to cut down on the spirit of inquiry and critical judgment because it didn't happen to agree with the politics of the moment, or the politics of the day. And I saw the tremendous damage it did to the abilities of people inside the universities to maintain that spirit. And I think it's partially attributed to, in many cases, to the kind of commitment that some people in the universities make to that kind of role in life, that they were able to offset the kind of damages that occurred in the United States during the period of the 50s and even the early 60s.

And so I would suggest, Mr. Chairman, that one of the things that we should be looking at very much when we look at the role of universities, are these kinds of questions that relate directly back to what are we trying to do to our universities, because right now the end result of both the sins of omission and commission is that we are not doing our universities any service at all.

MR. CHAIRMAN: Resolution 33. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I wonder if we might just put on the record here, for additional information, the amounts of the grants to each of the universities in St. Boniface College. I believe these were published but I think it would be useful to have them on the record. Does the Minister have those?

MR. HANUSCHAK: I don't have them at the moment but I could obtain them. I'll have them put in the record.

MR. CHAIRMAN: Resolved that there be granted to Her Majesty a sum not exceeding \$74,295,700 for Colleges and Universities Affairs. (Passed) Resolution 34(a)(1). The Honourable Member for Fort Garry.

MR. SHERMAN: Just one quick word on Student Aid, Mr. Chairman. I would hope that part of the additional appropriation, which is substantial in this area, is going to go to administration of Aid applications and programs, because my own experience is that the Student Aid Office last year, the year just ended, either through bad staffing or bad luck, was a bottleneck and a jungle that made applications by many students for aid just impossible exercises in frustration and disappointment and lost time and lost energy. I don't know when

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(MR. SHERMAN cont'd) . . . I have come across an office operation that seemed to create so many problems for people coming in contact with it, as I did last year at the main Student Aid Office in the city, and I would hope that the Minister is giving some attention to straightening out that bottleneck. I don't know what is required, whether it's better staffing, more professional staffing, better space, better training for people going into that office. Certainly what is needed there is more consideration on the part of those in the office for the students and their families who are seeking aid. But whatever he's doing, I hope that there is considerable effort spent to eliminating what I have referred to as a jungle, that jungle of red tape, confusion and frustration, because it cost many students and their families considerable in time and worry and anxiety and frustration, in my experience, and I'm sure many other members of the Legislature had this same experience.

The main thing that's needed there is some sensitivity to the fact that the people in that office are public servants, that they are supposed to be helping students and their families. I find it particularly objectionable when a member of the Legislature or any other elected official who is trying to act on behalf of a constituent, is treated in cavalier fashion by an office and a staff serving in a public service capacity. I find that that is totally unacceptable conduct and behaviour, and I think that it's necessary perhaps for the Minister to, through his Department, have a few moments and have a few words with the persons who staff the Student Aid Office and any other student aid agencies, and just remind them of the fact that they are working in the public interest, and when they're approached by elected public servants that a little more co-operation and communication is much to be desired. I found, to my dismay, that it was far more difficult to obtain action and help and communication through that office than through any office of government which I have ever approached. I have never found it difficult to obtain help or communication from a ministerial office in this building, but I did find it extremely difficult to obtain answers and help and information from constituents of mine through the Student Aid Office, and I would be remiss in my duties and my responsibilities to my constituents if I didn't put that on record, Mr. Chairman.

MR. CHAIRMAN: The Honourable Minister.

MR. HANUSCHAK: Mr. Chairman, in response to the Honourable Member for Fort Garry, if I could respond briefly. All I want to say is that one of the problems last year - and I must admit that it was an underestimate on our part - was the number of student aid applications that we received, and the number far exceeded that which we estimated for, which we staffed ourselves for, and hence there was a need for last minute additional staffing and the processing of applications. I would like to assure the honourable member that this year we are much better prepared to process the Student Aid applications for the forthcoming academic year, not only in our own office, but we have made provision for the location of student aid staff at the community colleges and the universities, who are there right on site, whom the students could meet there and then for assistance in the completion of student aid application forms and if a form should be incorrectly completed it can be returned back to the student aid applicant more quickly and thus assist in the general over all, more rapid processing of student aid applications.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, can the Minister tell us how many people are employed in that department as of March 31st this year compared with a year ago?

