

TIME: 8:00 p.m.

ESTIMATES — EDUCATION

MR. CHAIRMAN, Mr. William Jenkins (Logan): I refer honourable members back to page 20 of their Estimates Book, Resolution 48(a) Minister's Compensation — Salary and Representation Allowance. The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, the Minister at the adjournment hour this afternoon was making some responses to the observations of the Leader of the Opposition and I would expect that our Leader will wish to make some comments on the Minister's statements in due course. That would give us the opportunity at this time to deal with one or two matters that still remain and which could properly be dealt with under the Minister's Salary.

One that I would like to refer the Minister to now would be : the reports that were carried in the paper some days ago concerning a discipline problem, at least it appeared to be a discipline problem at one of the larger Winnipeg high schools. I think those reports were a matter of some concern to many people both those directly associated with education and those who regard it as a most important part of the responsibility of this government of Manitoba. The matter to which I refer related to some problem in a high school in Winnipeg in which there was a resulting illness which was attributed to the use of a washroom for luncheon purposes at the school. I wonder if the Minister has looked into this or does he attribute it, and the conditions related thereto, to some lack of discipline in this school.

That of course, Mr. Chairman, leads us to consider whether or not there is a good backup for teachers and principals in our school system to be able to take a stand in these matters and to maintain some kind of order and to prevent vandalism in the schools. It appears that the use of this washroom was necessitated because some closing of a normal lunch room which had been damaged, and I have no doubt that the Minister has some concern in this general area. I would like to hear from the Minister if the teachers and principals involved in the school system can be encouraged to take a stronger stand in these matters and to prevent the kind of thing from happening that did happen in this particular school. I think that kind of support and encouragement would need to come right down through the system, through the divisional boards and members of the boards and senior officials in his department and from the Minister himself. If he were to take the lead in encouraging and backing up people in the system, meeting these challenges to the preservation of good discipline in the schools I think that it would go a long way towards some restoration of a better system of schools.

MR. TURNBULL: Mr. Chairman, I will take those remarks as they were intended. I assume that the intention was to elicit from me whether or not I, as the Minister of Education, support teachers and school administrators in discipline in the schools. The answer is a clear and unequivocal yes. I believe that nothing can happen in the classroom unless there is discipline and when I say classroom of course I would extend that to mean the whole school. The fact of this particular happening, occurrence developed in this particular school is one that should not, quite simply, have been allowed to develop. The problem is that it seems that the many parents in that kind of situation do not want their children to be disciplined by teachers in the school. I believe that the administration of schools, the school administrators and the divisional administrators and the school trustees ultimately should back up teachers in carrying out whatever disciplinary measures are necessary to ensure that a school is a clean and healthy place, outside of the classroom and inside of the classroom. And certainly in the classroom I believe that teachers need the support, certainly, of the Minister of Education to ensure that there is order in the classroom; order that is based, as I've said in many speeches, on what I consider to be the expertise of the teacher and the mutual respect of the teacher for the students and the students for the teacher. That, I believe, is the essence of good discipline.

I have made remarks of this nature — I don't recall if they were ever picked up by the newspapers or the other media — but I have made speeches to that effect giving support directly to teachers in their staff rooms. I know I made similar remarks about the need for discipline in Killarney, in Ste. Anne, to 300 or so teachers in Beausejour, Selkirk, Souris, Thompson and other communities too numerous for me to recall offhand, but I believe this, I believe that discipline is necessary in the schools. And the backup support that is required, I think, is contained in the statutory law which we have in Canada. I think that answers the member's concern. He asks what position I would take and I think I have stated it clearly for him.

MR. MCGILL: Mr. Chairman, it may well be that the Minister's public statements of his concern for the level of discipline in our schools has somehow been overlooked by his coverage in the press and other of the communications media. It seems to me that it is important and I'm glad that he's made this statement in the Committee because it indicates, and I think will give encouragement to the people in the schools who somehow have felt that there was not the kind of general support that they

needed in order to take this stand, that there has been a moving away from the rather firm guidance that was offered in the school system and perhaps it's been associated with a greater informality in the teaching process. This was part of some of the modern trend in the school; the informal classroom approach which has its advantages in certain areas, but perhaps has tended to spread into the pupil-teacher relationship to a point where it has become less possible, or become more difficult perhaps, for the teacher to require the respect and the co-operation of students in providing an atmosphere and an environment in which all students can obtain the maximum result and the maximum benefit from their hours in school. So I'm encouraged by the statement the Minister has made tonight, I hope that that statement will be communicated through his department and to the divisions and to the schools in order that we may make some improvement in this area.

MR. CHAIRMAN: Resolution 48(a) The Honourable Member for Swan River.

MR. JAMES H. BILTON: I listened with some interest to the Minister's remarks and I applaud him when he says he's in favour of discipline.

I believe he has a letter from some angered parents in Minitonas which is part of my constituency and the principal apparently has taken it unto himself to discipline several youngsters, much to the dismay of the parents, and they have gone so far as to take it up with the local school board. I have a letter here which I don't think I need quote from because I believe the Minister has a copy of it.

The date of the letter is March 2nd and it's addressed to Mr. Danard of Minitonas who is the father of one of the children which he feels has been ill-treated and I'm not going to argue the pros and cons as to whether or not the child should have been disciplined. That's not my point, the point I'd like to leave with the Minister is the fact that the local people in Minitonas don't seem to be able to get any satisfaction from the school board in spite of the fact that there is a representative on the school board from Minitonas, and I believe the Minister has quite a file on it and I would appreciate it if he would look into it and probably come to some understanding with the people themselves.

Now whether the principle has gone too far too fast, I don't know. But in that the Minister has indicated that he is in favour of discipline - and he knows my feelings - would he be in favour of bringing the strap back into the schools of Manitoba? I believe the Minister will agree with me that some of the teachers have a pretty tough time, some of the language that they have to sustain from time to time from these youngsters is out of all rhyme or reason. And somehow or other, Mr. Minister, a way has to be found, not necessarily with the children themselves, but, sir, if you could use your influence to get to the parents, the parents are at fault under these circumstances and somehow or other we've got to get to the parents to discipline the children so that they will behave themselves in school much better than they have been in recent years. And I'm all for you doing whatever is necessary to extend your feelings in so far as discipline is concerned and I'm sure we'll all be better off, and certainly the children will be better off. But, sir, it's not the children in my humble opinion, it's the parents. And I'm saying this to the people in Minitonas also, that they have a responsibility to sit down in a rational way with school teachers and discuss these problems and pinpoint the children that are causing the problems, and see if not between them a conclusion can be arrived at for the harmony that schools should have.

Whilst I am on my feet, Mr. Chairman, if I may, we've gone through the Estimates and maybe the Minister does not have this at his hand, but pensions have been bantered around in the last 24 hours. And whilst I am not going to extend on that at the moment, I intend to take care of the Minister of Health at future dates. He is sitting there, you know, he is sitting there with a Legislative pension if he is defeated in this coming election, walking out : of here with around \$650 a month, so don't start talking about me or anybody over on this side because there are a few more — (Interjections)—

MR. CHAIRMAN: Order ! Order please. The Honourable Member for Swan River.

MR. BILTON: Mr. Chairman, speaking of pensions, I noticed in the Teachers Retirement Fund there was something to the extent of \$9.517 million that the people of Manitoba contribute to that teachers pension fund, is that correct? My question to the Minister is, Mr. Chairman, does this figure include the contribution by the people of Manitoba to the Canada Pension Fund for the school teachers? And if it doesn't, would the Honourable Minister favour me with the amount that the people of Manitoba pay to the Canada Pension Fund on behalf of the teachers of Manitoba?

MR. CHAIRMAN: The Honourable Minister of Education.

MR. TURNBULL: Mr. Chairman, that last question would have been more appropriately answered when we were on the appropriation on Teachers Retirement Allowance the Member for Swan River well knows. I hope I can get an answer for him very quickly on that. The first part I understand is "no," the exact amount — I just don't have that offhand. The Member for Swan River does realize this and I think he knows that he can take me at my I will get him that information and provide him with it providing it is available of course, which I assume it is.

The Member for Swan River applauded me in my views about discipline, discipline based on the expertise of the teacher and the mutual respect that develops in a classroom between a teacher and students and between the students and the teacher. That in my mind the essence of good discipline. I believe that there are times, quite extreme cases, when something more may be necessary. The

occasions when these occur sometimes result in corporal discipline being administered to students. It was not my understanding that corporal discipline had been abolished. Quite the contrary, the provisions covering that kind of discipline are I believe still part of the law and therefore there is no question of bringing it back, it has never been done away with. Indeed I do believe that it is still the policy of some school boards to administer corporal punishment in certain extreme cases.

I think that deals with most of the questions the Member for Swan River raised. There was a point that he made that I must applaud him for. He applauded me, I must applaud him, and that was the question of the parents being involved. It is pretty obvious that the school can do very little without the support of the home. And I have heard — and this is what concerns me, I want to say to the Member for Brandon West this is what concerns me about some of the unconstructive, purely negative criticism that floats around this Legislature about education, just education in general. Because what happens is that parents pick that up, however it is generated and they then begin to criticize the school system as the result of remarks made by Legislative leaders and the child then gets the idea that, "Well, my parents think that the school system is not up to snuff because of something they read in the newspaper which some person in the Legislature said." That begins to develop a self-fulfilling prophecy and doesn't help.

Certainly criticism in a dynamic educational system that we have, criticism of a positive and a constructive nature, is always welcome. And to the extent that this debate on my Estimates has produced that kind of positive and constructive criticism, I welcome it, and to the extent that it is necessary to act on it, I will. But I do want to applaud the Member for Swan River for his recognition that parents are important in this whole role and I hope he will recognize that the parent council grants that I have introduced as part of the leadership demonstrated by the department are designed specifically to try to encourage parents to become involved. It's a small amount of money but I hope it will do something towards encouraging parents to become involved and to break down this rather unfortunate gap that does exist, has existed over the years, between the parents in the home and the schools.

MR. CHAIRMAN: The Honourable Member for Fort Rouge.

MR. AXWORTHY: Mr. Chairman, I rise to comment on the Minister's Estimates on his Salary to make what I would like to think are some comments relevant to his own performance in the short time that he has occupied the office, and to provide that mixture I guess of sweet and sour that is the role of any opposition member.

We have had an interesting time I think in these Estimates. The dynamic and calibre of exchange this year I think has been quite different than in years past and in part I pay some tribute to the Minister in a sense that I think he has brought a kind of underlying commitment and perhaps even passion if you like to his office that I really think had been missing up to this point, certainly in the latter years of his predecessor's tenure. Not that I would want to personally point to it, but I just think that there had been a certain fatigue growing into the leadership of the Ministry of Education up to this point, and I think that that has been revived, from my own estimate of watching the Minister perform his duties. He has done it with a certain relish which frankly as an opposition member I find to be refreshing. For that I think the people of this province are going to benefit and I say that with a great deal of honesty. I think that we have a Minister who obviously enjoys his job and I think that that is a good sign.

But in saying it, but, to use that classic opposition phrase, "but," I think also if the Minister will let me extend that thought one stage further, I believe that some of the initiatives he has taken since occupying his new portfolio have also been for the better. Certainly a lot of unraveling that has seemed to be taking place in terms of the conventional structures of education at least now have a certain order to them, and I think that while I respect the need for that having had to happen, I also confess to a certain regret in the sense that there was maybe a kind of, just out of the chaos of the last year of two, there was a certain kind of excitement at least, at least a feeling that there was some openness to change. I think what we're in danger of getting into Mr. Chairman, is a little bit of a buttoned-down mind approach to education. I don't mean that in terms of the particular characteristics of the Minister, but there's no question that this is a period of retrenchment in a lot of areas. We're having to acquire a kind of a political . . . approach in everything. We all have to be very manly and self-righteous about our approach to policies. It seems that it's no longer in favor to let one's arms bleed a little bit at times for those who are not necessarily self-reliant and self-sufficient and able to stand by themselves.

I think if I had any intimation of the kind of concerns I would have, Mr. Chairman, it would be that the power blocks that make up educational policy in this province, legitimate as they may be, may have too much pressure at the present point on the Minister, that as a former member of the educational fraternity, and one that saw in his role of having to put the pieces back together, there would be, I think a natural tendency to begin following a certain legitimized line of thought about what should be done. I think the Minister has touched some of the right bases, a certain genuflection towards refurbishing the elementary schools, putting more capital grants in, and I certainly

commend him for his ability to squeeze a few more dollars out of his colleagues in a time when retrenchment is on.

But, Mr. Chairman, and this is where I do underline the "but", there were certain periods during these Estimates debates which gave me real cause for concern. When we came across areas of sensitivity in the educational field, areas where there was no clear-cut legitimized consensus about what should be done, then the Minister found it either difficult to answer, or he was not willing to answer at all. I must confess to a real dismay, Mr. Chairman, when, late one night, we got into a discussion about the problems of native education in this province. While my own assessment of it is pretty limited because I haven't spent the time, but this past summer and fall having occasion to visit a number of the Indian reserves and communities in this province, and watched the deplorable state of educational opportunities for native people in this province, both on and off reserves, and tracing that back to the kind of social and cultural and economic problems that that's going to lead to, and asking, "What were we going to do about it, what steps were now being taken to put in motion some recapture of an approach to the problem of native education?" I kind of drew a blank with this Minister, Mr. Chairman, and that disturbed me a great deal, because I think that while it's important perhaps from a political point of view to be debating the three Rs and going back to basics and looking at standards, these are conventional wisdoms which are sweeping across North America, but in our own

province of Manitoba we have a particular, peculiar problem, and that is that we do have a group of people in the community who are significantly deprived and have been dependent upon the rest of us for well over hundreds of years. Our approach to the educational system, I don't think has been well thought through, and certainly from the performance, the results of that system are exceedingly sad. When you talk about 70 or 80 percent of native children dropping out before Grade 7 in many of the schools in and outside of Winnipeg, then you know the system is not working. I would have thought that coming from a government which expresses its feelings for a social democratic society at times, certainly less frequently than it used to,

I would have thought that that would have maybe become higher on the priority list for examination of things to do. I do express my real regret that there didn't seem to be any response to that particular problem. In any event, Mr. Chairman, that is something I think that does cause some real concern.

I would also want to raise the question again, that we danced around a fair degree in this House, and that is the provision of French language instruction, where again there seemed to be a degree of indecisiveness about what approach the government was going to take, that there was obviously a certain schizophrenia, I guess, in the government, one side approaching it from one particular point of view, another from a different quadrant on the compass. I know that it's a kind of a sensitive issue to deal with, and in some ways, in an election year, it's better to avoid, but the fact is, that in this particular time in our nation's history, we can't afford to simply let it go by in abeyance. I think that again, there should have been at this point in time, a much clearer definition of the role that the provincial Department of Education was prepared to play in supporting the expansion and development of Francais programs in this province, even to the point of at least setting out very clearly the kind of funding formulas that would be supported, promoted, and the kind of support services that would be allowed, and the kind of guidelines that they would like to set forward. So that again, at least in terms of my experience, was something that concerned me.

I would also like to say, Mr. Chairman, that I found a degree of mixed motives in the emphasis that we've been placing upon elementary education in this debate. No one denies that that's a very important formative time in the development of a child, but it seems to me, if there's any one problem in the general public school system, it really is in the secondary, junior high system. I have my own personal opinions. I think we should eliminate the junior high schools, frankly, I just don't think they perform the function they used to. I think we should have a primary and secondary system and leave it at that and reformulate them. But many of the problems that we run into, particularly in city schools, where you have very large senior high, junior high complexes with sometimes 1500, 2,000 students — I guess the high school that's in the Minister's own riding would be an indication, but certainly many of them much larger than that — and that the kind of things happening in those very large amorphous, highly impersonalized educational factories, at times leads me again to some concern of really re-thinking the approach to secondary education that's taking place in the province. While the elementary schools

have, I think, a much clearer definition of their own goals, the secondary system is where we have been playing around for the last ten years with a variety of options and trying different kinds of experiments, looking at could ways in which we manipulate the system.

