

LEGISLATIVE ASSEMBLY OF MANITOBA

Thursday, 27 June, 1985.

Time — 8:00 p.m.

CONCURRENT COMMITTEES OF SUPPLY SUPPLY - COMMUNITY SERVICES

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

We are considering Item No. 4.(a)(1) Child and Family Services, Administration: Salaries; 5.(a)(2) Other Expenditures - the Member for Rhineland.

MR. A. BROWN: Mr. Chairman, I have asked the Minister whether she would like to make an opening statement. We're starting a new division within her department.

MR. CHAIRMAN: Madam Minister.

HON. M. SMITH: Yes, I appreciate the opportunity to hit the highlights in this branch. Through '84-85, we were involved in the preparation of the new Child and Family Service Act, a culmination, of course, that was realized when we tabled the act in the Legislature in May of this year.

It's a significant step forward for child and family services with legislation in Manitoba, indeed, in Canada. It contains an 11 part declaration of principle, incorporates current legislation which has been clarified and consolidated and contains a number of new provisions which will provide for the needs of families today and well into the future.

Every Indian Reserve in Manitoba now has a capacity to provide child and family services. Fifty-eight reserves are served by five child and family service agencies whose head offices are situated within the tribal council jurisdiction, and two reserves provide services by way of bilateral agreements with the Department of Indian and Inuit Affairs. Negotiations have taken place with all reserve-based agencies, in order to establish an off-reserve child and family service capacity for their band members. The staff providing off-reserve services will be situated in the newly established Mamawi Wici Itita Centre in Winnipeg.

The centre was established in September of 1984, for the purpose of providing non-statutory services to status and non-status Indian persons, as well as Metis persons living in the City of Winnipeg. The centre's board consists of 12 individuals who were elected by persons declaring themselves to be of aboriginal ancestry.

The Manitoba Foster Parent's Association and the Winnipeg Foster Parent's Association both received funding to hire full-time staff to assist in the important work of developing provincial foster parents. A key initiative under way is to develop a curriculum of professional foster parent training courses throughout Manitoba.

The Residential Care Advisory Committee has become increasingly active in responding to issues and

working with the Child Care Resource Committee of government to resolve outstanding concerns. A working group comprised of representatives from the child care field and Child and Family Support are currently involved in developing program standards.

On April 1, 1985, Child and Family Services in Winnipeg came under the direction of six community based agencies, replacing the former Children's Aid Society of Winnipeg, and substantially changing the roles of the CAS of Eastern Manitoba, and the services given by the province in Assiniboia/Charleswood.

These agencies were developed to respond to a general lack of community involvement, underdevelopment of family support and preventive services, and an increasingly large number of children in care away from their families.

Support services to families were restructured to emphasize early support and preventive services over services that relied on placing children in care outside their families. New preventive services were designed to maintain the family unit and include counselling, special day care, homemakers and parent aides. Service-specific grants were provided to the new agencies in Winnipeg for outreach, prevention and community development.

Specific guidelines were developed and implemented in 1984 to ensure that Native children in need of alternate care are placed in culturally appropriate settings. The guidelines also require the involvement of Native agencies and organizations in planning for Native children.

There have been two other areas in the same division, wife abuse and child day care. With regard to wife abuse, in 1984, the department was given lead responsibility for co-ordinating services and programs for battered women and their children. As part of the department's response, a responsibility centre was created through the establishment of a position for a Provincial Co-ordinator of Wife Abuse Programs. Programs in 1984/85 were developed in rural Manitoba through consultation between the department's regional directors and private organizations interested in services to battered women. This consultative approach to rural development is the model that a number of other provinces are following. As well, the department continued support in Winnipeg and Thompson with ongoing support to the Manitoba Committee on Wife Abuse and the Thompson Crisis Shelter respectively. Grants to Wife Abuse Programs in Manitoba by the department for '84-85 totalled \$437,600.00.

In March, there was a multi-media ad campaign against wife abuse. It employed radio, television, posters and brochures. The purposes of the campaign were to reduce public tolerance of wife abuse and to inform victims of the availability of services.

A Provincial Wife Abuse Workshop was sponsored by the Department at the end of February. Representatives from the wife abuse groups in the province were invited to an educational workshop. Topics included volunteerism, fund raising, data collection and budgeting.

Under Child Day Care, a 6 percent increase was approved in 1984/85 for fees, maintenance and start-up grants for funded day care centres and homes. These monies may be used to purchase or upgrade equipment, assist with program development and for daily operation.