MR. HANUSCHAK: If the honourable member would just bear with me for one second, I could get that information for him. With the extra staff that we had to put on for the fiscal year just ended, we had budgeted for 22 and we ended up with 28.5, and for the forthcoming fiscal year it will be a total of 42, 28 full-time plus 14 temporary. But I want to make the point clear to the honourable member that we're speaking in terms of staff man-years, so when you're talking about 14 temporary it could be 14 bodies each 12 months a year, or it could be 14 times 52, you know, if they are employed only for one week. What I'm really saying is that the bulk of the work will commence about now, or shortly hereafter, and continue for the next few months, so therefore most of the 14 staff man-years that's allocated for temporary will be employed between now and September or October.

MR. MCGILL: Could the Minister give us any indication of what saving in staff numbers was accomplished when the program was computerized? I believe it was put on a computer basis about a year ago or a year and a half ago.

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MR. HANUSCHAK: I can't really answer that question to the honourable member, because while that occurred there was a continuing increase in the number of applications. But we are satisfied of this that we have developed a system now which will provide for an efficient processing of student aid applications, in fact I think I can say probably one of the most efficient processing systems in the Dominion of Canada, when one takes into account the fact that our student aid applicants receive notice of the level of support that they can hope to receive either before or very shortly after the commencement of their academic term.

MR. MCGILL: Mr. Chairman, the appropriation seemed to indicate that the amount of student aid assistance to be granted this year will be more than twice the amount of last year. Is that a fair assumption from the figures shown last year and this year?

MR. HANUSCHAK: Mr. Chairman the increase is approximately a third, because we had to special warrant during the course of the year. As I indicated to the honourable member a few moments ago, we did underestimate the number of applicants that applied and hence, because the number of applicants exceeded that estimated, therefore we did have to special warrant, and we special warranted for just something in the order of about five million. So really, as I said, it's an increase of about a third.

MR. CHAIRMAN: Resolution 34 (a)(1)--passed. (2)--passed. (3)-- The Honourable Member for Radisson.

MR. HARRY SHAFRANSKY (Radisson): Mr. Chairman, I just want to ask the Minister, what is the criteria for the assistance under Student Aid?

A MEMBER: Can he tell you tomorrow, Harry?

A MEMBER: . . . under the Universities Grants Commission.

MR. HANUSCHAK: It doesn't come under the Grants Commission.

A MEMBER: He wants it on the record.

MR. HANUSCHAK: Mr. Chairman, the criteria for student aid are on the basis of need, taking into account those expenditures which are bona fide expenditures which one must incur to maintain himself and to enroll himself in a post-secondary institution, or a high school student for that matter, on the one side of the ledger, and the cost of education on the other. And having determined the level of support, then the first \$400.00 of need is by way of student loan, then it's a student bursary and loan mixed, up to a total maximum at the present time of \$3,200 for the forthcoming year that a student will be able to receive by way of student aid, which at the maximum level of \$3,200 it would be made up of a \$1,400 bursary and \$1,800 loan.

. . . continued on next page

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MR. SHAFRANSKY: Well, I'd still like to ask the Minister - You've indicated the amounts. I still would like to know the criteria. Is age a factor? Is the income of the parents a factor? If a person is 18 years old, does he still have to rely on the fact that his parents have a certain income and do you have to take that into account before a person is eligible?

MR. HANUSCHAK: Mr. Chairman, no. Age - I was going to say to the honourable member that age per se is not a factor, but there are two categories. These are the criteria which are followed by the Canada Student Loan Plan. The two categories of students are . . . Oh, I should have also mentioned that the students must be residents of the Province of Manitoba. The Group "A" category, as it's commonly referred to, are residents of Manitoba if their parents are residents at the time the applicant begins the academic year; and the Group "B" are those having independent status. That would mean that they must be what? Over 18 years of age, and they must . . . I'm sorry, there's no age requirement but they must have been self-supporting or married for a minimum of . . . or two years in the labour force, or four years post-secondary.

MR. CHAIRMAN: The Honourable Member for Roblin.