I don't think we really have any clearly cut goals any longer for the secondary system. It manifests itself in part in the vocational training problem. I still find, with great regret, and perhaps I will take it up with greater length with the Minister of Continuing Education, the real absence of a serious manpower education policy in this province. I just don't think we're preparing students properly for

the kind of work in the vocational world that they're going into, as witnessed, Mr. Chairman, by the statistics that were just released today on employment in the province of Manitoba, which are really pretty surprising and really pretty frightening. When you consider that 13 to 14 percent of youths between the ages of 18 and 21 are unemployed, and that one of the conditions for that is because they feel that there isn't proper vocational counselling, guidance or training, you realize that we really are missing an awful lot of serious difficulties in the whole vocational manpower area in our secondary schools.

I know that you want to take one problem at a time and maybe go back to the elementary system and work it through, but while we are talking about putting increased grants in the elementary system, —(Interjection)— I'm aware of that Program Development Committee, and I'm still waiting for the results, but I think where the confusion exists in the public school system, is in the secondary level. The goals are not clear, the programs are mixed, and what we are trying to achieve, we're not so sure any more. I think the government, this one and successive governments went through the period of trying to re-orient from a straight academic university oriented program into ones which would provide a number of options' but you get into those options, boy, you know, some of the school leaving certificate programs and so on, are pretty shaky at the best of times. I can recall a discussion a while back, a month or so ago, with people even talking about the kind of behaviour that goes on in many of our secondary schools, the increase in unwed pregnancies and these sort of things which the Minister of Health and Social Development might want to take a look at at some point — there's no "there, there!" in the secondary school system any more, to quote an American poet. I don't think we know what we're trying to do and I would have liked to have seen, rather than simply an emphasis on putting more dollars into reducing teacher ratios in the elementary school system, relating that to a broader based prospective on how does that then flow through the secondary school system so that the connecting link between that secondary system and the world of work and the world of universities and the world of continuing education had some more rationality to it and had some more order to it.

Finally, Mr. Chairman, I would also say that I am concerned still about the lack of appreciation that I feel about what's taking place in city schools. The population changes that are going on in the city are pretty dramatic, almost more than most of us can comprehend, and I don't put the emphasis totally on the school system, because I think they have been overwhelmed in many respects by what's taking place. The problem is that we have tended to put the onus on the schools in large part because so many other institutions in society, the church, the family, and all the rest of it, are weakening in their ability to maintain some capacity to control and deal with it. —(Interjection)— Well, whatever it may be, but there's an awful lot of serious disruption taking place in the many of the city school systems, the transiency rates, the truancy rates, the delinquency rates, all these indicators which demonstrate that the schools are really fighting a holding action at best, and while there are many dedicated teachers and educators working in those systems, I think many of them feel frustrated, that they're not so sure that they can cope as well any more with the variety of demands. —(Interjection)— well, I'm prepared, Mr. Chairman, whether it's a voluntary or involuntary retirement, maybe, to take something like that up at some point.

Whatever the reason may be, I guess I just really felt that the Minister was, in his first several months in the portfolio, perhaps too busy putting out fires and looking after the administrative affairs to maybe sit back and take a longer thought at some of these difficulties that are beginning to appear on the surface of our educational system. The reverberations of those changes, unless arrested and coped with in a very immediate fashion, then the rest of society and the institutions are going to be paying for it for a long time. I think that is the real difficulty that we face, that the school system is not a singular, insular system that is an island unto itself. What happens in the schools highly influences and affects everything else that goes on in our community. I'm afraid that we're all paying a very heavy price now for some of the problems that exist.

So, Mr. Chairman, my comments in terms of the Minister's salary, that if he wants to earn his keep — which I'm sure he does, because as I said, I respect his commitment to the job — then I would hope that in the time left to him, however much time that may be, that we set in motion in that Department of Education, the initiation of perhaps an almost more of an understanding of the education problems, not as seen by the professionals in education, but as seen by the laymen in education, and to escape in part from that kind of professional trap. I would hope, Mr. Chairman, that on that basis we might be able to reorganize our educational system both from a structural point of view and also a content point of view, and certainly from a funding point of view, to more aptly reflect what's taking place in present-day Manitoba.

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

MR. WALLY JOHANNSON: Mr. Chairman, I'd like to say a few words on the Estimates of the Minister on his salary. In the past, Mr. Chairman, I have had some rather unkind words to say about the department and the directions of the department under his predecessor. I would, —

(Interjection)— no, I haven't entirely changed, not very much at all. Unlike former occasions, today I want to say something nice about the Minister and about the department, so the Minister can feel that his back is safe today. —(Interjection)— It's not because of an election either. The Member for Fort Rouge expressed some concern about the possible tenure of this Minister. I think I can say with a little bit of confidence, that he'll be there for some time and I think that the educational system will be in pretty good hands.

As I said before to the Member for Swan River, who will not be a Minister, my views of high school education basically have not changed. I still have some of the concerns that I have expressed in the past, but I am pleased that the Minister has, I think, changed some directions within the department. I think that there is more concern with evaluation, which pleases me; there is a concern for excellence, which the Minister has expressed repeatedly, and I'm very pleased to hear him express that concern for excellence, because to me, this is an essential function of our school system, to provide intellectual excellence to produce good people. He has expressed a concern for the basics, and I have maintained in the past that to me, a neglect of the basics penalizes working class kids, rural kids, remote kids, more than it penalizes the children of middle-class and upper-class parents. The child of wealthy parents will do reasonably well in life, regardless of the school system, because his home environment will compensate, more than compensate for failings in the school system.

Mr. Chairman, I'm pleased with what the Minister is doing. I'm pleased that he has expressed some interest in discipline, I happen to believe in discipline. I believe perhaps in a more fundamental kind of discipline than the Minister does. I believe in the strap, yes, Mr. Chairman. I taught for some years in the school system, and I used the strap. I used it as a last resort, very unwillingly, I must say that it hurt me almost as much as it hurt the student. The strap should only be used as an ultimate resort and it is not something that the majority of teachers want to use. .

Mr. Chairman, I want to talk about elementary education, I want to talk about elementary education in the inner city of Winnipeg, because I represent an inner city area and what is happening in the department affects my area a great deal. One of the things that the department has done is to carry out a building program in the inner city. It has built new schools, it has renovated schools, it has provided additions to schools in the inner city. To me, Mr. Chairman, that is a vote of confidence in the inner city. We are not allowing our inner cities to decay, as is happening in some American cities. We are showing a very real interest in the inner city, and we're proving it by rebuilding the schools in the inner city. I attended the opening of a new school on the edge of my constituency the other day — the Minister opened the school — the new school at General Wolfe Junior High. And, Mr. Speaker, this school replaces a decrepit old structure that predates even the Tory Government. It was built in —(Interjection)— 1920 . . . I guess the Honourable Member for Swan River was still around. This is a marvellous new structure and it will make possible, I think, some better learning in the inner city.

I've become more aware, Mr. Chairman, of elementary education because my own daughter is now starting to attend school and I'm finding out from personal experience what is going on in the elementary school system. I'm only sorry that the previous Minister is not here because some of the things that have been going on in elementary education were begun under his tenure and under the tenure of the Honourable Minister of Urban Affairs and my praise of the school system at that level extends back to the tenure of the previous two Ministers.

One of the programs that is, I think, to be praised a great deal in the elementary system is the nursery school program that is going on in the inner city. The nursery school program is funded by the department, I believe —(Interjection)— Am I wrong? If I am wrong, Mr. Chairman, I am wrong, but then the credit for the Program must go to School Division No. 1, the City of Winnipeg, which has an NDP majority, so I am quite willing to share credit for the good things in our education system with the NDP majority on the Winnipeg School Division No. 1. I think they are doing a good job in this respect. The nursery program in the area in which I live provides a tremendous function and provides a very needed function because in my area a very high percentage of children are immigrant children. They come to school, to the nursery school, frequently not speaking English. One of the things that the nursery school does is, besides acclimatizing them to an early learning experience, is that it introduces them to the English language, to the use of the English language.

I must say that I'm very impressed with the program. I'm impressed with the level of teaching in it and if the credit must go to the City of Winnipeg School Division, I am glad to give the credit to the school division.

The schools in my particular area are old schools but the programs are excellent even in the setting of old schools. The schools are old but they are structurally sound and they are good schools still.

I'm also impressed with the special programs that are — and this time I am sure — partially funded by the Department, the special programs for immigrant children. There are counsellors in the schools who help immigrant children to adjust to the school system and who provide a very important link between the teachers, the children and the parents. I'm very impressed with this.

I gather, I'm not sure if this is yet implemented, but there is a movement, for example, to teach

Portugese, I believe, Portugese history' Portugese culture and this is the kind of movement that I would very much favour and I would certainly support. If this program is not yet implemented, I would urge the Minister to try to find a few dollars to put into this program to promote it.

We pride ourselves in being a multicultural province. One of the ways we have to do this is by preserving the culture of the immigrant groups that come here. To me this is important. We should not merely pay lip service, we should not merely trot out to Folklorama when it comes around once a year, we should try to preserve the language and the culture of each immigrant group as a living thing.

I come from an immigrant group which came to this country three generations ago. I unfortunately have lost my language and that really is a shame, Mr. Chairman, because that really is the most precious link with the past which my particular group has.

I want to also talk, Mr. Chairman, about the kind of parent-teacher co-operation I have observed in the schools in the inner city. From my experience, there is a very impressive degree of communication between the parents in my community and the school and I am talking about not a wealthy community, I am talking about a community of working people. The level of communication between school and parents is impressive and I think this is essential if you are going to have a successful school system in such an area.

For example, there are volunteer parents working in the schools in my area. Mr. Speaker, this is something that did not exist, I believe, in the days of the Tory Government, volunteer parents working in the schools. I would doubt it very much —(Interjection)— Mr. Chairman, this program should commend itself particularly to the Honourable Member for Swan River because it costs nothing. It costs absolutely nothing and it provides free labour to the school division. The parents work without remuneration, they provide individual instruction under the guidance of the teacher and they provide some small-group help and they provide a very important link with the parents in the community.

In my area there is also a very successful Parent-Teacher Association. The Honourable Member for Roblin was talking about the Home and School Association. The Parent-Teacher Association in my community, I would tell the honourable member, does not have any public funding, doesn't cost a cent to anybody, and yet it works beautifully. The parents come out, the principal, the vice-principal, some of the teachers come out. There is communication and it doesn't cost a penny. And again, I'm really impressed with my particular experience and I would like to compliment the principal and the teachers in my particular area —(Interjection)— and the school trustees, yes. I think they are doing a fine job.

I would like to touch on just two more items, Mr. Chairman. I am also impressed with the school lunch program that I have observed. It has come under attack recently. I don't know whether the Honourable Member for Pembina raised this in the debate, if he didn't I would be surprised because his policy is to starve them — he would take milk out of the mouths of babes. Mr. Chairman, I have observed the school lunch program in operation and I have talked with teachers, I have talked with the people involved and they are convinced that it is serving a function and that it is worthwhile. They find that some children who are either not fed because their parents are not home or for some other reason, are fed in the morning. They are more attentive, they function better academically and they are not hungry. In the opinion of the people who are in the schools, the program is a good one.

I have read through the study 'the Sabri Study, and I think it's a waste of money, whoever paid for it — I think the department paid for it partly. I think it was a waste of money. I'm not that impressed with the methodology of it and I'm not that impressed with the findings. —(Interjection)— Yes, I think it is a restatement of the bias that the author had when he began the study, so it doesn't impress me and I would urge the Minister to certainly evaluate the program closely. Evaluate the program closely, but don't discard it very quickly without a very close examination of it because my impression of the program is that it's a good one and I'm not merely talking from a bias position, I am talking from the experience of people who are closely involved in working with the program and working with the children who are being fed by the program.

I would like to say one final word about the central role of teachers. To me, the teacher is the central figure in the educational system —(Interjection)— No, I disagree fundamentally with the honourable member. The Honourable Member for Churchill agrees with the Dewey concept that the child should be central and essentially what that produces is a system of spoiled brats. Mr. Chairman, I'm still a traditionalist in my educational philosophy, I do not believe in student-initiated courses because I happen to think that a trained teacher who has an academic training and a professional training does have some capacity to provide guidance to children and I don't think that a child at the age of 12 or 14 has the intellectual training, the knowledge to make decisions which are going to affect him for the rest of his life. I think that he can stand some guidance from his parents, some guidance from his teachers and I think teachers have a responsibility to provide guidance, to provide training. To me, that is my conception of a traditional education.

I think that the directions in which the honourable member is moving are commendable. I think that they will help the teachers in our system, I concur with the remarks of some members opposite

who talked about the high level of performance of our teachers. I think teachers in this province are becoming, in fact I know that they are becoming more and more qualified in terms of training both professional and academic. I think we are getting better quality teachers all the time. I think that the directions in which the Minister is moving — (Interjection) — Yes, that may be. The fact that myself and the Honourable Member for Winnipeg Centre left the system may have raised the level of teaching a I don't bit. — (Interjection) — No, anticipate returning very shortly, I hate to disappoint the Honourable Member for Swan River.

But I think that the directions that the Minister of Education is taking are going to reinforce the role of the teachers and going to help the teachers and I think they are going to help the teachers provide better education to the children of this province and I wish the Minister well in his role.

MR. CHAIRMAN: Resolution 48(a). The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I know the Minister will want to respond to those very congratulatory remarks from the Member for St. Matthews and the Member for St. Matthews, I think, was missing from the debate on Education last year — we noted his absence, but he's back now and he chose his occasion rather well, I think. He managed to work in one or two rather favourable comments on his constituency and the people in his constituency and I thought that was a rather interesting addition to this debate which so far has been dealing with more direct questions relating to the educational system.

Mr. Chairman, really, I have two questions relating to one of the areas of concern of the Member for Fort Rouge. He mentioned the French program in Manitoba and the way in which this program is being administered now completely by the Bureau de l'Éducation Française. The thing that came out in our questions earlier in this area was that we're receiving, that is, the Province of Manitoba is receiving \$2.8 million in total Federal dollars to foster bilingualism in our province. I think that is the purpose of the Federal support in the French section, and Française.

If you agree, Mr. Minister, that that is the purpose, that is to promote bilingualism in Manitoba, are you satisfied with the way it is being used at the present time? We are talking about \$2.8 million. Do you think that we are making the best use of that Federal grant in achieving a bilingualistic ability in our Province of Manitoba?

MR. CHAIRMAN: The Honourable Minister of Education.

MR. TURNBULL: Mr. Chairman, the remarks made by the Member for Brandon West are ones that I will deal with after thanking the Member for Fort Rouge for his remarks and the Member for St. Matthews for his remarks about the direction that the Department of Education has gone on. I believe that the direction taken, the leadership shown will in fact encourage and assist the classroom teachers in the jobs that they have to do. The Member for Fort Rouge clearly pointed out some of the problems that children and young people in our school system have to cope with including the environment of the inner city. The department has made a commitment to keep that inner city viable by committing moneys to the construction of schools. We pay, as the Member for Brandon West and others here know, virtually 100 percent of school costs and the General Wolfe School is one such example.

The various problems that are faced by teachers, I think, need not negative and destructive criticism from politicians but positive encouragement and constructive suggestion, and I hope that we can conclude this debate in a week or two with that kind of positive suggestion and constructive criticism for the teachers.