Upgrading grants in the amount of \$3,000 for fire and \$3,000 for health were made available to funded centres to meet the fire and public health requirements of The Community Child Day Care Standards Act. These funds were used, in part, to upgrade or purchase new equipment to ensure that children have access to a wide range of activity centres throughout the day.

Child Day Care assumed the responsibility for licensing all child day care centres and homes throughout the province.

For the first time, centres providing extended care to meet the needs of shift workers through the provision of evening or 24-hour care were licensed.

A record keeper/calendar was distributed through Child Day Care to assist family day care providers in meeting the record keeping requirements of the new legislation.

In co-operation with the Canadian Red Cross Society, a safety course for child care workers was developed. A brochure and a series of posters titled Making Safety a Growing Concern were distributed to centres throughout Manitoba.

A Child Day Care newsletter was developed for distribution to centres and homes throughout the province. This newsletter is published quarterly.

The Qualifications Assessment function was established to review qualifications of day care workers to assess at three child care worker levels. A nine member Qualifications and Review Committee was appointed to advise the Minister on necessary day care staff qualifications and to act as an appeal body for individual day care workers who may disagree with their assigned child care worker level.

Manitoba demonstrated national leadership in proposing to the Federal Government a model Canada Day Care Act which sets quality and accessibility standards for federal funding.

An awards dinner was held to celebrate 10 years of day care in Manitoba. This 10 years has seen remarkable growth in day care so that in 1984/85 there are over 13,000 licensed day care spaces - of which 6,000 are provincially funded full-time pre-school; 1,800 provincially-funded school age; and 4,700 part-time pre-school spaces.

Through the Jobs Fund \$1.1 million has been allocated to the Child Care Worker Training Program (CCWTP). The program has been designed to assist child care workers, already in the field as of December 31, 1984, in the upgrading of training to meet the requirements outlined under the new Community Child Day Care Standards Act.

Through the program workers are paid their full salaries from the day care while attending classes. Through the Jobs Fund the wages for substitute workers placed in centres are paid. In addition to their salaries, workers receive a travel allowance and centres participating in the program receive the course texts. It is estimated that nearly 3,000 weeks of employment will be created through the employing of substitute child care workers.

MR. CHAIRMAN: Thank you, Madam Minister.
The Member for Fort Garry.

MR. C. BIRT: Dealing with the administration, could the Minister advise how many salaries are referred to in the \$226,400.00?

HON. M. SMITH: That figure covers six staff, the same as last year - the ADM, three program analysts, and two secretarial-clerical.

MR. C. BIRT: I'll pass.

MR. CHAIRMAN: The Member for St. Norbert.

MR. G. MERCIER: Mr. Chairman, I'm concerned with what the Budget Estimates in this item show, and what they have shown I think in a number of other items. These Estimates show \$243,400 for the year ending March 31, 1985, and show the same number for the year ending March 31, 1986. It would therefore attempt to show to the reader of the Estimates that there has been no increase in the administration costs.

If one looks at the Budget Estimates for last year under this item, Child and Family Services, Administration, it shows \$143,500 as the amount budgeted for this area. The Minister has chosen to show in these Estimates for the year ending March 13, 1985, \$243,400, which is an increase of some \$100,000 over what was in the Estimates last year. The figure 243,400 should be 143,500 which was what was in the budget last year. What this means rather than a zero increase in administration, there is actually a 69.3 percent increase in administration; if you go back two years, it's a 126 percent increase in administration. I would ask the Minister why is she trying to mislead the committee?

MR. CHAIRMAN: That's an imputation of motive.
Madam Minister.

HON. M. SMITH: The explanation is the adjustment that's made via the Treasury Board when staff are reassigned or grouped differently. The adjustment is made because there's no real addition of staff. It's just that they're grouped somewhat differently. A staff year from Vital Statistics, one from Administration and one from Juvenile Corrections was put in this area because the function was more appropriate to the Child and Family Service area. It's a reorganization internally in order to do the work of the department.

MR. G. MERCIER: I'm just trying to look back, Mr. Chairman. One was from Vital Statistics?

HON. M. SMITH: Because this area has been involved in a lot of change putting some program analyst capacity and secretarial help in has enabled the department to accomplish the work, but there hasn't been an increase overall. It's been a re-allocation within the department.