MR. J. WALLY MCKENZIE (Roblin): Mr. Chairman, I would like to ask the Minister how much of the repayments are unpaid today from those students who have graduated and entered the labour force.

MR. HANUSCHAK: Repayments of what, Mr. Chairman?

MR. MCKENZIE: Of the loans.

MR. HANUSCHAK: We are not involved with the loans. We are involved at the application end but not at the repayment end, but if it would assist the honourable member, and I cannot recall the figures precisely, but I did see a report from the Federal Government - because the loans are guaranteed by the Federal Government - a report of several months ago, and it showed a very very small percentage of borrowers who defaulted in the repayment. A very, very high repayment ratio.

MR. CHAIRMAN: Resolution 34(a)--passed. Resolution 34(b) (1)--passed; (2)--passed, (3)-- The Honourable Member for Fort Garry.

MR. SHERMAN: Just before that goes, Mr. Chairman, I wonder if the Minister could tell us what initiatives are being taken this year in the area of student summer employment.

MR. HANUSCHAK: I'm sorry, Mr. Chairman. Would the honourable member please repeat his question? I missed the first part of it.

MR. SHERMAN: I just wondered if the Minister could tell us what initiatives are being taken by his department this year in the area of student summer employment.

MR. HANUSCHAK: Mr. Chairman, the indications are that the prospects of student employment in the private sector this year would be better than those of last year and previous years, so therefore our student employment program would be limited to the agricultural, the departmental hiring in government student employment, and the rural student employment program, but we will not be proceeding with the special regional, the community regional projects such as we had last year, and the last number or the last category employed something in the order of 1,100 to 1,200 students last year, so it will be about that number less. We're planning on about 3,400 students being employed in the three categories that I have mentioned, departmental, in government, and the rural student employment. To identify students who may be prospective employees, and also to identify job opportunities for them, the government departments are being canvassed for whatever need they may have for summer employment, and also the rural communities are being canvassed for the rural STEP program that we had last year, and then the process is continuing to match up the job applicants with the jobs that are being available to employ the students for the summer.

MR. SHERMAN: How does the figure of 3,400, Mr. Chairman, compare with last year's total?

MR. HANUSCHAK: It's about 1,600 less than last year.

MR. CHAIRMAN: The Honourable Member for Rock Lake.

MR. HENRY J. EINARSON (Rock Lake): Mr. Chairman, under the Student Employment Program, is there any federal money involved in this program with the provincial?

MR. HANUSCHAK: No, Mr. Chairman, no. There can't be, because if they're employed by the government - the Federal Government operates their own. This is strictly our own, not the federal's.

MR. SHERMAN: Mr. Chairman, the Minister says it's about 1,600 less than last year.

(MR. SHERMAN cont'd) . . . . Does that mean that there's 1,600, in the view of the Department there are 1,600 fewer jobs available, or there are 1,600 fewer students looking for jobs?

MR. HANUSCHAK: Mr. Chairman, I think the point should be made that the Student Employment Program operated by the government is intended to be - or the jobs made available are . . . You know, we consider ourselves as employers of last resort, as it were. It's not our intention to compete with the private sector or with any other job opportunities. Our hope is that the students seeking summer employment would make an effort to seek out and obtain whatever summer jobs there may be available elsewhere, and failing that, then there are the jobs available which I have mentioned. But it's not our intention to provide a job for a student and by providing a student with a job in government, or in a government-operated program, thus to deprive someone else of a summer employee who may be in just as great a need of summer help.

MR. SHERMAN: But then from that, Mr. Chairman, can we conclude that the decision, or one of the factors affecting the decision to reduce the total number to 3,400 this year, derived from an examination of the private sector and the conclusion that there would be approximately an equivalent number of opportunities available in the private sector?