The figures that the Member for Brandon West mentioned are the total figures. He is confusing the grants that are paid, roughly over \$2 million, with the \$800,000 roughly that are made available to the department in a separate resolution. That \$800,000, of course, is provided for various purposes which I outlined to him earlier in the debate. The \$2 million passes directly through, in grants, to the school divisions, virtually right through to them. His question though is a rather interesting one because what he says is, "Is the money paid out achieving its purposes?" Well, the money is paid out and only paid out in the event that the divisions have the program in place. And I explained to him it's paid out on the basis - the \$2 million in grants — is paid out on the basis of the full-time equivalencies. Therefore, the more instruction in French in a school the more money that the division will receive. So, I think that the money that we receive from the federal government is being used to good purpose by the school divisions.

In terms of evaluation of that program, there is an evaluative component built in, it is ongoing evaluation. I think the evaluation has shown that the programs can lead to rapid development of French for those who are generally non-French speaking, and can lead to the nurture of the French language for those who are French speaking. I believe then, in answer to his question, that it is very conclusive that the money is being used for the purposes intended, that the programs are successful as is shown by the evaluation that has taken place.

I might also point out to him that the funding system used in the Province of Manitoba is regarded by many, including as I understand it, some members of the Federal Government, as a model. In

some Progressive Conservative provinces apparently the money comes into the provincial coffers and is paid out for all kinds of things, etc. Here the money is based on a funding formula that divisions know about and they receive their money on that basis. So, I think in general, the program is achieving its objectives and it is being evaluated and the evaluations show that.

MR. MCGILL: Mr. Chairman, then I take it that the Minister is satisfied that the program now in place for French as a second language is receiving all the support and encouragement which he thinks it should, and which his First Minister apparently thinks it should, because he was quoted in the news the other day as saying that he saw no reason why pupils in Grades 1, 2 and 3 in Manitoba should not take French. As a matter of fact, I think he said, it was incredible that it wasn't being taught in Grades 1, 2 and 3. This was almost the comments that one would expect from a bystander in the educational system and not from the First Minister who surely should not regard what is going on in his own government as incredible.

MR. TURNBULL: I know well what the First Minister is talking about and what he is talking about as being incredible is not that which exists within his own government but that which exists in certain school divisions. Those school divisions that he is referring to are divisions who will not offer the kinds of programs that the First Minister considers to be desirable. Again we come to rest on the problem of local discretion and the exercise of local autonomy by the school boards.

MR. MCGILL: Well the Minister talks on the one hand of curriculum guidance that his department is going to give leadership in — I think that was this afternoon — and this surely is curriculum guidance. What real encouragement is he giving to the achievement of French as a second language in our schools. And is the subject a core subject in the elementary schools.

I suppose, Mr. Chairman, we might relate this to — in terms of money — I might ask the Minister how much money the Province of Manitoba is contributing to the establishment of French as a second language in the elementary schools. We've heard about the federal support, and the grants we're getting, we questioned the Minister as to whether or not they were being really used in a way that would, in a long term sense, achieve a bilingualistic society. But the Minister now finds refuge in the fact that curriculum decisions are in the hands of a division. And yet, hours ago, he was saying that leadership in his department should come in the area of curriculum. So perhaps we might really evaluate the degree of support which the Minister is giving by his being able to tell the Committee how much the Province of Manitoba is putting into the promotion and the establishment of French as a second language in the divisions of Manitoba.

MR. TURNBULL: Mr. Chairman, the encouragement that the Department of Education gives for instruction in French and for French as a second language is clearly evident through the moneys that are provided out of consolidated revenues. I do not have a breakdown in front of me, I can get it for the member if he wishes it. It is a question he could have asked me when I had staff immediately in front of me. Many of the programs are shared on a fifty-fifty basis.

I can point out to him that the growth in attendance at various schools offering French immersion courses is astronomical. The problem is that some divisions will not offer or open up other schools for the teaching of French as a second language in the manner of instruction in French.

In addition I gave him figures the other night which indicated that French as a conversation course, enrolment in that was something like 84,000 students. There were 10,000 students in the figures I gave him the other night enrolled in Française. These figures are very large. The success of the programs has been very evident, many parents want their children in those programs. The encouragement the department gives is of course through the money, but it is also through the support in consultant services provided by the Bureau of French Education. That support includes the development of curriculum. And I read out to the Member for Brandon West the other night some 59 programs in total, curriculum programs in total, that had been developed by the people in the department involved in encouraging instruction in French in the Province of Manitoba.

MR. CHAIRMAN: Resolution 48. The Honourable Member for St. Boniface. The Honourable Minister of Education.

MR. DESJARDINS: Mr. Chairman, if I may, I think there is some misunderstanding here. As one that represented the province a few years ago when this was discussed, the question of French, and I'm directing my remarks mostly through you, Mr. Chairman, to the Honourable Member for Brandon West — the funds that the provinces are getting from Ottawa is mostly for French as a first language not as a second language, and French being used as a teaching language, as a language of instruction and not French as a subject. The French as a subject is part of the curriculum and this is a change. I seem to understand that both the Leader of the Opposition and the Member from Brandon West seem to indicate that maybe French as a subject should be compulsory from Grade 1. I think that this seemed to be the direction which I think that probably this would be welcome but we shouldn't mix this up with French as a first language. That is where the federal government came in, they stated all right we would want the people of Canada to use anybody — not those whose mother-tongue is French, anyone — to have an opportunity of either using English or French as the first language, the language of instruction in the classes. We know that's going to cost more money, we

feel that bilingualism is a federal responsibility to a large point and therefore that extra the federal government is ready to make these grants to the provinces. The way these grants are collected are by different, call them points or credit and so on by the people using French as the first language, as the language of instruction, and the more it is being used the more grants come from Ottawa. So I hope that there's not going to be a misunderstanding in that at all because if the onus — I'm disappointed if all this time what I thought was encouragement for French as a first language for those that wanted it, be they from English or French parents. But my honourable friend was more interested, which I think is commendable also, but was more interested in French only as a subject. And I think there is a difference.

MR. MCGILL: Mr. Chairman, just a brief comment on the comments of the Minister of Health. The funding from Ottawa — I think we discussed at an earlier stage — in the neighbourhood of \$2 million plus is received on a point system where I think 9 points are given for Française students, 5 points FSL students, French as a Second Language, and another system of points, so that while as you point out there is a greater funding per student in Française there nevertheless is a sizeable amount of support for French as a second language. That is my understanding in the system. I'm merely asking now if we're getting the proper proportion of those funds from the federal government into the FSL programs which, I believe in the long run are going to do much more to achieve that kind of bilingualism which we all hope will occur in Manitoba.

MR. TURNBULL: Mr. Chairman, I believe that the Member for Brandon West, as the Minister of Health has indicated, is confusing what is happening. He is, I think, talking about French as a second language which when I talk I talk of as a French Conversation Course. The French Conversation Course, we provide money for it based roughly on the same kind of formula that is on the full time equivalency type formula. It comes out to about. . . Oh, I've forgotten. I gave him the figures the other day. But the amount of money spent per amount of time in French Conversation is really quite high. I think that in general I can say to the Member for Brandon West that if he is speaking about the department encouraging the French Conversation Course, the answer is yes. On a per pupil time basis we are putting a great deal of money into that program and there are 84,000 students in it, so that to me that is quite a significant number of students.

MR. MCGILL: Well, Mr. Chairman, if as the Minister of Health seems to indicate and the Minister of Education is confirming, if this federal money really is intended in a major sense for the Française programs, that is for the kids of parents whose first language is French . . .

A MEMBER: Oh no, no way.

MR. MCGILL: Well that would not be in my view a program that would encourage bilingualism, it would tend to maintain a unilingualism in certain areas of the province. So that's why we're interested in ensuring that we are getting a sufficient emphasis on French as a second language program in Manitoba.

MR. CHAIRMAN: The Honourable Minister of Health.

MR. DESJARDINS: Mr. Chairman, if I may again, I still think there is lack of understanding. I'm not criticizing the teaching of French as a second language but my honourable friend made an important mistake I think when he stated that certain subjects were offered only to those whose mother tongue was French or French origin which is definitely wrong. I think that my honourable friend there, there were many people when he was going to school and when I was going to school that said, "Yes I took French but I don't remember anything at all." I think this is changing and there are many many people who are in total immersion. Their second language is French but they're in total immersion because they really want to become bilingual, and those are the programs that it helps. For those people, those that are opting for French as a teaching language pretty well in line with Bill No. 59 that was brought in in 1967 and so on, where they use 50 percent of the time, there was a maximum at that time, and those that are taking advantage of Bill No. 113 also are taking this French, mostly 100 percent.

Now, if my honourable friend, and there's another thing that I don't want to let slip by because that is some of the feeling of the people and misunderstanding and that could be dangerous, that my friend feels that this will just develop a group of people that will speak only French. Have no fear of that my dear friend I tell you. Because first of all there is a safeguard in that, that they have to take the proper English. This is being monitored all the time and I can tell you that in the few grades here in Manitoba it's practically impossible not to be able to learn the English language even if you don't start that early. You have many of the English people that are doing just that because even the French people themselves, this is where the battle is in St. Boniface now, that some people feel that they must have all the French possible because of everything else. When they go into recreation they are mixing with other kids and they speak English, and they are watching television and radio and reading the newspaper. Their parents are working all day in English and they are coming home and they are speaking English. It's not only Manitoba. I think I sent my honourable friend a clipping that I had the day that I spoke on this a few days ago or last week, where in the province of Ontario, and my honourable friend was suggesting that there might have been interference here with the government with their school division. That certainly wasn't the case. But there in Ontario mostly the French

people themselves and some of the others but mostly French were started with this B Program, what we call B Program here and they were afraid. You see I think there is a fear. Many of the people came from the rural part of Manitoba before radio, some of the people of my generation or a little older they came in and they say, "This is not going to happen to my children." I'm all for it and I agree. They have to speak English, they have to learn English. The French people, the minority here, definitely must be bilingual and there's no question about that. But the thing is they felt it's not going to happen to my kids, they're not going to be prevented from getting a proper job and they are afraid in that. But Ontario was the same thing and now the Minister of Education in Ontario said, "I'm sorry, if you think I'm butting in when it's the school division. . . ." And he brought legislation to establish these kind of schools and the members of all the different parties unanimously approved that legislation that is being brought in Ontario now. So I wouldn't want my friend to think that any laws in Manitoba are only for those who have come from French parents. I wouldn't want him to think that there is not many English people. For instance the Sacred Heart School right here in Winnipeg is mostly English children, children that come from English parents and they are taking total immersion. I think this is about the only way that you're really going to have people to be bilingual. I don't believe in this Conversational French Course. When we were young it didn't mean a darn thing. Many of you stated that to me at different times and there were two others. "You know I did take it but I don't remember anything." If there's total immersion, if it's done right, will give you that knowledge of French. It's been a proven fact I think that those that are learning French correctly are also amongst the best students in the English language.

MR. MCGILL: Mr. Chairman, the Minister of Health covered a number of areas there including a concern that I was perhaps suggesting that there would be interference by the government in the divisional problem that relates to this subject we are discussing at the moment. That reminds me of a comment made by the Minister of Education a night or two ago when he was answering a question for the Member for La Verendrye. He said something like this, "If neighbouring school divisions cannot agree on the settlement of a problem, then the department or the government must step in," or words to that effect. I think that was the gist of the Minister's comment. Now what I am asking the Minister is is this a statement of principle on behalf of his government and does this statement of his that if people cannot agree within neighbouring school divisions, that the government will have to step in? Does it have any application to the problem faced in the Norwood School Division? Is it the intention of the government to take part in this problem either by adding to the problem or solving it? I think it is a curious comment on the part of the Minister that he said a night or two ago that perhaps his government would have to step in where there were disputes of this type. Perhaps he could explain to the Committee whether this was a statement of principle or relating to some specific problem he had in mind.

MR. CHAIRMAN: The Honourable Minister of Education.

MR. TURNBULL: Mr. Chairman, the Member for St. James is fond of citing that he abides by a certain operating principle and that is, as he always says, that he never interrupts any member who is speaking and he never wishes to be interrupted when he is speaking. I tend to have a principle and especially when I am dealing with the press and it goes like this: Give me the exact words that were said, give me the exact quotation as said before you ask me to comment on it. And if the Member for Brandon West could do that, then perhaps I could. I notice he gets notes from heavens knows where and I would happily go over the particular quotation with him.

However, he is asking me a question based on whether this is principle or not. May I say to him that I am meeting with school division trustees continually; I am meeting with representatives of the independent schools incorporation continually; I am meeting with the Planned Parenthood Association; I am meeting with Parents Incorporated I think it is called; I am meeting with representatives of school districts continually; I am meeting with MTS continually; and, Mr. Chairman, regardless of what the Member for Brandon West would wish me to say or not to say, I will continue to meet with anybody who wishes to meet with me. And I will continue to use the good offices of the Minister of Education to attempt to come to solutions to any particular problem that exists under the educational system of the Province of Manitoba. But that must have a very clear qualifier, and this is that the Department of Education should not be intervening in the local autonomy and decision-making powers of the local school division. And that principle I have enunciated continually in this House. The school divisions are autonomous. They make decisions and they should be allowed to run their affairs with of course the financial support and other resources both human and financial that the department provides.

MR. CHAIRMAN: Resolution 48(a) — pass? The Honourable Leader of the Opposition.

MR. LYON: Mr. Chairman, just a few comments arising out of some of the remarks of the Minister this afternoon and some of the other debate that has occurred since. There is one trend, if I may say so, in this debate somewhat from the Minister himself and the Honourable Member for St. Matthews and others who have participated on the other side which is regrettable and that is of course that the NDP somehow or other have come to the conclusion that education is a private concern of NDP

Ministers and their rather curious collection of bureaucrats, whereas in fact it is the legitimate concern of all parents, all students, all teachers, all school trustees, all potential employers all over Manitoba. I think it is in that context that we must address the whole question of education in Manitoba, not on the point system of we did so and so in 1970 and 1971 and there was a new dawn in Manitoba in 1969 when the Socialists came into government, and so on. That's nonsense and we all know it's nonsense. We know that 80 percent of the programming that my honourable friend, the Minister of Health, is administering today is programming that he inherited from the previous administration and we know that in turn some 50 or 60 percent of that programming we inherited from the previous Liberal government of which my honourable friend was once a supporter, and so on and so forth. But really, what does that matter when we are talking in terms of children's lives? And that is what I found rather regrettable about the comments of the Honourable Member for St. Matthews tonight when he was talking about the class system as it applies to school children of Manitoba and all of this tom foolery and doctrinaire Marxist nonsense that from time to time engages the attention of some of our honourable friends opposite. We are dealing with human beings, we are not dealing with a class system from nineteenth century Europe that doesn't have any application in Manitoba. We are dealing with human beings whether they are in remote parts of Manitoba, from remote settlements in Manitoba or whether they are from the core area in Winnipeg. We are not dealing with some imaginary class system that my honourable friends are off on some private little venture to try to cure even though it doesn't exist in the Province of Manitoba and so on and so forth. So let's keep children in front of us and keep the doctrinaire nonsense behind us and let's see if we can get down to the topic of "What can we do best as a group of 57 legislators" — unencumbered by some of the ideological nonsense that some of our more wild-eyed supporters from time to time have to spout, I suppose in order to feel that they are going to enter the Socialist nirvana some day or other. I know that my honourable friend from St. Boniface, the Minister of Health, doesn't share any of this nonsense so I know at least I am speaking to one member on the opposite side who is already converted. —(Interjections)—

Well, the Honourable Member for St. Matthews says I haven't read a book for ten years. Well, I will tell you one book I have read and one that is pretty disturbing and that is some of the tom fool resolutions that the NDP Party debate on Education from time to time. And if that isn't enough to make the hair stand up on the back of the necks of every right-thinking person in Manitoba, then I don't know what is. And if my honourable friend isn't aware, Mr. Chairman, of some of the tom foolery that concerns the people of Manitoba when they get into the class nonsense and when they get into the Socialistic nonsense about education, then perhaps I should refresh his memory. Because this is the kind of resolution we find being debated a year ago, 1976, at the New Democratic Party Fourteenth Annual Convention. Resolution No. 3 on Page 15, if he wants to look at it, submitted interestingly enough by the Fort Garry NDP group —(Interjection)— No, my honourable friend, the Minister of Education, is certainly not a member in that riding; he lives in that riding but he could never be elected there, I can assure him.