MR. G. MERCIER: Mr. Chairman, I'm very concerned about this because it is very misleading. I can recall in any set of Estimates that I dealt with, they never varied from showing what the budget total for the area

under consideration was for the previous year. If there was a transfer into that department or some reorganization and it showed an unusually large increase, there was a statement made at the beginning of the Estimates that accounted for that difference in expenditures.

Now, I look back in Vital Statistics for the year ending March 31, 1985, the budget appropriation was 850,000 and you have shown under Vital Statistics in your Estimates this year for the year ending March 31, 1985, 776,900, so there's a difference of some roughly \$75,000 decrease in that particular area. You said that accounted for one person.

MR. CHAIRMAN: The Minister of Municipal Affairs.

HON. A. ANSTETT: Mr. Chairman, I appreciate the member's question and I think the presentation can be confusing. That's why the reconciliation appears at the beginning of the Estimates for each department which reconciles changes between departments and that was the case when he was a Minister of the Crown as well.

Similarly, although the Honourable Member for St. Norbert may not recall, the same practice was followed when he was on the Treasury Bench between '77 and '81 with regard to changes in programs and functions within a specific department and the previous year's Estimates were changed to reflect the realignment so that members could see any actual changes in program delivery from year to year. But certainly, I appreciate that what the member is really looking for is the paper trail of what went down and what went up to produce the same gross total for Community Services in last year's Estimates Book for the year ending March 31st, '85 and in this year's Estimates book for the year ending March 31st, '85.

The gross total, subject to the front page reconciliation, will remain the same, but transfers between branches or sections and functions within lines may have been adjusted and I think the Minister can supply that paper trail, but to suggest that that's in any way misleading the committee is to suggest that his government, which did the same thing, was misleading, and I'm sure the member wouldn't want to leave that on the record.

MR. G. MERCIER: Mr. Chairman, I say that it is misleading, certainly to this extent. I could go along with this if the Minister had given in her remarks some indication of what has happened. What she is doing, for example, in this area, by not saying anything, by changing the figures that were in the Estimates last year without telling the committee, is hiding, for example, what is a gross increase in administration costs that have occurred throughout this department, and in this particular section show an actual increase in administrative costs of 69.3 percent over the previous year; and if you look at it for two years, it's an increase of 126 percent, at the same time that the Minister keeps talking about improving services to people. In fact, services have deteriorated to people, while she embarks upon very significant and high increases in administration.

HON. M. SMITH: This section is a \$68 million expenditure without an administrative capacity to

analyze the issues to ensure that the expenditures are indeed in the areas where the high priority need is, that there's accountability, proper planning. There must be some planning capacity and some evaluative capacity or we just simply could not ensure that the budget of the branch was well and truly spent. There have been quite a lot of changes and planning required in this area to ensure that the overall shift to more preventive support services to families could in fact be carried out and carefully monitored, because we've said all along that we wish to, not only put in place a somewhat different system, but we also want to have a capacity to monitor it and see whether our planning is working out as expected and if there are areas where there's some slippage or whatever, where we can move quickly to deal with it.

Proportionately, that type of administrative expenditure on that type of budget item is not disproportionate and I submit it would really be remiss of us not to put a fair bit of central planning and co-ordination into work of this sort.

MR. G. MERCIER: Mr. Chairman, would the Minister confirm that three years ago this administrative structure did not even exist?

HON. M. SMITH: As I pointed out earlier today, one of the problems in social service delivery is that there's been a tendency to have a rather ad hoc reactive type of service where response is given to any group that would sing out for help and there was not adequate ability to see that a coherent program, equitably funded and available across the province was in place, or that there were funding principles and standards that could be sustained over time. I make no apology at all for trying to put in place a system that has some comprehensiveness, that has standards and equitable funding.

MR. G. MERCIER: Will the Minister answer the question? Can she confirm that three years ago this administrative structure and this item did not exist?

HON. M. SMITH: I have in front of me the adjusted vote figures for '84-'85 and '85-'86. There's been considerable reorganization in this entire department partly because it was operating very much with separate elements that weren't properly planned and co-ordinated. It's been our goal to move the whole department to a point where it could, in fact, plan and monitor more effectively. If, in fact, we have created a planning and monitoring capacity where none existed before to oversee how the public dollar is spent in the effectiveness of program, I would think it's a long overdue change.

MR. G. MERCIER: Mr. Chairman, last year this area of Child and Family Services spent more money in total, 70,279,000, about 2 million more than is shown in this budget. Is she saying that with a reduction in expenditures of \$2 million in this area, you still have to add two or three people and increase administrative costs 69.3 percent?