MR. HANUSCHAK: Yes, Mr. Chairman, that's the point that I thought I made earlier. You know, this is based on our labour demand forecasts that we predict for the year, and I would also want to assure the honourable member that the way the Youth Secretariat operates it's geared up in such a fashion that it can respond on relatively short notice. Honourable members may remember two incidents last spring, three incidents in fact. One was the basement clean-up project which was organized by the Youth Secretariat in the City of Winnipeg after that flash flood that we had during the long weekend in May. The other was the flooding on the southwest beaches of Lake Winnipeg just south of Winnipeg Beach, and I guess in that general area, where students were recruited on very short notice. And the third was around Alonsa, the worm infestation, whatever type of work it was, I'm sorry. The tent worms, is that it? The tent caterpillar. Students were organized to go out there on very short notice. What I'm really saying, Mr. Chairman, that if it should appear during the course of the summer that we have underestimated the job opportunities in the private sector for the students, then we would certainly make every effort possible to move to accommodate those who may be unemployed but seeking employment.

MR. CHAIRMAN: Resolution 34 (b) (3)--passed. Resolution 34 (b)--passed. Resolution 34 (c). The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, this is another one-liner on our estimates that cries for an explanation and some detail. I understand from previous discussions with the Minister that this is where the Planning and Research Branch appears, under the name of Special Projects. I have listed here FOCUS as one. The Special Mature Student Program, up to this year I guess, was in here. IMPACTE. Winnipeg Centre Project, New Careers. I presume the Community Educator Program is also one. The Post-Secondary Education Districts Program, the pilot program, is another. Are there any others that I haven't listed? Could the Minister add to that list?

MR. HANUSCHAK: Yes, Mr. Chairman, I think the Honourable Member for Brandon West certainly mentioned the larger ones. The special teacher training projects. Yes, there are three: IMPACTE, the Winnipeg Centre Project, and TERM - that's the program designed, a teacher training program in rural Manitoba in the south as opposed to the north. The Special Mature Students Program at three universities, Brandon, University of Manitoba and Winnipeg. At the University of Manitoba we will be venturing into a Mature Students' Program in faculties other than just the Faculty of Arts: Faculty of Agriculture, Faculty of Law, Faculty of Physical Education, Faculty of Administrative Studies. The FOCUS program is included here; the Community Educator Program; Informal Education - that will be an on-the-job education program for employees, and this will be commenced at . . . Brandon is one, I know, and I believe the Health Sciences Center is the other. And the Native Family Counselling Program. Those are the ones that are included in the Estimates as Special Programs for the forthcoming fiscal year.

MR. MCGILL: I was interested in getting the names of the programs and a breakdown of the appropriation of \$3.2 million, roughly, on these various programs. Have you that information available?

MR. HANUSCHAK: The salaries - Well, Mr. Chairman, the salaries for these programs

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(MR. HANUSCHAK cont'd) . . . . . What happened was that this was put in one line but . . . The \$3,17 million is 297.2 - yes, there's one other program that's included which I did not mention. No I didn't, because these are the Education programs. This also includes the New Careers program, \$297,200, and salaries of \$946,200, then the costs of the programs because . . . well certainly programs such as IMPACTE, the Winnipeg Center Project, the Mature Students Program and so forth. There are living allowances to students which brings up the costs of those programs. IMPACTE is \$453,000; Winnipeg Center Project \$420,000; TERM \$208,000, and so forth. So the cost of those programs is \$1.9 million. So it's \$1.9 million, \$1,935 million plus \$946,000 salaries, plus \$297,000 New Careers which brings it to \$3,178,000.

MR. MCGILL: I didn't get a figure for the FOCUS program.

MR. HANUSCHAK: FOCUS, \$350,000.

MR. MCGILL: Mr. Chairman, in connection with the FOCUS Program, I wonder if the Minister could give us some explanations. I understand that the enrolment has gone up from 185 last year to about 500 students this year, but that they are unable to get either the Brandon University or the University of Manitoba to sponsor this program. What's the problem there? Is this going to be a program that will continue indefinitely as a Planning and Research effort, or is it the intention and the objective of the Department to have this eventually recognized as a university credit course, or courses?

MR. HANUSCHAK: Negotiations are under way to obtain university accreditation for those, because one must remember that FOCUS offers a variety of courses, and it may well be that a university in Manitoba may not wish to give credit for each and every course that is offered under the FOCUS Program, but negotiations are under way at the present time to obtain university accreditation for those courses that are comparable to university courses, comparable in content. And I should mention that the community colleges give credit for them at the present time.