A MEMBER: Frank Syms is trying.

MR. LYON: Here is the resolution: "WHEREAS the functioning of democracy depends upon the awareness of citizens about existing social conditions, WHEREAS people who have a high degree of social awareness tend to sympathize with . . ." — catch this — ". . . left-wing political movements, THEREFORE BE IT RESOLVED that the Department of Education make it compulsory for high school students to take at least one course covering one or more of the following topics: (1) the functions of government, (2) the history and functions of labour unions, (3) current social issues, (4) economics, (5) human relations."

Well, you know the preamble is fascinating because we should do these things because people with a high degree of social awareness tend to be members of our private little flock so we should encumber the educational system with that.

And if my honourable friend wants another one, there is a dandy here that I suppose they would sooner forget. Well, one has to read this nonsense, you know. When you have to tolerate an NDP government for a period of eight years, you have to find out what they are about and to find out what they are about, you read their resolutions. And then of course they come into the House and they say, "Ah, but that resolution wasn't passed." My heavens, Mr. Chairman, it is bad enough that it was even thought of, let alone passed, because they've got some dandies from time to time. —(Interjections)— My honourable friend, the Minister of Education, would perhaps like to expound and tell us whether or not he agrees with this resolution which was No. 16 on Page 20, I think, of that particular document of 1976: "WHEREAS the educational system presently being used in Manitoba elementary and secondary schools does not adequately or fairly present to the students of Manitoba the true history or economic status of our province or of our country, and WHEREAS the present education system in fact perpetuates the system of economics and disguises the history which, if it were known and understood by students, would be rejected, BE IT RESOLVED that the Department of Education

conduct an intensive and thorough investigation of the present system with the intention to socialize provincial education" — whatever that means. That came, by the way, from the Thompson NDP, so perhaps he can speak to his colleague the Member for Thompson and see if that resolution carried the judgement of the convention or indeed even of the people of Thompson.

The whole purpose is to suggest that we have got to get away from this kind of doctrinaire nonsense and I would be happy to hear the Minister of Education, in fact delighted, to hear him stand up and say, "Look, you know we have some queer people who come to our conventions and they move resolutions like this from time to time and so on and so forth, but really to put the people of Manitoba at rest we want you to know that we are not trending toward this way in our educational policy." I would like to hear him stand up if he can tonight, and I hope he can, and say that we don't pay any attention to that kind of particular nonsense and we are not paying any particular attention to what the Honourable the Member for St. Matthews said about the class system and revisionist history and all of this nonsense that he was talking about a few minutes ago.

Mr. Chairman, what we have to be concerned about is how the young people in Manitoba today are being educated to fit themselves for the life that they are going to face in the seventies, the eighties, the nineties and so on and so forth. I don't hold any particular grudge against previous governments in this province under whose provincial administrations I was educated. I like to think that I got a reasonably good education for the times because we had good teachers. The fact that we had a progressive government when I started into the school system under Mr. Bracken is not something that I go around complaining about or that during Mr. Garson's time or Mr. Campbell's time I was also in the educational system. It wasn't pluperfect in those days at all. It wasn't pluperfect in our time and it is on that point that I heard my honourable friend the Minister this afternoon deduce from my remarks that I was attempting to say that all was perfect from 1958 to 1969. It wasn't. I said quite the opposite. I said that there were a number of things that were done in those days that if we had them to do now, we would make changes in because no government is perfect at all. I would hope that my honourable friend would reach that state of reason where he could come to understand as most of us have been trying to tell him during the course of these debates, that many of the things that he and his predecessors and some of the bureaucrats that they have hired in recent times, many of the things that they have been doing, untrammelled even by the ideological nonsense, have been prejudicial to the proper education of children in Manitoba and we are appealing to him not as a Social Democrat or whatever other euphemism he chooses to use, not as a member of a political party, but as a person who is temporarily the Minister of the Department of Education, to see what he can do to set at rest the very broad concerns of students, teachers, parents and so on in Manitoba who are upset today about the state of education in this province and about the tinkering and the other things that I mentioned this afternoon that have been going on.

My honourable friend said that — and I don't know if he based this as a basic assumption of his approach to education — one of the primary functions of a teacher must be to keep the children interested. And somehow or other he wound his way circuitously around some words to indicate that I was somehow or other trying to take objection to student-initiated programs and so on. What I was saying to him was that you have got to have a clear-cut, compulsory core program in the province. Teachers are crying for it today. Students are crying for it. Many of the members of his own department, if he would speak to them frankly, would tell him very, very frankly what they are looking for. They want to see some standards. — (Interjection) — Well, I don't know how many of them . . . my honourable friend has been busy getting rid of the good ones and hiring the bad ones, so I don't know how many of them he has got left. — (Interjection) — Well, the ones my honourable friend or his predecessor saw fit either to relieve from departmental duties or to take early retirement and so on have been a loss to this department. But my honourable friend said we must keep the children interested. I would be a little bit concerned about a Minister of Education, and I trust that he can correct this impression that he left, that starts off with the basic premise that the thrust of education in this province must be just to keep the children interested.

I have the impression just as a consumer of the education product, not as an expert in the field at all but as one who has consumed the product and one who has children in the system, that one of the important things about education, primary, secondary, post-secondary and so on in Manitoba today and indeed in all jurisdictions in the western world is that there is a fair amount of hard work that has to be done. And the hard work has to be done first of all by the teachers who are equipped to do the hard work and they in turn must effect that kind of inspiration, discipline, respect or whatever you want to call it within the classroom, within the school environment, that the students in their charge are impelled to do some of that hard work even though they may not be totally interested in it at the time. I don't recall being terribly interested in learning that two times two made four but by God, I had to learn it. I don't recall particularly being fascinated by declining Latin verbs at one time but I know now that the declination of Latin verbs and so on was helpful in terms of communication and in terms of understanding my own language of English. So there are subjects albeit from time to time about which children may not be totally interested but in which because of the inspiration of the teacher

and so on, they are required to do some work which will benefit them later on. So I would suggest and I would hope that my honourable friend was not suggesting that one of the major compulsions of his direction to the Department of Education would be that he would favour only those subjects that would keep children interested, which I wrote down as being his words this afternoon.

I accept the fact and I accepted it long before my honourable friend was in the House, and from my own exposure to the educational system, that education as with most other professions is a dynamic profession. It's ever-changing. Whether it's the profession of teaching, the profession of dentistry, the profession of medicine, the profession of engineering, the profession of law, whatever the profession, they're all dynamic professions because they are all changing. That's the kind of an axiomatic fact that my honourable friend doesn't need to waste the time of the House in mentioning at all. But to be a dynamic profession is not to say that you have a profession which must always be tinkering and must always be regarding experimentation with a very fond eye just because the further away the idea came, why of course the better the idea and the better the tinkering must be if applied in Manitoba. And my honourable friend must know by now that a fair amount of that has been going on within his department in recent years, particularly since 1973, and I would hope that he could assure us again tonight that he's putting a pretty full halt to that kind of tinkering that has been the hallmark of the Department of Education.

We all know, and I repeat, that my honourable friend inherited a department that was in a state of absolute shambles, and that's perhaps the politest word that can be put on it, absolute shambles — and we all know that the task of reorganizing and rationalizing that department is not going to be an easy one, not at all, but I suggest to him tonight in view of some of the responses we have had from him in terms of what his view is and the direction the department is going, to be taking for instance on better monitoring of students' progress in schools, that we begin to have some serious concern as to whether my honourable friend is doing anything materially to improve the internal state of the Department of Education. Would he be good enough to stand up in his place tonight and tell us precisely what he is thinking of in terms of the monitoring of students, something to fill the vacuum that was left after departmental examinations were wiped out?

What does he have in mind? What are the experts talking to him about? He can be frank with us because I can assure him that he's not just answering me, he's answering parents throughout the length and breadth of Manitoba who want to know, who really want to know because they are concerned when they read reports, as most of us do from time to time, and see that the daughter or son got a B or an A- or a C or an E or whatever, and then have to ask the inevitable question well, where did you stand in the class with respect to that subject? And number two after that, where did you stand overall in the class with respect to your progress in this quarter or at the end of the year or whatever? It's a very simple question and my honourable friend may call it a simplistic question but it's a question, may I tell him, that many many thousands of parents throughout Manitoba and many thousands of students throughout Manitoba would like to have an answer to. And it's very simply accomplished if there is a bit of direction and a bit of encouragement given from the central level of the Department of Education.

So what is he doing in a meaningful way to ensure that there is an understandable monitoring system of students progress so that we can ascertain how they're making out in their classrooms, whether or not their achievement is up to their ability, whether or not they're under-achievers or over-achievers or whatever the case may be, whatever fancy language you want to attach to it and to make sure that we are bringing the results of our educational experience home to our parents so that they understand, the children understand and the teachers and there is a consensus which unfortunately at the present time does not seem to exist.

Well, Mr. Chairman, there were a number of other comments that were made by my honourable friend that I won't comment upon at this hour of the night but I do suggest to him that we would like to hear some clear answers from him with respect to monitoring, with respect to core curriculum and with respect to standards generally. What is the department doing to encourage the maintenance of standards. It is all very well to say that the friends of his in the School of Education at the University of Manitoba say that some of the graduates coming out or some of the people coming into their hands are among the best they've ever seen and I don't doubt them at all. But there is a general overriding concern, not contributed to as he suggested this afternoon by the politicians, contributed to by the people and the students and the teachers themselves who say, "Look we're doing a job but we think we could do a better job," and what could the Department of Education do to ensure that these people, particularly the dedicated teachers in our teaching system are enabled to do that kind of a better job that they professionally want to do but unfortunately have been finding in recent years they've been hindered from doing because of the experimentation and because of the interference and so on from so-called experts who are being brought in by the dozen apparently in order to wreak their vengeance on the school children in Manitoba. So if my honourable friend would like to elucidate and to give us the benefit of his knowledge and his understanding of some of these problems I think that that would be very helpful.

We've heard a lot of talk during the course of the debates about the particular needs of disadvantaged children and they're real and there is no lack of compassion or understanding on this side of the House for the special needs of specially handicapped children or any of the groups that do cause our educational system to have particular growing pains as we move from the Seventies into the Eighties and so on.

I would like to hear his comment as well, Mr. Chairman, about that other group that doesn't seem to have received too much attention, that is the group who are particularly gifted in school and what are we doing to encourage those people along with all other people in the school system in order to ensure that we don't end up with some sort of a sublimated mediocrity that we're turning out of our school system in the name of trying to be all things to all people.

There are special needs that have to be dealt with, special problem areas that have to be dealt with because we are treating with the whole broad spectrum of all children in Manitoba. And I would like the Minister to give us some assurance that, in that group, he is paying some particular attention to those children who are gifted children, who will be leaders in their communities, leaders in their province, leaders in their nation, provided of course they receive that kind of assistance and helping hands through the educational system that they are entitled to along with all other children in the school system.

MR. TURNBULL: Mr. Chairman, the Member for Souris-Killarney has run the range of educational concerns. And he has run the range from, I suppose, one of saying that the Department of Education should stay out of the school divisions and keep away from the classroom teacher so that the teachers who are professionally qualified and trained — some of whom are relatives of mine and friends of mine sitting in the gallery — can do the job that they want to do. So, on the one hand he says, hands off. Let the teachers do what they want. Let the school trustees carry out their autonomy and everything will be fine. Stop tinkering with the school system. That is what he is saying on the one hand.

But then, very cleverly, Mr. Chairman, he switches the argument around and suggests that he wants to know what is the Department of Education going to do to monitor, to set standards, to determine curriculum, to evaluate, what's it going to do for this group of children and that group of children. And I can tell him, Mr. Chairman, that he may be able to fool a lot of the people a lot of the time with that kind of argument which switches its ground all the time because he is after all an experienced lawyer but I want to tell him — (Interjection) — The Member for Minnedosa seems to cast doubt on the fact that his leader is an experienced lawyer. Is that not the case? It's not the case according to the Member for Minnedosa. The Member for Minnedosa says "It's bloody nonsense." Well, I'm sorry, I did not realize that that was nonsense, that the Member for Souris-Killarney was an experienced lawyer but I will take the word of the Member for Minnedosa if that's the case. I want to point out to the Member for Souris-Killarney . . . Now the Member for Minnedosa has something else to say. What is it that you want to say now. — (Interjection) —

The argument that the Member for Souris-Killarney makes is one that switches its ground. It is one that on the one hand says, Mr. Minister of Education, get into the schools, tell us what you're going to do' what you're going to do in curriculum, what you're going to do in this area, what are you going to do in this area. And on the other hand it is an argument that says, Mr. Minister of Education, get out of the schools, get your staff out of the schools, they're fooling around in the schools, they're preventing the teachers from doing what they want to do.

Now, Mr. Chairman, you know that may be a very good political speech and I have asked the Member for Souris-Killarney, the Leader of the Opposition to try to keep the debate out of the political arena. What I heard tonight was the reverse. The Member for St. Matthews who was a teacher for many years and has a great interest in education . . .

A MEMBER: . . . and who is an educational conservative.

MR. TURNBULL: . . . and who is an educational conservative made a speech. It was an honest speech. It was a speech expressing his feelings. It was a speech expressing his experiences, his training in education. It was a speech expressing what he felt about his community in his constituency. It was a speech to express what he felt about what the Department of Education had done by way of building a new school in a core area in his riding. The Member for Souris-Killarney cannot take this honest speech from an honest man at face value. What the Member for Souris-Killarney has to do is get up and use his slick city lawyer ability to twist the argument around and try to make out that somehow or other the Member for St. Matthews is engaged in an ideological debate about education.

Mr. Chairman, I regard that as the kind of debate, although it was in mellifluous tones, to be one that really isn't what we need. We just don't need it. We just don't need the kind of debate the Member for Souris-Killarney has injected in here tonight, that kind of name calling I would have hoped he could have at least left to some of his henchmen and we did not need that kind of interjection in what was otherwise a quite sensible and rational debate that various members were having, and indeed the contribution made by the Member for Souris-Killarney this afternoon was of that tenor. The school

building kind of program that was introduced I think was one that his government contributed to.

I believe that we need clearing of the air, perhaps, in this whole matter and I am willing to separate myself as clearly as possible from the Conservative Party if that's the level of debate they want to get engaged in, it doesn't bother me at all.

I believe that the Department of Education needs to go through a process of consolidation. There has been a great deal of reorganization in that department, reorganization which I think caught up with the times. There were changes that were introduced many years ago. What were some examples of these changes? Well, first of all, there was the beginning in 1968 of the elimination of the departmental examinations, in 1968 under the Conservative government. That was the beginning. And why was it undertaken by a Conservative government? For the simple reason that they recognized at that time some change was necessary. I assume that was the purpose. Surely, it wasn't just because George Johnson was the only progressive they had in the Conservative ranks. Surely that wasn't the only reason. He must have had some support from the then Conservative government.

Another change introduced by the Conservative government which they now seem to think is something that shouldn't have come to its final conclusion was the change in the inspectorial function of departmental personnel in schools. In the mid 1960's the then Conservative government wanted to alter that inspectors function in the rural areas outside of Winnipeg. And it was done. It was change introduced by the members opposite for reasons that they then considered to be sensible.

Both of those changes, the elimination of departmental examinations and the elimination eventually of the inspectorial function were undertaken recently and completed by this government. They were completed by this government and there has been a reorganization undertaken by us flowing from decisions that began ten and fifteen years ago and I don't think we need further reorganization. We need consolidation, stable administration and that is what I intend to bring to the Department of Education for the next few years.