HON. M. SMITH: I'm happy to provide the major detail on the shift. We had the Juvenile Corrections in this

area last year because we had thought that it would be a better mix with child and family, however, having gone through a review of that alignment, we have decided that it's better to put it back with the Corrections Branch and that, in fact, would account for 6 million out of this appropriation.

There was another 500,000 transferred to Manitoba Education as we gradually transferred responsibility for some of the special education programs over to that department.

MR. G. MERCIER: So you decrease the responsibility and increase the administration, that's what's happened.

HON. M. SMITH: We put capable administration and planning capacity into where there was none before. I think that's a simplistic way to evaluate what's going on.

MR. G. MERCIER: We'll find out about that.

Would the Minister, from now on during her Estimates, undertake to this committee that whenever she has changed the figures from the previous year and in her words reallocated people or moved the people around, would she advise the committee at the beginning of the consideration of that item, so that the committee is not misled by the figures that the Minister is using?

HON. M. SMITH: There is certainly no attempt to mislead, and we'll provide that extra detail as we go along. If I miss any, please remind me and I'll ask the staff to provide the extra detail.

MR. CHAIRMAN: The Member for Fort Garry.

MR. C. BIRT: Can the Minister advise what the three program analysts do?

HON. M. SMITH: These people have been helping us with initiation of new program thrusts and that calls for initiating, negotiating and analyzing. We have one who's been working primarily with the Native community in the various program areas; another who's been a general purpose person who's been available to move in where we needed extra work done; we've had another person who's mainly focused on developing the Wife Abuse Programs.

MR. C. BIRT: Mr. Chairman, when the Minister gave her summary as to what they have been doing in this particular part of her department for the past year, and in looking at what these three new program analysts are doing, I noticed that the Minister did not touch on or make reference to, in either of these aspects, anything dealing with child abuse. I'm wondering if the Minister can advise what program they have in place for child abuse in this province.

HON. M. SMITH: We've had a program for about ten years right in the Child and Family Service area. It's been evolving in cooperation with the agency. So in a sense, because there was a base there, that's where the development work has been going on. Because some of the Native services and the Wife Abuse

Programs were relatively new, we needed more analysis at the centre.

MR. C. BIRT: What agencies was the department working with in developing these child abuse programs?

HON. M. SMITH: The network of child and family service agencies that exist throughout the province and the Child Protection Centre. We've also been working interdepartmentally with Education, the Attorney-General's Department, Health Department, and the police.

MR. C. BIRT: Is there anyone specifically identified to look after the Child Abuse Program or dealing with certain funds relating to child abuse in this department?

HON. M. SMITH: Yes.

MR. C. BIRT: Who?

HON. M. SMITH: John Chudzik.

MR. C. BIRT: How long has Mr. Chudzik been in this position?

HON. M. SMITH: Four years.

MR. C. BIRT: What is his title?

HON. M. SMITH: Co-ordinator of Child Abuse Services.

MR. C. BIRT: Is he an ADM or Director - what's his status?

HON. M. SMITH: Program Co-ordinator, so he would report to the Director.

MR. C. BIRT: What director?

HON. M. SMITH: Child Welfare Director. Pardon me, the Director of Child and Family Support. They changed the title in line with the new act.

MR. C. BIRT: Could the Minister advise us just what the status is on this whole area of child abuse? One hears a great deal about it; one hears or sees a series of articles that raise it on an alarming basis, and in fact a series of social workers have advised . . .

MR. CHAIRMAN: Are we ready to pass (a)? You're talking now I think on (b).

MR. C. BIRT: No.

MR. CHAIRMAN: No?

MR. C. BIRT: I'm advised that it's probably one of the biggest underground social problems that we have today. I'm wondering if the Minister can just give us sort of a viewpoint from the department's perspective as to the type of problem that we have, and just how big or how small it is.

HON. M. SMITH: It's our belief, along with, I guess, other people who have worked in this field, that it's

probably been a problem that's been with us for a long time, but it's been underground, because people either weren't aware of it unless they were directly involved, and if they were directly involved there was so many taboos around talking about it that often the victims were imprisoned in a - or the family was in an area of silence. I guess, too, because of the evolution of the family and our society, there was a time when what went on in the family was considered completely private, although I wouldn't like to say that all abuse is by a male of a wife and children. An overwhelming proportion of child abuse is of that sort. For general purposes that's what we're dealing with.