MR. MCGILL: I understand the FOCUS program is centered at Red River, or near Red River Community College, but is it under the direction of the Red River Community College?

MR. HANUSCHAK: No, Mr. Chairman.

MR. MCGILL: Mr. Chairman, is it true that the FOCUS program was once under the sponsorship of Brandon University and that this sponsorship was withdrawn?

MR. HANUSCHAK: No, it wasn't under the sponsorship of Brandon University, but there were negotiations under way which had broken down.

MR. MCGILL: Can the Minister tell the House what were the circumstances, the specifics in the application, that were unacceptable to Brandon University?

MR. HANUSCHAK: I would have to check back, Mr. Chairman. I must admit that this was prior to my assumption of this portfolio and I'm sure that I have the information. I'd provide it to the House but I do not have it.

MR. MCGILL: Will the program be continued indefinitely if the program does not receive accreditation by either one of the universities that have been approached?

MR. HANUSCHAK: Well, Mr. Chairman, you know, this is indeed a difficult question to answer because the honourable member, you know, is seeming to suggest or imply that university accreditation of a program is the only feature or the only characteristic of it that makes it attractive to a student. But it so happens that, as the honourable member himself admitted, that the enrolment in FOCUS courses had increased very dramatically during this year, and it would seem to me that the more valid criterion that we would want to consider would be the acceptance of the courses that are offered, although I will agree with the honourable member that it certainly would be preferable if we could have university accreditation for those courses that are of an academic nature such as offered by a university.

MR. CHAIRMAN: Order please. The recorder advises me that we need a short break in the proceedings to allow him to change the master tape. Members would bear with me for a few moments, please.

The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, if I understand the Minister correctly, he is suggesting that the popularity of the program should be one of the fundamental factors involved in whether or not the university accepts it as a credit course. Now if that is the case, surely I am mistaking what the Minister intended. I admit that the popularity is certainly there, but does that make it then a course of sufficient standard that the universities should accept it?



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MR. HANUSCHAK: Well, Mr. Chairman, if university acceptance of a course is the only criterion that we accept, then we may as well discontinue our community colleges and a variety of other programs that we operate.

MR. MCGILL: Well I presume, Mr. Chairman, that the universities are still interested in standards and that there must be certain standards applied to courses before they are accepted as credit courses for university, and there is nothing that would imply from the number of people taking the course that the standards had been achieved. So I am simply asking the Minister if he would recommend to the university that they accept it because of its popularity rather than on its course content.

MR. HANUSCHAK: Well, Mr. Chairman, whether the universities give credit for the FOCUS courses or not will not be dependent upon popularity but, as I indicated to the honourable member at least twice, the university will examine the course content, and if the content of the course is such as merits university credit at whatever level, then those universities that will choose to give credit for those courses will do so, and that is presently being negotiated with the universities.

MR. MCGILL: Mr. Chairman, I wonder, to eliminate the difficulty we had just a few minutes ago in getting the amount of the appropriation applying to the various special projects, if we could have instead of one line on the estimates, perhaps the special projects named and the amount of money involved with each project shown on the estimates.

MR. HANUSCHAK: Mr. Chairman, I'll take that under advisement and I'll certainly bear it in mind when the estimates for the next fiscal year are being prepared.

MR. CHAIRMAN: (The remainder of Resolution No. 34 was read.) Resolved that there be granted to Her Majesty a sum not exceeding \$25,727,300 for Colleges and Universities Affairs. (Passed)

That concludes the estimates of the Department of Colleges and Universities Affairs. Committee rise. Call in the Speaker.

Mr. Speaker, the Committee of Supply has passed certain resolutions, directed me to report the same, and asks leave to sit again.

IN SESSION

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

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

MOTION presented and carried.

MR. DEPUTY SPEAKER: The Honourable House Leader.

MR. GREEN: Mr. Speaker, I move, seconded by the Honourable Member for Morris, that the House do now adjourn.

MOTION presented and carried.

MR. DEPUTY SPEAKER: The House is accordingly adjourned and stands adjourned until 2:30 p.m. tomorrow afternoon. (Wednesday)