Mr. Chairman, the Member for Souris-Killarney, the Leader for the Opposition took great delight in standing up and speaking from the Resolutions Book of the New Democratic Party. It's a favourite trick. I see he's now talking to the Member for Lakeside. That's one of the Member for Lakeside's favourite debating techniques. Get the Resolutions Book of the NDP and read from it. It helps to fill in, it helps to fill in where members opposite don't know what say about a particular topic.

Mr. Chairman, I just want to make this one point and I make it, believe me, only because the Member for Souris-Killarney began his speech at that level. Our party is a party that is open. The conventions are run on an open basis. People can come in from the riding associations with resolutions which are passed there. Those resolutions go into that book. I had a nominating meeting in my riding the other night. There were a group of people who were non-members of that riding association who wanted to put across a particular point of view. They were allowed in. There was not even a hint of keeping them out of that nominating convention. They came in and they made their point of view. We had an open discussion and as a result of that, Sir, I was elected by acclamation. I want the Member for Souris-Killarney to know that. If it had been the Conservative Party it wouldn't have operated that way. Those men on strike would have been kept out of that nominating meeting. The Conservative Party keeps out not only people who are non-members, they keep out their own members, their own *bona fide* members and they have had more fights about their nominating conventions and their provincial conventions and their national conventions about who can vote and who can't vote, I've lost count of how many. So, really, if he wants to reduce this debate to that kind of picayune argument, one can dig up all kinds of examples.

He read from the New Democratic Party Convention Book. I tell him that book is an open, it is an open book. Even he can read it.

He did mention though an issue that I regard as very significant for . . . I do want to mention something. I was trying to hear what the Member for Sturgeon Creek was saying.

I want to particularly refer to the gifted child.

The gifted child, of course, is an individual in our particular school system that I think we need to pay particular attention to. Some years ago there was a program of major work classes introduced. Those classes had mixed success. I believe it is important that the school system recognize the gifted child and provide opportunities for that gifted child. Consequently, Mr. Chairman, I would like to announce now that I do have a new program being developed which I am now working out with the Dean of the Faculty of Education at the University of Manitoba. It will be a program which is yet in embryonic stage, yet is in the beginning stage, but will be a program which will make every effort to provide programs within the school for the gifted child and will hopefully, through the work of the faculty at the University of Manitoba and other universities, involve those children in the kind of work and the challenge that can come from university-type programs.

As I say, this process is in its initial stages of negotiation with the Dean of the Faculty of Education, Dr. Eric MacPherson. I hope to be able to develop it further and I just want to say for the Member for

Souris-killarney that that too is another program, another initiative, another sign of leadership that the Department of Education is providing. I hope he will recognize it as it is intended; it is intended to provide to the gifted child the kind of challenge that I believe they need. To get that program off the ground we don't need the kind of debate that he injected here and that I have joined him in because I think that is important — to meet people on their own ground I hope that we can take this program as it is intended, to provide for the gifted, the program that is necessary for them to achieve to the maximum of their potential.

MR. CHAIRMAN: The Honourable Member for Brandon West.

MR. MCGILL: Mr. Chairman, I just wanted to make a few comments on some of the more recent remarks of the Minister of Education and on some of the remarks which he made during the opening explanations in his Estimates.

Before I do so, I can't help but recall his arguments of yesterday and this afternoon when he suggested that somehow the Opposition were irresponsible and were doing some damage to the education system in Manitoba by being critical of the way in which the department was operating. And he thought that for the opposition to conduct that kind of a critical approach to education would perhaps give parents the wrong impression, perhaps give students the wrong impression of what really was being accomplished. I'm surprised that the Minister of Education would dig that argument out. I thought we had put that one to rest some many years ago when the Minister of Mines and Resources, when he was in opposition, said to the government when they resented his criticisms of their programs, "What do you expect from the opposition, a cheering section?"

The Minister really is suggesting that now to us, that he thinks we should maintain a discreet silence in respect to what we see is going wrong in education unless we can rise in great cheering for some of his programs which he announces. And that, obviously, Mr. Chairman, is not a very good argument coming from this Minister —(Interjection)— coming from this Minister particularly because, Mr. Chairman, he sits as the Minister of Education right now. How does he think he got into that portfolio of Education, because his opposition sat over on this side and remained silent while his predecessor plodded through his activities in the Department of Education? —(Interjection)—

So, Mr. Chairman, I think the Minister of Education who now and for five months has occupied that portfolio and who regards it as one of the most important portfolios on that side, and I agree, is wondering why the opposition is being critical of his department and I suggest to him that he should review the events of the last 12 months.

Mr. Chairman, this Minister of Education accused the Leader of the Opposition of being one who was shifting ground in opposition. I suggest to you that the Minister of Education throughout these last two weeks has been guilty of a number of contradictions. One of them that comes to mind immediately is his public statements of about a month ago when he publicly criticized his own department and the former Minister of Education. He accused his own department of doing too little too late, he accuses his own department publicly of insufficient research, planning and budgeting. Here's the Minister of Education who publicly accuses his department of being inefficient, of insufficient planning and budgeting, and then stands up in the House a month later and claims that everything his department does is of the top calibre.

So can we be faulted, Mr. Chairman, by taking a critical view of a department whose activities the Minister has publicly criticized? I think if anybody is shifting ground, the Minister is putting on a pretty fine demonstration.

And again this evening, Mr. Chairman, we listened to the Minister of Education eulogize the teachers of our fine education system, saying how important they were and how much he appreciated their contributions. Well, not more than three or four days ago, Mr. Chairman, this Minister got up in the House and insulted a whole generation of teachers in Manitoba when he said that about 20 years ago many of the teachers in our education system stood up in the classes and read from a book, and then they closed the book and went home and opened it the next day and read, many of the teachers. Mr. Chairman, those teachers that he did a great disservice to by making those statements, many of them are still in the school system in Manitoba and I'm sure they will be interested to know what the Minister of Education thinks about the activities and performance of many of them 20 years ago when he was in the school.

Mr. Chairman, we believe that by and large the great majority of our teachers, then and now, are dedicated people and they are the basis of our school system. And for this Minister to say that many of them 20 years ago would perform in that kind of a manner is a very unkind comment in my view. It may be that there were occasional teachers in the system who didn't do all that they might have done. It may be just possible that this Minister of Education, in his experience in the school system, happened to come into the classroom of one such, but they were very rare and very occasional. I suppose there are still a few teachers in the system who might be accused of not putting the maximum effort into their classroom activities and probably their counterparts today might be busy showing films all day, but they are by and large the very rare ones in our educational system.

So these are the kinds of contradictions and shifting of ground that we find in the performance of

the Minister during the last two weeks. He is new to the Department. We are interested in many of his views on education; we think they are sound; we wonder what success he will have in putting them into practice. He has a department that has some problems — to say that there are some problems is putting it in a form of understatement. He must deal with the problems within his own department before he can really achieve the authority and the kind of educational program that we are looking for and we're hoping he will be able to produce.

Earlier in his remarks on the Educational Estimates he mentioned, and he mentioned this more than once — he said, "Why should we pay attention to reports and studies that are done in the United States concerning the lack of achievement in the educational system in core subjects in recent years?" He said, "Why pay attention to those surveys? These distort what is going on in Manitoba and they really have no relevance to our scene in education."

Mr. Chairman, is it not true that many of the innovative programs that our educators have been applying to the Canadian and the Manitoba scene in the past decade came from the United States? Isn't it possible that the people in the United States perceived the weaknesses and the defects in this program of education, this so-called modern trend, the informal approach? They perceived them and they began to study what was really happening and they began to come up with some important judgements. So for the Minister to say that we should pay no attention to what is now being discovered about the educational system in the United States is simply to deny that many of the theories and programs we are using originated in that area.

The Minister, in describing the problems relating to language skills and computational skills in our school system suggested that it would be in order to brush up on defective reading and writing at the university. Well, Mr. Chairman, why should it be necessary to brush up at the university in these core subjects because if one is required to take remedial courses, does it not mean that they have gone through the elementary and secondary school system with an inadequate base in these core subjects, and would that not also then affect their ability to acquire the knowledge and the skills in other core subjects? Surely all of the progress in the primary and the secondary schools will depend upon continuity in core subjects and in computational and in language skills. So when the Minister suggests that we should leave this for the universities to brush them up, we are saying that we don't really concern ourselves with a kind of training that will keep these achievement levels in those subjects at an acceptable level throughout their whole education.

He spoke too of student rapport in our school system and isn't it true, Mr. Chairman, that that sometimes happens and is best achieved by teacher-student contact outside of the classroom? I have had conversations recently with students who have come through the system and the junior high system particularly, and they said this was the area in which we really began to know and understand our teacher, and we benefited from the contacts that were made in the informal gymnasium classes and other kinds of extra-curricular activities. This seems to be now coming to be done almost exclusively by teacher aides and it may be that we are losing a valuable part of the educational system by somehow reducing the amount of out-of-classroom contact between teachers and students.

I was interested tonight to hear the Minister give some support to the treatment and to the encouragement of the intellectually elite in our school system. That doesn't quite check out and again we have some shifting ground with what he said in his earlier introduction of his Estimates. I hope that what he is now saying is his real position because I thought he spoke with some disparagement about the importance of that elite group in our school system and I hope that he is intending to really challenge these people and find a way to continually challenge them in the school system that he is now going to provide the changes for. Because it's quite obvious, and we have discussed this before, that if those who are not performing are able to get by and to do it in a haphazard way, there is very little incentive and encouragement for students who have gifted abilities in these subjects, there is very little encouragement for them to use their capabilities to the maximum.

I'm afraid that this is the problem with a credit system and "soft" options that we have in our schools, that people who are 16 and 17 and 18 years old who get into this area may take the easy way and perhaps get less out of the educational system than if they were really challenged by the department.

It's quite wrong to infer in this debate on education that high schools prior to 20 years ago contained only students that were intellectually elite because as long ago as 35 years, there were courses for students in the high schools who were considered to be slower than average in their learning processes.

We have had comments about Canadian history courses and the requirements in the high school of the department as laid down in their administrative booklet, but the point has been made and I again draw it to the attention of the Minister, that it isn't enough simply to have a good course outline in our Department of Education for a course like Canadian history, it's important to know that the course is being taught in the manner that it was prescribed. It doesn't do simply to provide an outline of a good course unless there is a way as has been discussed and the Leader of the Opposition has

already mentioned, a way of monitoring the performance and the achievement levels in our schools.

We talked about the Attendance Branch and its discontinuance by the Department of Education. When that was discontinued in 1970 we lost quite a pool of information on school attendance and we did have at that time an effective arm to support the schools and the divisions in their enforcement of attendance, in support of the attendance regulations.

Finally, Mr. Chairman, I appreciate the enthusiasm that this Minister has brought to the delivery of the information on his Estimates. We know he has been in this office for a short period, for five months. He has from time to time given us cause for some optimism on the changes he will be making in the school system. He has then frequently caused us to have some reservations by the occasional comment that the graduates of our school system today are more highly qualified than ever before and that their achievement levels are higher perhaps than they have been in the past. Well, until he gets a monitoring system, that will always be a debate. Until he is able to tell us whether there is any comparison or standardization between the graduates of our various high schools, that will not occur. He says that the universities are getting people that are highly qualified. Well, the Dean of Science of the University of Manitoba as recently as last night thinks otherwise and he thinks that there has to be a way in which the achievement levels are able to be monitored in order that there will not be this great difference in the quality of students coming to the university from the various high schools in our province.

So, Mr. Chairman, I think these are brief remarks that we make on the debate that has occurred over the past two weeks. I hope that in the weeks ahead the Minister will have some success in beginning to sort out the chaotic condition within the Department of Education so that some of the leadership that we should expect and which he has agreed that he is going to try to deliver, some of that leadership will filter down through the education system in Manitoba.

MR. CHAIRMAN: Resolution 48 (a) — pass. Resolution 48, Resolved that there be granted to Her Majesty a sum not exceeding \$1.9 million for education — pass. That concludes the consideration of the Department of Education.

ESTIMATES - AGRICULTURE

MR. CHAIRMAN, Mr. D. James Walding (St. Vital): We have a quorum. The committee will come to order. I direct the attention of honourable members to Page 8 in their Estimates Book, Department of Agriculture Resolution 16 Community Improvement, (a)(1), Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Mr. Chairman, when we closed for the supper hour, I was about to make some comments about our agricultural representatives, the Minister called on a point of order and I accept that. So, Mr. Chairman, I would like to extend my comments to educational activities in this particular resolution, and I wonder if the Minister could explain just what do educational activities relate to when we're talking about this particular item.

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Mr. Chairman, I think it would be more appropriate if I covered the range of programs, which would give the Member for Rock Lake a fuller explanation of the item that we're dealing with. The range of programs are seven in number, community affairs is one of the activities, the Ag Extension Centre in Brandon is another activity under this heading, the Ag Society Operating Grants, Building Grants, the District Office Administration which we discussed before, which is our district offices throughout the province, the regional communication people, Community and Family Programs Branch Administration, that's the scope of this particular item.

MR. EINARSON: Then, Mr. Chairman, do I understand we will proceed under Community and Family Programs so we could get a more detailed explanation of this?

MR. USKIW: Well, if we're dealing with education, operation Mr. Chairman, it relates to the Ag Extension which carries a number of courses and so on.

MR. EINARSON: Yes, Mr. Chairman, if this is the extent of the Minister's information on educational activities here, then we can pursue on to probably when we come to (b).

MR. USKIW: Well, Mr. Chairman, I could deal with it with a description of the community affairs part of it. It includes staff, extension materials, area development board grants — that's in the Interlake — and program support to conduct group activities, seminars, conferences and leadership training courses, organize and disseminate information on government programs and search out information about communities and relate to those communities, consult and support local people to stimulate leadership to achieve local and provincial goals. That's one part of it and of course the Ag Extension Centre is quite another part.

MR. EINARSON: Mr. Chairman, the area development board grants that are applied in the Interlake country, could the Minister just elaborate on what those pertain to?

MR. USKIW: Those related to the FRED program, but they are no longer going to be there after the end of this fiscal year.

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: Mr. Chairman, under Education Activities, is this when you hold a seminar in

some of the towns and people come and you have people from the department come out?

MR. USKIW: That's one aspect, yes.

MR. HENDERSON: Some of them are paid on the basis of attending them if it is a course that lasts a certain while and some are not. Would you mind explaining which are which?

MR. USKIW: Yes, that comes under — I'm not sure if we should debate it here — that comes under Item 18, Employment and Training.

MR. HENDERSON: Oh, I see. It's okay then, I'll wait till 18.

MR. CHAIRMAN: Resolution 16(a)(1)—pass. (a)(2) Other Expenditures—pass. (a)—pass. Resolution 16(b) Community and Family Programs Branch (I) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Yes, Mr. Chairman, in Community and Family Programs, I wonder if the Minister could elaborate on this item then.

MR. USKIW: Well, that's what you were just dealing with.

MR. EINARSON: That's what you were dealing with. I see, okay.

MR. CHAIRMAN: Resolution 16(b)(1)—pass. (b)(2) Other Expenditures — pass. (b)—pass. Resolution 16(c) Agricultural Societies. The Honourable Member for Virden.

MR. MCGREGOR: Yes, I see there's an increase of almost 62,000 here. Now what does that hold for the (b) and (c) Fairs and their society grants. Where does this section come in?

MR. USKIW: The building grants in total are 135,000, fair grants are 174,500, the 4-H Interclub activities are 5,000, 4-H rallies are 11,000, judges are 11,000 — that's on a 50-50 basis — and there's judges 100 percent, six membership, nine other activities 17,000, Austin Museum 30,000, Keystone deficit 53,000, Keystone capital 45,000, and there's horse race meets of 22 which was transferred from Tourism, I believe to this department. The Keystone capital required to repair their arena floor and complete section of a parking lot is an added expansionary item, that's \$45,000. And the other is what was transferred from Tourism, 22,000.

MR. MCGREGOR: I'm assuming the building grants are pretty much the same as last year, and likewise the prize grants.