There was a longstanding social belief in the right of the male head of the household to control the wife and children, that in a sense the community values didn't always recognize if anyone tried to draw attention to the problem.

In fact what we've discovered, as the enormity of the problem has emerged and we're starting to get more data on it, most of the professionals in the field - and that includes medical people, social workers, psychologists, police - were dealing with the symptoms of child abuse and didn't recognize it. They didn't know how to ask the questions to elicit the responses, so they never really got to the root of the problem. I guess the department has been dealing with abuse for 10 years, as I said, but their understanding or our understanding of it and our ability to treat it, has also been evolving, and I think quite fairly. It's only been in the last couple of years that the full scope and enormity of the issue has come to light.

The response of the government was multi-departmental over a year ago. The Departments of Health, Education, the Attorney-General, and our department published guidelines for people working with children and families, requiring them to report suspected cases of child abuse. Up to that point in time, many people who suspected it were often afraid to report, because the onus of proof was on them and they felt they might be liable if they had made an incorrect report.

So in order to deal with the first round of defence, we put out guidelines that first obliged people to report suspected cases, then protected them from any personal liability, and tried to set out some of the guidelines, both to protect confidentiality and also to protect the children. That's been an evolving issue and the new act carries stronger legislation and it will be clearer legislation, clearer, stronger regulations to deal with the problem.

The public awareness has been one element; the understanding of the psychological aspects of it; what is it that has led men to behave this way; what has led women and children to submit to abuse without speaking up or escaping from it, I think go to the heart of certainly how men and women perceive themselves and their relationships. So to get to the very heart of it and be preventive, I guess we're trying to build on attitudes of respect and mutual caring and support, rather have hierarchy of control and authority in a family, a more egalitarian family.

The next round is to provide the supports in the community, whether it be the teachers, the social workers, the neighbours, to bring them to the point where they feel some obligation to protect children in

their neighbourhood and to report. Then we get into the question of the police and the law; then the emergency treatment care, first line is usually the medical system and the counsellors, and then of course on to the follow-up treatment that's required.

We had made quite a lot of gain here on the medical emergency crisis service. The people who have acquired expertise in that area are being used to teach other people in their field to understand and deal with the crisis service and we're using the same approach with the follow-up treatment, for both the child and the abuser and the total family. It's not a kind of problem where we felt we could build up a huge parallel bureaucracy to match or to go alongside our current child and family system.

We felt what we must do is help the people who are working in the system to acquire the insights and the skills, so we've done a lot of training and will continue to do, so that the whole network of people who come in contact with children and families are better able, first to prevent, but then hopefully to deal with the abuse early on and seek out the best treatment. I think we all admit we're at the early stage of understanding how best to handle the situation.

We have had about 700 cases reported this year, which is about the same level as last year for physical abuse, but at least in the reported cases, sexual abuse is still increasing. We're glad that the reporting is going on and that may be all that we're seeing. It's hard to know whether the incidents are increasing, but we've naturally had concerns about pornography and explicit video and so on, that often depicts children in sexually abusive situations.

So, to be quite honest, we're saying we don't really know all the cause-effect linkages. All we know is that we must build the strength of children and their ability to report situations to adults who can help them, and give them some of the tools to protect themselves. At the same time we need to try and see whether the media message that they are receiving and that young women and men are receiving, is perhaps aggravating the problem rather than reducing it.

It's a complex problem and I think it's one we're not going to really feel confident that we have the answers to for some time to come. But I think there's a concerted effort by all the disciplines and the community at large to take the problem seriously and try to deal with it.

MR. G. MERCIER: Mr. Chairman, could the Minister tell the committee whether or not there is an increase in staff to deal with the problem of child abuse?

HON. M. SMITH: There are more workers in the field in the whole child and family area. They are receiving better training to deal with this type of problem. We have more flexible use of resources now so we could put in homemakers or family counsellors or provide day care which is often the first line of protection and re-education. We have not chosen the path of building up a completely parallel system to deal with child abuse alone because, for one thing, I don't think we could find enough resources, and secondly, I think it would be an illusion to think that it's best dealt with in isolation from all the other child and family issues that are out there. We're using, I guess, a multipronged approach.

MR. G. MERCIER: Mr. Chairman, the Minister has cited the statistics of which we're all aware about the increasing number of cases of child abuse. What increase in expenditures has occurred to directly deal with the problem of child abuse? What can she point to in this budget?