MR. USKIW: In total there's a very slight reduction of the two.

MR. CHAIRMAN: The Honourable Member for Rock Lake.

MR. EINARSON: Yes, Mr. Chairman, I was wondering about the Grants to the Class "C" Fairs. Could the Minister indicate how many Class "C" Fairs are there in the province, and what is the average grant to each Class "C" Fair.

MR. USKIW: Mr. Chairman, there are three "A" class fairs, six "B" class fairs, and 34 in the "C" category.

MR. EINARSON: I'd like to ask the Minister, what is the total amount of money that has been made available to the Class "C" fairs in the way of grants for this year.

MR. USKIW: For the current year, Class "C" fairs have \$32,334.03.

MR. EINARSON: Mr. Chairman, I was wondering, have any of the agricultural societies asked for any increase in the grants as far as Class "C" fairs are concerned in the past year, or for the coming year, I should say.

MR. USKIW: We have had a number of discussions on the question of their budgets and our budget in total and we have agreed that we would continue to hold the line on our spending, given the restraint program and so on. Yes, there's always a question as to whether there is more money available, but we are holding the line on our spending for this coming year.

MR. EINARSON: Mr. Chairman, I think I could be corrected if I'm wrong, but I think not so terribly long ago the Minister was sort of in favor of probably disposing of the Class "C" Fairs. I'm wondering if his attitude is the same or has he changed that approach to Class "C" fairs. Does he feel that the contribution that they can make to our agricultural community is more valuable than he thought a few years ago?

MR. USKIW: Mr. Chairman, the Member for Rock Lake is not correct' because the Minister has never indicated a desire to wipe out Class "C" Fairs. I think what he is referring to is the Advisory Committee's recommendation that we discourage Class "C" fairs and hope to consolidate into, well not discourage Class "C" but the lower end of class "C" and encourage better and larger fairs. That, I believe is what he is referring to.

MR. EINARSON: Yes, Mr. Chairman, I recognize that the Advisory Board to the Minister did indicate the doing away with Class "C" fairs, but nevertheless, the Minister must take the responsibility, whichever way it goes, and when he talks about Class "C" fairs, I know there are some towns that the fairs have become quite small but some of them have sort of got together, say two towns have got together, and still establishing the standards for a Class "C" fair. I am wondering, are these fairs growing, or are they holding their own, or are they reducing in size?

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Some are growing and some are disappearing so that is the way it will likely be for the next decade. We are not encouraging the smallest fair group whatever. We are not in a position to

respond to requests for more money for those fairs that are now at the bottom of the "C" fair group and the policy there of course is to encourage them to consolidate. But it is really a silent policy, we are not suggesting to them that they must do so but we are not also providing incentive for them to remain as they are.

MR. CHAIRMAN: The Honourable Member for Rock Lake.

MR. EINARSON: Well, then, Mr. Chairman, our 4-H clubs or the beef clubs and what-have-you make a tremendous contribution to our fairs and because this government removed a number of our home economists whom I think played an important role in either maintaining and improving our 4-H clubs which in turn made a contribution to our Class "C" fairs and I am wondering whether or not the removal of our home economists in recent years has had any adverse effect on our 4-H clubs.

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Well, Mr. Chairman, if we want to discuss 4-H, we should wait until we get into Youth and Family Programs.

MR. CHAIRMAN: The Honourable Member for Gladstone.

MR. FERGUSON: Okay, Mr. Chairman, and to the Minister: Are there less Class "C" fairs? Some of the questions I was going to ask have already been asked by the Member for Rock Lake. I would like to know if there are more or less Class "C" fairs? And to do with the \$30,000 grant to the Austin museum which is recognized as the agricultural museum of Manitoba, here again I would like to ask: Is this an ongoing grant, is it for capital expenditures, is this going to be on a yearly basis or will it be changed to different allocations for different years, I will put it that way?

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Yes, Mr. Chairman, the Austin museum has found itself in financial difficulty now for a few years and we have recognized their problem and have increased very substantially the departmental input so that last year's grant was \$27,000 and it is proposed that we provide \$30,000 for next year.

I am advised that in the numbers of Class "C" fairs, we had one more in 1976 than we had in 1975 and our building and maintenance grants adjusted from \$25,000 to \$38,000 in that same period.

MR. FERGUSON: That's all, Mr. Chairman.

MR. CHAIRMAN: Resolution 16 (c) — pass. Resolution 16 (d) Canada - Manitoba ARDA Agreement, (1) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Yes, Mr. Chairman, I wonder, through you to the Minister, could I ask what these agreements pertain to as far as this resolution is concerned?

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Mr. Chairman, this is the ARDA portion of the Community and Family Programs Branch, the community affairs program. It is shown separately but it is part of the same program. This is the federal-provincial sharing of it.

MR. CHAIRMAN: Resolution 16 (d)(1) — pass. (d)(2) Other Expenditures — pass. (d) — pass. Resolution 16, Resolved that there be granted to Her Majesty a sum not exceeding \$2,577,600 pass. Resolution 17, Youth and Family, for Agriculture— (a) Regional Division, (1) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Mr. Chairman, then probably this a resolution where we could delve into the 4-H clubs throughout the province and home economists. I would like to say, Mr. Chairman, that this is an area which I feel that the Department of Agriculture has neglected considerably. I think and as I understand, five home economists left the rural areas and particularly in the southwestern part and central part of the rural parts of Manitoba and they were replaced by local people to perform those services. And because the Premier announced an approximately \$30 million cut in expenditures by all departments, I am given to understand, and I stand to be corrected if I am wrong, Mr. Chairman, that the Minister in his case chose to cut out the services of those people who took the place of the home economists in our rural areas. And as a result, our 4-H clubs have suffered for it. I am wondering if the Minister would comment on that particular aspect of our 4-H clubs in the rural areas.

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Well, Mr. Chairman, if we are relating to the restraint exercise of last year, then virtually every section of the department had to restrain its spending. We did affect all programs including 4-H and home economists but that is not to say that 4-H and home economists were singled out for that very purpose. So it is not fair to make the argument that this one particular section had constraints imposed on their activities last year to the exclusion of all others. They were part of the whole package.

MR. EINARSON: Well, Mr. Chairman, I am sorry I don't have the copy of the letter with me but a leader of the 4-H clubs right from Pilot Mound through to Cartwright wrote a letter to the Minister last December 1st and up until a week or so ago had not received any reply from the Minister because this leader was concerned about the kind of services that had been reduced and pretty well done away with insofar as helping our 4-H clubs in rural areas of Manitoba. I thought it rather strange that the Minister should not even bother to answer the letter and I am sorry I don't have a copy of this letter.

Anyway, she was the leader of 4-H clubs from Pilot Mound through to Cartwright and she pointed out a number of areas in which she felt that assistance could be given to helping her because they depended on certain local help and that's not always workable because people have their own private problems to look after. And when we took away our home economists, substituted by local people who probably were taking the place of home economists, and then having them relieved of their jobs, created a very difficult situation for the leaders who were trying to continue to promote 4-H clubs and the various activities that they were doing. I don't know whether the Minister would want to comment on that but I feel that this is an area, 4-H clubs are the grass roots, the basis of our agricultural communities in this province, and I would like to know: Where did those home economists that were taken out of our areas go to in this province?

MR. USKIW: Well, Mr. Chairman, out of a budget of \$721,500, in fact that is the new budget, that is \$35,500 less than what it was a year ago, so it is a cutback of \$35,000 on a budget of some \$750,000. That is the restraint exercise. That is a very minute cutback.

Yes, we still have \$55,000 for per diem home economists and \$107,000 for 4-H and youth specialists. We have \$200,000 for home management specialists, \$80,000 for 4-H aides, \$26,000 in leadership training, \$57,000 for 4-H camps. So, it is restrained but it is not severely restrained.

MR. EINARSON: Well, Mr. Chairman, the information I am — is some roll-back of 4-H activities. It's grown rather fast in the last five years and it may have been held back or held to its status quo position in the last year, but certainly it has grown dramatically in the last five or six years.

MR. EINARSON: I did pose another question earlier to the Minister: Where did the home economists, where were they placed that were removed from the rural areas of Manitoba, particularly the southern half of the province and the west, I believe probably that would be the area?

MR. USKIW: I'm aware of two that were transferred to northern Manitoba. I'm aware of two.

MR. EINARSON: Well, then, was it not possible to add to the staff of two rather than remove them from the areas that they were already working?

MR. USKIW: This is a point that perhaps escapes members opposite and I don't fault them for it. Because of the change of policy which has resulted in the involvement of the Department of Health in home economics activities, the Department of Health has placed people throughout different parts of Manitoba, which were never there before. So you have an input from two departments towards home economics programming in Manitoba.

MR. EINARSON: Mr. Chairman, this is news to me to hear that the Department of Health is placing people out in rural areas to assist 4-H clubs.

MR. USKIW: To assist the rural community. They have a Home Extension Program under Health as of two years ago.

MR. EINARSON: Where in rural areas was this asked for?

MR. USKIW: In each region.

MR. EINARSON: Is the Minister saying that the Director of each region requested this kind of service in his respective region?

MR. USKIW: Mr. Chairman, this is a new service provided by the Department of Health. It has nothing to do with what the Director of the regions for Agriculture had requested or otherwise. It has to do with a universal approach adopted by the Department of Health in the provision of these services, province-wide, which was not there before two years ago.

MR. EINARSON: Mr. Chairman, could the Minister explain then in what way are these people providing services in regards to health in our rural communities?

MR. USKIW: These are home management types that they have undertaken to employ and to promote, having to do with nutrition education, homekeeping and so on, which was done by our home economists prior but which is now largely done by the Department of Health in a number of areas in rural Manitoba. There is actually a net increase in activity as between the two departments over the thrust of the one department prior to two years ago.

MR. EINARSON: Well, then, just to conclude this, Mr. Chairman, so that I am absolutely sure that I have the Minister correct, that there were only two home economists removed from areas that they had already been working in for a long time?

MR. USKIW: Yes, there were two positions that were transferred out; there were vacant positions that were not filled, for a total of five. We have two home economists in each of the five regions, as an agricultural input, and then the Health and Social Development people have their own.

MR. EINARSON: Two in each district — each region, I'm sorry.

MR. USKIW: We have two in each region. Plus the per diems that are hired as . . .

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: I would just like in a general way, what's the salary of a home economist? Just generally, you don't have to be exact.

MR. USKIW: Somewhere in the order of \$12,000 to \$17,000 per year.

MR. CHAIRMAN: Resolution 17(a)(1)—pass; (a)(2) Other Expenditures—pass. (a)—pass. Resolution 17(b) Community and Family Programs Branch: (1) Salaries. The Honourable Member

for Rock Lake.

MR. EINARSON: Mr. Chairman, to the Minister, we have this a second time. Could the Minister explain, is there any difference between 10(b) as opposed to 9(b)? It's down here twice, what is the reason for this?

MR. USKIW: This is the group in Winnipeg, the 4-H group headed by Bill Martin, the administrative level.

MR. EINARSON: The Minister says 4-H, Mr. Chairman . . .

MR. USKIW: The administrative section of our 4-H programs.

MR. CHAIRMAN: Resolution 17(b)(1)—pass; (b)(2) Other Expenditures—pass. (b)—pass.

Resolution 17(c) Canada-Manitoba Northlands Agreement: (1) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Mr. Chairman, I wonder if the Minister would give us some detail as to what this is about.

MR. USKIW: This is essentially a 4-H program for northern people. It's a counterpart to our 4-H in the south but adopting indigenous programs to the north. We have two staff man years there.

A MEMBER: Except they are more like social workers in the north.

MR. USKIW: No, these are 4-H programs dealing with youth.

MR. CHAIRMAN: Resolution 17(c)(1)—pass; 17(c)(2) Other Expenditures—pass. (c)—pass. Resolution 17 - Resolved that there be granted to Her Majesty a sum not exceeding \$721,500 for Agriculture — Pass.

Resolution 18, Employment and Training: (a) Regional Division: (1) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Mr. Chairman, this one deals with employment and training opportunities for rural people again and for their families through integrated counselling. I wonder if the Minister could give us some detail as to some of the programs that are entailed in this particular heading.

MR. USKIW: Yes, Mr. Chairman, I would like to describe the activity areas. The Rural Development Corps, which is Manpower Corps, it conducts work training projects on government and community infrastructure and rural and native housing. You will recall the Vet Clinic Program, the building of veterinary clinics was handled by our Rural Development Manpower Corps through that training exercise. That's one example. They are involved in housing through MHRC and Critical Home Repair Programs, that's part of the training exercise as they relate to those two. We have the Louis Riel Factory in St. Laurent which is operated by the Manpower group; the Selkirk Manufacturing Plant, Park Furniture Plant, that's the Manpower component.

Then of course we have rural counsellors who are involved in farm diversification and employment and training opportunities under PEP, STEP, LIP, OFY and it involves UIC and Manpower corps . . . that's an ARDA package. Then we have Home Management, advice to wives and families of farm diversification clients and Farm Management Course clients in the Manpower Corps program. These are carried out by home visitors and some of our new Careerists graduating out of Brandon.

Then we have the Agricultural Manpower which develops and co-ordinates Canada Manpower training program and agricultural training and is the department Contact and Farm Labour Placement Service.

So those are the six headings of this particular appropriation.

MR. EINARSON: I thank the Minister, Mr. Chairman, for indicating all those activities. I'm wondering, I think of one particular project that the Minister mentions and that's our Veterinary Clinics. When you establish building one of those clinics, do you estimate what the cost is, and I'm wondering, by obtaining employment through Manpower, people probably who were non-skilled workers — was this the case with some of them? Did they find that their cost was not any more than if it had been contracted out by someone who was skilled to do the job?

MR. USKIW: I'm advised that the cost would be higher under the training program than if the work was tendered out, so it has a very important training aspect to it.

MR. EINARSON: Mr. Chairman, to the Minister, I can appreciate that it has value in training young people. Do any of them receive sufficient training that they would qualify as an apprentice and take on a job working for private enterprise?

MR. USKIW: I'm advised that a number of them have graduated to their own activities, found their own jobs or established their own enterprises but I don't have the statistics on it. If members would like, we could distribute a copy of the Interlake Manpower Training Report, it's a cost-benefit analysis, if you like, rather than reading through the whole thing.

MR. EINARSON: Mr. Chairman, I just wanted to make a point, to say through you, Mr. Chairman, to the Minister, that this whole program as far as establishing our Veterinary Clinics, if the goal has been achieved to that extent where a number of our young people, say, who were engaged as non-experienced in the work that they were doing and then graduated from that, then I would suggest, this is what I wanted to find out, that it was a worthwhile effort insofar as the whole program is concerned. Thank you.

MR. CHAIRMAN: The Honourable Member for Gladstone.

MR. FERGUSON: Thank you, Mr. Chairman. Possibly the information I am seeking is in this document that we have and I think we possibly have gone through this before, but the thing that I would be interested in is the amount of people that have been trained. Several individuals that I know have gone through three training programs then consequently they have left the area and gone into some other method of occupation. I think the Minister quoted a figure the other day of 64 percent that had remained in the area. I may be wrong on this, but in the event that he didn't, then I would like to ask if we can get a breakdown of the programs where an individual possibly has gone through three or four programs, then has left the area. I don't feel that to a degree this program has been that successful. I think the Minister knows what I am getting at.

MR. USKIW: Well it's a matter of how one measures success. I don't know whether the ratio should be 50 percent or 60 percent but certainly every time you are able to introduce a new person into the productive side of society as opposed to continue to depend on welfare programs of one sort or another, then that has to be a success story. So if you look at a person that is relatively young, who is able to graduate into the work force through a program such as this, then society benefits many, many-fold over the years ahead if that person enters the productive work force. So you can only speculate on that value or benefit. You cannot be certain as to the dollars and cents.

MR. FERGUSON: I can understand the Minister saying, well, all right, so if we get 20 percent of these young people, whether we give them three or four courses in succession, they do stay and become actually involved that maybe the money isn't wasted because if they weren't they would probably be on Unemployment Insurance or some other social welfare benefit. Okay, that's fair ball.

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: Mr. Chairman, I think possibly, I haven't had time to look this through, but I was just wondering also about some of these training programs and how they were related to Manpower because I was just thinking of a few individuals in our area who went away to take a course during the winter, one of them or so went into the university and were getting paid at quite a sizable amount for taking courses. Then I also notice these other courses which are sponsored in different areas where people get paid for attending, they get paid a certain mileage and a certain amount per day. Is this where this is covered?

MR. USKIW: Mr. Chairman, I think the Member for Pembina is referring to Federal Manpower Training Allowances. We don't pay those. All of the students on courses get paid by Federal Manpower.

MR. HENDERSON: If they are at the University of Manitoba, then they are getting paid by Manpower?

MR. USKIW: Or anywhere. They don't have to be at the university. I'm advised that Canada Manpower pays all of our students a per diem allowance under the Farm Management courses.

MR. HENDERSON: That's the local courses that are held throughout the area during the winter and the Federal people pay all of that. How about the students, then, — we can't really call them students. I'm talking about boys that are not fully employed on the farm and in the winter time they haven't anything to do, they come into the university and they get paid for attending courses during the winter. Who's paying for that?

MR. USKIW: These would be paid for by Canada Manpower.

MR. HENDERSON: Is it shared?

MR. USKIW: No. It's 100 percent Federal.

MR. HENDERSON: Because to be honest about it, I think to some extent some of the people who come in for the winters, it's pretty near a racket, you know. They haven't much to do so they come in and they get paid a certain amount of money for taking the course and then if they have a wife and family they get paid more and I've even known them to rent out their house at home and collect rent on it.

MR. USKIW: Mr. Chairman, I can't comment on that other than to indicate that it's Federal Manpower programs.

MR. HENDERSON: And it isn't shared at all or it doesn't come under your department?

MR. USKIW: No.

MR. HENDERSON: Are they all treated exactly alike, these different areas that take Manpower courses, I mean these courses . . . maybe you don't know since it's Federal. Because I remember once last year there was a course being held in one town and the people who went to it weren't getting paid and they said, well, you know, we hear that they are getting paid in another area. Do you know if there's a division? Does some of it get paid and some of it don't?

MR. USKIW: I'm told that there is a division as between week-long courses and courses of a longer duration, the ones that are under a week, do not get paid a per diem.

MR. HENDERSON: Pardon?

MR. USKIW: The ones under a week, the courses that do not last beyond a week, the people participating do not receive per diems in their course.

MR. HENDERSON: And are you sure that there's other courses that are longer than a week that they all get paid for attending?

MR. USKIW: Yes.

MR. HENDERSON: I think there was one in Manitou this last winter that people didn't get paid for attending and they were at it more than a week. —(Interjection)— No it was on general farming, bookkeeping, and the whole works.

MR. USKIW: I am told that there were a few cases where because of their budgetary position that they weren't able to pay their per diems or allowances although they paid for the course' whatever costs relate to the course itself. That's by enrolling more people than they had actually budgeted for but again that's a federal program, I really can't get into that.

MR. HENDERSON: The way I heard it. And I didn't follow it up. I meant to follow it up but I didn't. I heard that same course had been taught down at Emerson and the people that were attending were getting paid and the people that were attending in our area weren't.

MR. USKIW: Mr. Chairman, I don't know that it's worthwhile to debate another government's program. It might be worthwhile but I don't think we have sufficient information to be able to debate it intelligently.

MR. HENDERSON: But there was something just a little bit funny going on there.

MR. USKIW: Well, my Assistant Deputy suggests that it would be very unlikely that it would be that kind of situation but again it's very difficult for us to say yes or no.

MR. CHAIRMAN: The Honourable Member for Gladstone.

MR. FERGUSON: Yes, Mr. Chairman, I think again my question has been answered. I wanted to find out whether or not the province was sponsoring these programs because I understand the Minister to say that all these programs that are going on in the rural areas are funded by federal funds.

MR. USKIW: Not the programs, the training per diem allowances. Canada Manpower covers that portion.

MR. FERGUSON: But I would assume then the province is paying these people wages or so much a month?

MR. USKIW: No.

MR. FERGUSON: Then basically, what is the provinces participation in these programs.

MR. USKIW: Depending on the nature of the program, they would be our technical input the development of the program, whether it's a workshop or whether it is a farm management course. If it's a classroom course it's paid by Canada Manpower. If it's a short course under a week then they're not. We put those on ourselves.

MR. FERGUSON: Then the Minister is saying that the Federal Government are picking up the complete training costs, the province is basically involved only in the technical survey after that point. Okay.

MR. CHAIRMAN: Resolution 18(a)(1)—pass; (a)(2) Other Expenditures—pass; (a)—pass. Resolution 18(b) Community and Family Programs Branch (1) Salaries.

The Honourable Member for Pembina.

MR. HENDERSON: I wonder, would the Minister take a moment to explain that program.

MR. USKIW: It's what I had read out earlier, the Agricultural Manpower, Louis Riel Factory, East Selkirk Plant and so on.

MR. HENDERSON: Oh, I see, it refers to those. Okay.

MR. CHAIRMAN: Resolution 18(b)(1)—pass; (b)(2) Other Expenditures—pass, (b)—pass. Resolution 18(c) Canada Manitoba ARDA Agreement (1) Salaries —pass; (c)(2) Other Expenditures—pass, (c)—pass.

Resolution 18 Resolved that there be granted to Her Majesty a sum not exceeding \$1,840,200 for Agriculture—pass. pass.

Resolution 19 Manitoba Water Services Branch (a) Salaries. The Honourable Member for Rock Lake.

MR. EINARSON: Mr. Chairman, I'd like to deal a moment on this Water Services Board as it provides services to the towns. How many towns in Manitoba are being provided service under this program?

MR. CHAIRMAN: The Honourable Minister.

MR. USKIW: Sixty-five, Mr. Chairman, projects completed. Oh, I'm sorry, that's the wrong — that's community wells. There are 65 of those that are completed.

We're operating 50 projects under this program.

MR. EINARSON: Well, Mr. Chairman, of the 50 projects how many towns have had applications for assistance, say since 1973 that are not completed.

MR. USKIW: That's for water and sewer?

MR. EINARSON: Oh no, for water that have not been completed in the province' since 1973.

MR. USKIW: There are 79 applications outstanding, Mr. Chairman.

MR. EINARSON: Well, Mr. Chairman, I would like to ask about one particular town because of the

serious drought last fall. I know the Town of Swan Lake, if I can refer to that particular application, Mr. Chairman, the Town of Swan Lake has had an application in since May of 1973 and up to last fall nothing was done about it. Could the Minister indicate why that is so because they have had a serious situation as far as water is concerned for the town. Now I understand there is 79 applications but are they all as serious as this particular case is, as far as Swan Lake is concerned?

MR. USKIW: The date of application as I have it here, Mr. Chairman, is March 10 of 1976, for Swan Lake and there is money in this proposed budget for Swan Lake.

MR. EINARSON: Mr. Chairman, I was given to understand by one of the councillors in the town that an application was submitted to the board back in May of 1973 and I did speak to Mr. Griffin last fall about this matter and he indicated to me, and he agreed with me, that this was so, and I was wondering why it has taken so long because it has waited until it's reached the stage of a real crisis and more than half the town was pretty well out right out of water last fall. I don't know what they've been doing all winter.

MR. USKIW: Mr. Chairman, there is quite a difference between an inquiry as to what service the Water Services Board can provide for a community as opposed to a formal application by Resolution of Council. As I understand it a Resolution from Council was presented to us on March 10th, of 1976. Now there may have been inquiries prior to that but no formal presentation that I'm aware of. There was a meeting with them previous to that but there was no formal application.

MR. EINARSON: So the Minister is saying that unless there is an application, I mean when they request the services . . .

MR. USKIW: There has to be a Resolution from the local authority in order to put their program on a priority list with the Water Services Board. Without a Resolution we're not in a position to prioritize it.

MR. EINARSON: So then the Minister's saying that 10, 1976 a resolution was submitted on March for the purpose of Well, then can the Minister . what is the situation at the present time then. Have the engineers been able to locate a supply of water?

MR. USKIW: I'm advised that studies were carried out and we are budgeting for it for this coming fiscal year. We hope they do the work this summer.

MR. EINARSON: I see, but what I'm asking is, then there hasn't been sufficient investigation or testing of water in the area to know whether they've found a supply of water for the town.

MR. USKIW: Oh I wouldn't say that, Mr. Chairman. I'm not sure what the analysis is of those studies but assuming that since we are budgeting for public works to be undertaken in the summer of 1977 that the results must have been positive. That's an assumption but we can get further details if necessary.

MR. EINARSON: Yes, Mr. Chairman, this is what I really wanted to know. If he is saying that the analysis has gone so far and that funds have been budgeted for it, is that indicating that they have found a supply and that they're prepared to go to work to get it to wherever it is to the town?

MR. USKIW: I would assume that although I'm not sure that I would want to be quoted.

MR. EINARSON: Is the Minister able to inform me of that?

MR. USKIW: What R.M. is that?

MR. EINARSON: Lorne Municipality, Mr. Chairman, Lorne Municipality.

MR. USKIW: Well, Mr. Chairman, I think to expedite matters perhaps we can get the answer for the Member for Rock Lake if not in the course of the debate on the Estimates, certainly by way of a statement in the Legislature as soon as we can get the information.

MR. EINARSON: Mr. Chairman, through you to the Minister, that's fine, that's agreeable to me. I thank the Minister. If he's able to do that then that would be sufficient.

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: Mr. Chairman, do you mean that this is assistance to rural communities? Does it mean a rural town as separated from the community?

MR. USKIW: Rural towns and villages.

MR. HENDERSON: Is this the group that has to do with the setting then of water rates after the installation?

MR. USKIW: Yes, Yes.

MR. HENDERSON: When they set the water rates it's pretty nearly, is it not that they can hardly be challenged. Like you set them up and they've got to pay it back. That's just about their percentage and that's just about it isn't it?

MR. USKIW: There is a fairly generous subsidy program. The province I believe has made a recent adjustment. We were at \$3.00, now it's at \$3.40 that we are able to charge the community at the maximum rate. Beyond that, we pick up the total cost so we have communities that drain somewhere in the order of \$8.00 or \$9.00 per thousand gallons. Yes. So the difference between \$3.40 and that level would be a subsidy from the province.

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: Is this the department, too, that puts in the community wells?

MR. USKIW: Yes, Yes.

MR. HENDERSON: How many community wells and how is that shared between yourselves and the municipality?

MR. USKIW: We have 65 and the formula is a 50-50 cost sharing.

MR. HENDERSON: Fifty by the province and fifty by . . .

MR. USKIW: Yes.

MR. HENDERSON: When they set up the community wells, do they work with a crane machine you know so their water's metered out or is it a free well?

MR. USKIW: That's up to the local authority to determine, Mr. Chairman. We have no set policy in that regard.

MR. HENDERSON: So in other words, when you set up a community well, it doesn't necessarily have a meter on it but who would be paying the hydro bill then, the municipality?

MR. USKIW: Yes. Yes. We have nothing to do with the operation of them, we simply have a grant formula for the construction of them, from that point on it's a local responsibility.

MR. HENDERSON: It actually seems to be a pretty good program nowadays when there's so much spraying done and so much hauling of water for stock when wells run dry and different programs like that and the accessibility of these community wells seems to be a very good project.

MR. USKIW: For the interested members, we did construct 26 wells in 1976 and two in 1977 so it's been fairly aggressive.

MR. CHAIRMAN: Resolution 19(a)—pass; 19(b) 19: Other Expenditures—pass. Resolution there Resolved that be granted to Her Majesty a sum not exceeding \$722,700 for Agriculture — pass.

I would now refer honourable members back to Page 5 in their Estimates Book, Resolution 8(a) Minister's Compensation. The Honourable Member for Virden.

MR. MCGREGOR: Well I would like to put the same question that I did in the House this afternoon, Mr. Chairman, and that was to do with a program I witnessed this morning where an interviewer was interviewing some officials in Ottawa regarding the import of artificial cheese and the fact that it's going to come in a lot cheaper than our own Canadian cheese, the facts as the interviewer was explaining, the flavour is slightly different but it's quite conceivable they would mix it in a proportion with our own cheese and come up with a product that would indeed be a lot cheaper to the consumer but indeed would really be a threat to the industrial milk producers of both Canada and Manitoba certainly. Now how far has this advanced and as I asked the Minister, has he had any conversation or indeed any correspondence with the Ottawa officials regarding this particular problem or threat to the industry?

MR. USKIW: Well, Mr. Chairman, I did take the question as notice so as soon as we have some detail on it, I'll have to answer that question. I really have no knowledge of it whatever.

MR. CHAIRMAN: Resolution 8(a). The Honourable Member for Rock Lake.

MR. EINARSON: Well, Mr. Chairman, to summarize the Estimates, I think that we're dealing with an industry here in this province that I believe more and more as time goes on our urban people are realizing the importance of agriculture in this province.

There's been exciting times I think in that field in the last few months and I would like to say, Mr. Chairman, that the kind of things that have gone on insofar as I'm concerned, I have not been too pleased with them. I want to say here and now, Mr. Chairman, that the Minister, in his opening remarks, when he was introducing his Estimates, he was relating to the free market system and thought that it was rather sinful, if I can recall his words, that this kind of a system is depriving millions and millions of people in the world from having a substantial diet. And he sort of is relating that comment, with my colleagues and myself, because we believe, probably, in the free market system. I fail to understand his rationale and his thinking when he makes that comment, Mr. Chairman, because I think that it's a much greater problem than that. I don't think that the free market system has anything to do with the millions of people in Asia, say, countries over in Asia, and other countries of the world that are starving and as a result of malnutrition, thousands upon thousands are dying.

I also want to say, Mr. Chairman, that I think the most important item in this whole debate in this Session seems to be dwelt on marketing boards versus non-marketing boards, and I want to make it abundantly clear, Mr. Chairman, to the Minister, that my leader, my colleagues and I, have no particular hang-up with marketing boards as such, and we've always said, providing that the commodity groups have the opportunity to set up marketing boards and operate them as they see fit. But you know, Mr. Chairman, we've had a display in the last few months whereby this Minister is hell-bound to establish a marketing board in the beef industry with full powers, regardless of whether the beef producers of this province want it or not. And this is the area in which we, in the Conservative party, become very concerned.

The Minister has accused us, in his comments, when he relates our party to some comments that have been made and refers to as "the big lie". I didn't mind that so much, Mr. Chairman, but when his First Minister went to Thompson to speak to an NDP convention and uses the same terminology insofar as my leader is concerned, I take it a very serious issue

I want to say, Mr. Chairman, I have an example here I want to quote to the Minister of Agriculture,

whereby six people who were well known in the beef industry in this province, were in his office, I believe on the 14th of January. The first question was, "What will happen to a producer-elected beef marketing board that does not follow the directions of the Manitoba Marketing Board?" And the answer, Mr. Chairman, was, "Directors will be replaced by directors who will".

A second question, Mr. Chairman, was, "Will all slaughter cattle come under the control of the beef marketing board?" And the response to that, Mr. Chairman, by the Minister, was, "Yes, that is the only way the marketing board can function".

Well, Mr. Chairman, I'm given to understand that the Minister, in his travels throughout the province, at some meetings, denied that he ever said that in his office. I don't have the photostatic copy of the affidavit that those six gentlemen signed saying that the Minister did answer those two questions in that way. And the Minister can accuse us of the big lie all he likes, but I want to say that in the past two months, I have never seen a Minister that has bordered on the kind of mendacity that this Minister has insofar as our whole agricultural industry is concerned. Having said that, Mr. Chairman

MR. CHAIRMAN: Order please. Although I do not have the list in front of me, I believe that "mendacity" is not a parliamentary term. I wonder if the honourable member would like to reconsider his use of that word and maybe reword it.