HON. M. SMITH: I think the detail would show up better under 4.(b). However, basically what's happened and we get to the detail because we've been phasing out the group homes - we found them less effective - that a lot of the money has been going into the family support and the preventive services because we're raising the awareness and the skills of all our workers out there. In a sense, you could say that each worker is going to spend somewhat more of their time on these issues and with somewhat better skills, rather than say that we've added 12 people to be specialists in this field.

MR. G. MERCIER: We can deal with the detail, I suppose, Mr. Chairman, under 4.(b). What the Minister is saying, certainly the impression she's leaving with me is that the government is not adding anything in the way of any effort to specifically deal with the problem of child abuse. Is she saying that the existing personnel are going to have to stop looking after some areas and do a little bit more in the area of child abuse so that what is going to happen, obviously, is that some other areas are going to suffer or else there is no real intention or effort to deal with a very growing and serious problem?

HON. M. SMITH: Again, when we get to the detail, we'll be able to show how money is being reallocated from one area to the other. This system doesn't just build one on top of another like bricks. We have been reducing the expenditure in one area which we found less effective and using that money in other areas, (1) for more staff, (2) to improve the skill and the networking so the co-operative impact of all the people in the field, and there have been many educational workshops held this year to increase the skills and insights of the people in the field. That is a much more efficient and effective way to deal with the problem than to bring in an abuse squad of a dozen people and have them flying around. Once you deal with the initial trauma of abuse, you're into dealing with the family and the longer-term treatment and the varying needs that families present.

Appropriation 4.(b)(4) has gone up by almost 2 million and we'll give a list of the initiatives when we get there.

MR. CHAIRMAN: 4.(b)(1) - the Member for Fort Garry.

MR. C. BIRT: Mr. Chairman, a concern one has is that the Minister has not dealt with any specific allocation of resources. One of the big concerns is to understand exactly what the question of abuse is amongst children. It's a problem that is there. The Minister has said that there has been an ongoing problem for some 10 years, but the concern that I have is that there is no educational program in place to help the community either understand it or come to grips with it.

I notice that there is no advertising allocated anywhere throughout, so this is why I have to ask this question now. There's no money allocated to, it's called

promotion or other similar things like this. That disturbs me because in asking in some of the other areas none of this was referred to and it seems to me that if you want the people to understand it, whether they be children, they be adults, they be neighbourhood people who could recognize this, that the Minister should be spending money in public education, whether it be radio, print, television to make sure that people are aware of the problem and what they can do.

HON. M. SMITH: The member may recall the Abuse Hurts campaign and the posters; I'll be happy to bring those down to remind them. We also have 50,000 in this year's budget to carry on with that campaign. The education system has been using the "Feeling Yes, Feeling No" play that has been going around to the schools. It's a very good way of helping youngsters understand how to protect themselves.

Also a lot of the work that's been done both through Status of Women activities and through educational activities to change male stereotyping and female stereotyping, so that males no longer value themselves and their role in the world by domination of other people and exercise of force, but come to see themselves as people capable of more sensitive and respectful behaviour, at the same time, trying to overcome the female stereotyping that to be submissive is to be an appropriately female person trying to get to a more balanced view of both male and female personality.

As a government, it moved on classifying video and so on to try to enable families to be a little more selective in what their children see and read. We've also moved through the law system to be harsher on abusers and to raise the profile of this type of behaviour. It's a complex problem that's related to deep social and cultural values and also to the extent that family ties and community supports and economic security are weakened, I guess the hypothesis is that you're more likely to get this kind of disturbed behaviour.

MR. C. BIRT: Mr. Chairman, where would one find a reference to the \$50,000 that the Minister just referred to when the ongoing program?

HON. M. SMITH: Within the 4.(b), the subcomponents and the reworking of a pamphlet which we've had, development of resource list and fact sheet and so on.

MR. C. BIRT: I just wanted to know where I could refer to it. What grouping was this?

HON. M. SMITH: 4.(b).

MR. C. BIRT: 4.(b) what?

HON. M. SMITH: 4.(b)(2).

MR. CHAIRMAN: Other Expenditures, 4.(b)(2).

MR. C. BIRT: Is the Minister saying that is the only money that is being allocated to the advertising program on child abuse - \$50,000 for the coming year?

HON. M. SMITH: We have the basic work done. If I could describe the sort of thing that we're doing you'll

see how the money will build on what's been done. There is a pamphlet and it will be reworked. There will be a resource list and a fact sheet developed and updated. They will be more broadly distributed. There'll be a reworking of five booklets on protocols for professionals that are already in place and out in the field but which will be updated and, again, spread more widely.