MR. EINARSON: Well, you know, Mr Chairman, this Minister can stand up and use his phraseology in a way that qualifies him to be able to use it in the House. I indicated, and I think when Hansard will be read, I suggested Mr. Chairman, that the Minister was bordering on the kind of mendacity that no Minister has ever conducted himself in such a way. Well, Mr. Chairman, the word, if you translate it, it is "a lie," but I didn't say the Minister was a liar, I said, "bordering on such a situation," I think it's a little different, Mr. Chairman.

Nevertheless, I thought that by giving my message in this way, Mr. Chairman, it would indicate to honourable gentlemen that I think when a Minister wants to use that kind of tactics, then we have to play fire with fire. I want to say to the Minister, he could have avoided a lot of difficulty and don't know what the results are going to be, come Friday. We have no idea, but be that as it may, I'm not concerned about that.

I am concerned, Mr. Chairman, and many farmers were concerned, not so much a marketing board of full powers, but the way in which this whole thing was handled. I want to take the Minister back to the time when the Manitoba Farm Bureau had their annual meeting early in January and the Beef Producers Association, the Cow-Calf Producers' Association, had representation at that meeting, and it was already known then that there was going to be a plebiscite. It was sprung upon them very quickly. But these were two official organizations representing the beef industry in this province, had been working with the Minister for a few years, not just a few months, but a few years, trying to work

out a plan whereby we could try to solve some of the problems in the marketing of our beef cattle.

Mr. Chairman, I for one, and my colleagues, fully recognize that there are problems in the marketing of our beef industry. I think we all agree with the Minister on that one. But I would like to suggest, had the Minister sat down with these two organizations, and they requested of him at that annual meeting, if he would postpone the vote, he indicated to them, no, he would not do this, so then they asked him if they would be allowed, as the official spokesmen for the largest majority of the beef industry in this province, if they would be allowed to have some input into the establishing of this ballot. The Minister refused them on both counts.

I thought it rather strange, Mr. Chairman, that not long afterwards, as a matter of fact after the annual meeting here in Winnipeg of the NDP convention, I don't know how it was that Mr. Usick suddenly found it convenient to resign from the Manitoba Marketing Board, from the Livestock Advisory Committee and to resign from those positions and all of a sudden the requests by these two organizations were suddenly granted by the request of someone else. I say, was Mr. Usick in the Minister's office requesting this after he resigned resigned to allow for another month's postponement? Was it, Mr. Chairman, that the Minister realized that the poll that was coming back to him, when the vote was originally supposed to be held, a month sooner . . .

MR. CHAIRMAN: The Honourable Minister of Agriculture.

MR. USKIW: I wonder if the member would entertain a question. What did the member mean by a poll?

MR. EINARSON: Did the Minister, was he getting messages back from the rural areas that the vote was going to go down drastically so he postponed the thing on the basis of the request of one individual who had been an appointee of the Minister's on the Manitoba Marketing Board and on the Livestock Advisory Committee. Farmers became very suspicious, Mr. Chairman, when that was established, at the request, I would suggest, Mr. Chairman, of one appointed individual. I thought this rather amusing.

MR. CHAIRMAN: Order please.

MR. EINARSON: Well, Mr. Chairman, a small group of cattlemen organized themselves called, I

think, the Dependent Cattle Producers, and the Minister, along with Mr. Usick, and I would prefer, Mr. Chairman, to call it the "Double U" formula, that the Minister took around the Province of Manitoba, on a crusade to try to sell his beef marketing board with full powers, something that no farm organizations had asked for, and I couldn't for the life of me understand why the Minister was bound that he was going to get his wish, regardless of the consequences.

So, Mr. Chairman, it's rather anticipatory that I make these comments, because, you know, I think the vote isn't coming up till Friday. We don't know what the outcome is going to be. But as I said earlier, be that as it may, it's immaterial, but I want to point out to the Minister that many many farmers in this province were very unhappy the way this whole thing was established, because I repeat again that farm organizations representing the beef industry have been trying to work so close with this Minister for several years, and got no place. And all of a sudden, one individual who is an appointee, and a small group of farmers, representing their section of the beef industry, seemed to get the two wishes that were requested at the annual meeting of the Manitoba Farm Bureau and were turned down.

Mr. Chairman, I also found it rather amusing that the Minister went to the university to speak to a group of students and seemed to, I suppose, establish the idea that he would be able to brainwash them. The students had something, I believe entitled "Life and Learning" at the university this winter, and if I remember correctly, Mr. Chairman, I think he referred to farmers in this province as being rather ignorant because they did not go along with his own philosophy, his own ideas, and as a result, Mr. Chairman, this, too, didn't help the situation any. And you know, Mr. Chairman, one of the things that bothers me is the feelings that were created amongst farm groups throughout the province in the past few months and the way in which the whole program and the whole campaign was conducted.

I want to say, Mr. Chairman, that I personally never took any active part in any of the meetings, other than one, where I was asked to speak in my own constituency. I made a few comments, and I said to the farmers there, "I'm not here to tell you how to cast your ballot. You cast it in the way you think best." But I think, Mr. Chairman, at that meeting, I also indicated, I believe, that the information you require should be forthcoming.

I also attended one meeting where the Minister did attend — and to be fair with him, he was there with his friend Mr. Usick — another question I asked Mr. Usick was how come he was signatory to the majority report and all of a sudden, he left that group and decided to join a group of independent farmers to travel around the province to sell the concept of a marketing board for beef with full powers.

There are a number of questions, I'm sure, Mr. Chairman, even after this vote is completed, the Minister indicates that this will be a marketing board that is going to handle slaughter beef, that is animals that will be sold on the rail grade basis, and not cattle on the hoof. I'm wondering, Mr. Chairman, what's going to happen. How are the cattle that are being sold live weight, how are they going to be handled.

You know, Mr. Chairman, I've also talked to many farmers who produce calves, do not feed them out, but depend on the feedlots to buy them and finish them. This is another area, Mr. Chairman, that the "Double U" formula has been going around the country selling the ideas that some of these larger feedlot operations are a detriment to the beef industry. Mr. Chairman, I suggest to you that many cow-calf operators are very happy to have those feeding operations, to take their calves off their hands and finish them, because they are not equipped to handle that aspect of finishing their calves.

Another area, Mr. Chairman, insofar as our beef industry is concerned, the Minister is establishing a grass fed quality beef. He's promoting it, and I'd like to point out to this Minister, I don't know whether he's ever raised cattle beef in his life or not, but I'd like to point out to this Minister that farmers have been raising beef for 75 years in this country, and over these years they have developed a quality product that no place in the world surpasses. I'm talking about cattle that are fed in the feedlot, that are given special rations to produce the kind of fat and the amount of fat on that beef in order to give it quality. It appears to me, unless the Minister is prepared to tell me otherwise, that because our grading system has changed recently — and this is an area, Mr. Chairman, where farmers are losing out — on the difference in the spread of say, an A1 carcass, an A2 carcass, and an A3 carcass, because there may be 1/10th of an inch more fat on an A3 steer than an A2 steer, he is losing 6 cents a pound. You know, Mr. Chairman, at no time, to my knowledge, have things like this been brought out. The Minister makes it sound so simplistic when he says, "All will be well when we establish a marketing board with full powers to look after all your problems."

I suggest, Mr. Chairman, there are a number of areas such as bonding of cattle buyers — my colleague from Gladstone brought in a Resolution, I believe two years ago, it was turned down by the present government — this is something that is not necessary to have a marketing board as such, Mr. Chairman, but rather, legislation can take care of that. The inspection of our weigh scales in all the stockyards doesn't need a marketing board. We can do that as members in this House, through legislation.

I have also brought up the problem of our farmers who are unfortunate in losing animals during

the year for one reason or another, and this is a problem. You don't need a marketing board for that, Mr. Chairman, that can be done through the Minister's department without having to have a marketing board to regulate those things.

So, Mr. Chairman, it goes on and I would like to say, Sir, that there are a number of areas that we can solve the problems of beef producers without a marketing board. Mr. Chairman, I believe the farmers . . . and here again one doesn't know until we have the results of the vote. If this Minister had established a plan with the beef organizations, that is, the beef producers, beef growers, cow-calf producers, sat down with them, set up a marketing plan, consulted with the Manitoba Marketing Board, and then drawn up the regulations and that and submitted that to the producers to see whether they would accept that or not, I think, Mr. Chairman, we would have been on much more solid ground insofar as the security, the future security of our beef industry is concerned.

So much for marketing boards and again I want to make it abundantly clear that we, again I say, have no hang-ups for marketing boards as such, and also that if commodity groups want to organize themselves to run their own business with assistance from the Minister through the Manitoba Marketing Board, this can be done. I think that farmers generally would accept that concept but when they are told, and with a letter advising them with the ballot — I heard many farmers, Mr. Chairman, object to that very violently. You know one fellow said to me, "That's something like, if the election was to come tomorrow, I would take my friend out and get him stone drunk and then after I have done that, tell him how to vote or vote my way." That is the relationship that some of these farmers were getting when they received a letter with a ballot in order that they cast their wishes as to how they want it.

Another area I want to emphasize also is again the questions I posed to the Minister insofar as our 4-H clubs were concerned. Some of the people in the communities that have offered their services voluntarily to help young boys and girls in the various 4-H clubs, whether they be a beef club, a sewing club, or what-have-you, felt that when the home economists were taken out, they lost an awful lot. And they said that it has become difficult to get the message to the young people because our volunteer workers have their own responsibilities for their daily work and what-have-you. And while the Minister says the Department of Health has sort of substituted this service, I am not getting that message, Mr. Chairman. So, when the Minister conveys this to us, I don't think that is good enough because, I say it again, our 4-H clubs throughout the province to me are a very important, integral part of our agricultural industry because after all, that is the basis of our young farmers of tomorrow. I feel that it is very important and I can understand when the Minister has to establish priorities — and that person I can go along with — that when he establishes priorities, I think that his decision when it comes to something like that may differ to mine. And so I point it out to the Minister that this is one example that I am getting as far as his department is concerned. People are not happy with the things that are going on in our rural communities.

Also, Mr. Chairman, I think too that the whole area of services within all divisions, and there are five of them, farmers are asking for information on various things and they are not getting it. Somehow, Mr. Chairman, there has been a lack of communication between the Minister's office and many of the people who are employed out in the field. Mr. Chairman, I think this is a sad commentary when we think of that because after all if this is what is happening, then it is a breakdown of the whole department. I have listened on a number of occasions when people have asked, "Where is our ag rep?" when they want information because after all it is the taxpayers that pay his salary or her salary and that is what they are out there for. So, Mr. Chairman, my time is up with those few comments. I feel, to bring to a conclusion, and here I reiterate again, it seems as though the main and most important problem that is facing our party and the government is the kind of publicity that is going on, trying to spread the big lie as the Minister termed it in his comments. I want to say, Mr. Chairman, it is just not true. Thank you.

MR. CHAIRMAN: The Honourable Member for Pembina.

MR. HENDERSON: Thanks, Mr. Chairman. I don't know whether there is a great deal more to say after what the Member for Rock Lake has said. I took quite an exception really to the way the Minister introduced his Estimates because he went on about farm conditions and farm prices now and farm income and he knows as well as you people know that the increase in the farmers' incomes had really to do with world conditions in this last number of years and the price of grain. And I don't think he need try to relate that or kid anybody that it was just because there was an NDP government in at this time. —(Interjections)—

MR. CHAIRMAN: Order please.

MR. HENDERSON: Well, I just think that his introductory statements were really far-fetched or really all wrong because when the world conditions changed like they did — we never saw prices like that with agricultural products before and they should not be getting the credit for that. I am happy that we did have a better time as farmers for a number of years but things are looking very bad right now and I think that we really do need to be looking at the agricultural people in the next while because with prices going up like they are on all the different inputs and what we sell is going down, I

really can see a very difficult time for farmers in the years ahead.

And he went on to speak about their land lease policy and now how they are able to buy it back. Well, you can't kid anybody — this is just what the Conservatives advocated at all times, that the people should be able to purchase their land. The only part that I didn't like about it is there is a capital gain consideration in there which the people who did lease the land are able to take advantage of. And I think, in my own opinion for what it is worth, that it would have been far better to have sold them the land now at, shall we say, a fair market value and give them assistance to be able to buy it than to have given it to them this way because not only did these people have the advantage in these last few years when prices were high to be able to work this land, they are also getting the opportunity to capitalize on a great deal of capital gain. We know there never was anything like this in the history of Manitoba before when there was a capital gain like this. And I am sure that the Minister is aware of this but this is election year. But I just want him to not to go around saying that this is what they wanted, that they wanted farmers owning it before, because they didn't put this in and because the Conservatives kept saying it and because they saw of the results of places like Souris and other places like that where the NDP ended up third in the ballots, I am sure that they realized that they had a policy there that the farm people didn't like and that they should bring in a purchase clause. Actually, even though it isn't just as good as I would have liked to have seen it, I am very happy to see that it went in.

In talking about the vote on the beef, there is no doubt that the Minister was wanting the marketing board and I don't blame him to some extent for fighting for his convictions, but at the same time I think the Minister of Agriculture has lost the confidence of the farm people. I think if the same program had been presented by other people in a more mild way without trying to push it onto them or force it onto them, there is a good probability that they would have accepted them. And I would say now that if this beef marketing vote is turned down with a large majority or even with a reasonable large majority, that's an anti-Sam vote. Many of the people realize there should have been things done in connection with marketing beef but there is going to be an anti-Sam vote if it goes down heavily. I just think now that it could be . . . for a long time the people who are raising livestock have been looking for better treatment in the marketplace. There were many things that could have been done and should this vote be turned down, which I have a pretty strong feeling it is because most of the people say, "Well, I don't trust Sam." That's what you hear, "I don't trust —(Interjections)—

So I feel this here beef marketing vote has actually turned into that sort of a thing, whether they trust the Minister of Agriculture or not. And I would hope that if by any chance — which I would be willing to take bets on that they won't win the next election — but if they should happen to win it, I hope that the Minister doesn't sulk or his government doesn't sulk and I hope they will give the farmers a chance to do some of the things that they wanted done in connection with the marketing in their beef because I myself do believe that there is quite a few things should be done in the marketplace so that the farm people get a better deal. That's all I have to say. I will let it go there.

MR. CHAIRMAN: Resolution 8 (a) — pass. Resolved that there be granted to Her Majesty a sum not exceeding \$7,191,900 for agriculture — pass. —(Interjections)— Order please. —(Interjections)— Order please. That concludes the discussion of the Department of Agriculture.

The next department on the Committee's agenda is the Department of Renewable Resources.

MR. CHAIRMAN: The Honourable Member for Lakeside.

MR. ENNS: I wonder, Mr. Chairman, with the co-operation of the Committee members, we shouldn't consider adjournment at this hour. I believe we've done a good evening's work.

MR. CHAIRMAN: Committee rise. Call in the Speaker.

The Chairman reported upon the Committee's deliberations to Mr. Speaker and requested leave to sit again.

IN SESSION

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

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

MOTION presented and carried.

BUSINESS OF THE HOUSE

MR. SPEAKER: The Honourable Member for Flin Flon.

MR. THOMAS BARROW: Mr. Speaker, before we adjourn I would like to make one change with leave on the Municipal Affairs Committee.

MR. SPEAKER: Does the honourable member have leave? (Agreed)

MR. BARROW: The Honourable Minister of Municipal Affairs will replace the Member for Gimli on that Committee on Municipal Affairs. Thank you.

MR. SPEAKER: The hour of adjournment having arrived, the House is adjourned and will stand adjourned until 2:30 p.m. tomorrow afternoon.