Development of a colouring book for elementary school children based on the "Feeling Yes, Feeling No" play, things that help a child recognize an undesirable or dangerous situation. We expect to have very wide distribution of that. There'll be revisions to the existing audio-visual materials, expanding the information on the guidelines to convey a more comprehensive view of child abuse.

There will be more manuals for use by professionals, the police, medical, child care workers, legal, personnel and housing people. It will include the legislation and reporting requirements and so on.

MR. C. BIRT: Mr. Chairman, the list of items that the Minister referred to just now, I think, is at best only a tentative first step because if the Minister's figures are correct that there were about 700 cases reported last year, 700 the year before, and if there's a suspicion that that is merely the tip of the iceberg, I question how pamphlets, booklets - I can appreciate the colouring booklet - but how a lot of this can get into the hands of the people, whether they be children or people in the neighbourhood, what signals to look for, what one should be aware of.

I'm thinking now of more of a radio-television advertising campaign and they are expensive, I can appreciate, but why, with the shifting of resources, some provision hasn't been made to identify in the public's mind, this type of a problem. I can appreciate there are several ways of attacking it, but that would make a quick visual impact and probably you'd have to run it for two to three years and you would support it with the type of information that the Minister's referring to; but those, it seems to me, would be the . . . someone would recognize something on the television or hear it on the radio and then they might see a pamphlet that would pick it up and that would add to the knowledge.

I'm wondering why the government doesn't put some dollars into what I would call an effective advertising campaign.

HON. M. SMITH: I find it strange to, one night, be told we are advertising too much and the next we're not advertising enough.

We are doing some advertising in the family violence area via radio and TV. In this case, we felt the first round of people we had to meet were the professional worker groups out there who deal with the children every day. The teachers are the ones who are probably in contact with more of the kids more of the time so we spent a lot of time - and perhaps that's been brought out a bit in the Department of Education Estimates - reaching out to teachers and educating them as to the danger signs.

We've also then dealt with our social workers, with the police, with doctors. Protocols are now developed

because they are the people who are more likely to be in a position to be seeing the symptoms but not, in the past, having known the meaning of them. Not all television advertising hits the population you want. When we were dealing with wife abuse, we felt that radio and TV were the best media to reach the woman. When we're dealing with children we felt that the schools were the better avenue and that's why we've spent, as a government, a lot of time working through the teachers and schools to reach the children in a way that wasn't just terrifying to the children, but was a way where you could alert them to some of the dangers, but do it in a way that didn't make them distrustful or terrified of any adult.

It's not necessarily a topic that's best dealt with on a broad brush public media but, as the program evolves, we'll certainly be keeping that in mind. We've been sharing a lot of information with other jurisdictions across the country and trying to learn from other people's experience. In some cases, we've been out ahead and done the pilot work. In other cases, other provinces have, but I'm very happy to hear the support for communication on this topic because I agree that we have to use any and all means to deal with it.

MR. C. BIRT: The Minister won't get any quarrel from me on this type of advertising. If you want to talk about the allocation of scarce resources into what type of advertising programs the government undertakes, I'm prepared to do that, but I hardly think it's the appropriate spot to be entering into political debate on the merits of self-promotion as opposed to improvement of community standards and community health.

I would just ask the Minister - there seems to be a reluctance to go to a large public impact in selling the story or at least trying to communicate the story of child abuse. The Minister tells the reasoning behind the direction of wife abuse and I don't think the public out there really quite understands the extent and nature of this problem and I think you almost have to hit them between the eyes to make them aware of it.

I can appreciate that the method of trying to deal with this problem is through the schools, the police and the hospitals is an effective one, but I think we have to, like in so many other areas, once you recognize the problem, you have to raise the public conscience level. I was just wondering, as the Minister makes reference to working with other jurisdictions, is it foreseeable that they will be perhaps using an ad campaign, either on television or on radio where both, say, during the current fiscal year, between now and March 31st of next year?

HON. M. SMITH: It's because this has been an issue that's hit the awareness of the public right across North America that we've had shown in this area a film "Something About Amelia" and there's another one - I can't just recall the name at the moment - which have dramatized the problem very, very effectively and we always get quite a rush of reporting following that so, in a sense, I'm quite agreeing with you that it's a very effective medium.

One of the frightening aspects of it though is that people didn't know what to do with it when their child

did report, so the cry came up from all our professional people, (1) help us recognize, and (2) help us figure out how to deal with it, because when you're dealing with children, you're often dealing with a very young and vulnerable mind and a person without the sophistication always to know quite what's happening with them.

But I think if you could see the networking and the increasing consciousness that's gone on in the past two years really has been quite extensive. Just about every in-service training that's gone on for people in all the key disciplines has included major sections on this. I know that we've had police specialists working with us, medical specialists and social work specialists, so that I guess the increased capacity to deal with it has been very much the heightening of the awareness and the skill of the people in the field.

The Badgley Commission, which did a review right across the country of the question of sexual abuse of children and the law and so on, was of the opinion that Manitoba's program was the most progressive right across the country, at the same time as they recognized that much more needed to be done right across the country. In some cases it was change in the law; and rules of evidence and so on; in others it was social change and support services.

Do you recall the posters "Abuse Hurts" that we launched about a year ago, with the little girl with a rather sad look on her face? We've been using those posters and a lot of pamphlets.

MR. C. BIRT: Yes, I'm familiar with them and I recognize them for what they were, are, and what they were attempting to do. I wonder though for the vast majority of people, if it just wasn't confused with a series of other children's programs or children's support programs. The Minister has indicated that for the last two years there's been this great emphasis on trying to put into place a professional reporting or discovery system through teachers, through police, and everything else like this.

It seems strange that if you put all of that into place for the last two years, your statistics would stay about the same, because I don't think 700 reported cases is really the true dimension of the story, and it just seems strange that there's been a concentrated effort or at least there would appear to be a concentrated effort in this area, yet the number of reported cases hasn't gone up. I'm wondering if there's any explanation for it. Is there still far more intensive training and development work to be done before this advisory community support program, whether it be teachers, medical people or police, is effective?

HON. M. SMITH: The overall incidence and reporting of physical abuse is levelling off, but we're still seeing an increase in the sexual abuse. To give you some idea of the figures from 1980 to 1984, we're seeing 236 in 1980; 330 in 1981; 402 in 1982; 578 in 1983; 693 in 1984. So we are getting a steady increase and whether there are many other situations where preventive actions we're taking are keeping kids out of harm's way, I guess we don't know. That's part of the problem of keeping stats in social areas, because if something doesn't happen and doesn't get reported, you don't learn that

someone was able to avoid a situation because they'd had an educational program.

On the other hand, I guess you'd follow an intuitive rule. You know that children tend to be better able to protect themselves if they've had some good attitudinal and sort of specific type of education ahead of time.

The sexual abuse numbers - I'll just give you the run up there: 1980, 51; 1981, 104; 1982, 113; 1983, 199; 1984, 297, so that's still a pretty steep increase.

MR. CHAIRMAN: 4.(b)(1) - there are two hands. The Member for Rhineland.

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

Since we are on this particular topic and I suppose that we might as well finish this discussion and maybe we don't have to touch on it later on, at least not spend a great deal of time on it.

I think first of all, where the Minister possibly is receiving some mixed vibrations on the communication end of it in this particular area, is that we possibly feel that communication - and that there is so very little in the budget, first of all, for child abuse - is taking up a good portion of it. That's not meaning to say that people should not be advised and should not be educated in this particular area. But what will we do after the abuse has been reported? This is another area of concern.

I would just like to say that the way we are treating, especially sexual abuse, can be what you would call a little roughshod and so on. I know, for instance, in my particular area that I represent, there have been two suicides where the head of the family shot themselves as a result of the RCMP coming over and they were going to arrest them because of sexual abuse of a child.

Now there is no way that we can condone sexual abuse of children; there just isn't. But there must be a better way than sending down the RCMP to deal with this case, because surely they are not trained in that particular area, and unless we start training the offender in a different way than what we are - because I've been told, I've had fairly long discussions with the RCMP because of the incidents that we've had - and usually the first tendency that the offender has is to commit suicide, because once they are found out they feel pretty bad about this and it's very traumatic experience for them. I'm just wondering whether the Minister is aware of what is happening out there and what is going to be done about this situation. Surely, we will have to deal with this in a different manner. If we have two such instances in my area, then I imagine that it must be pretty well the same throughout the province.

HON. M. SMITH: You put your finger on a potential problem that if we hype this situation to where we have the whole community up in arms about child abuse, part of the community will say this is dreadful how do we prevent it and treat people so that they come through and the victims no longer are suffering from guilt and all the trauma that they have and that the abusers learn a better way to handle themselves and go on to live reasonable lives, and the other half of the community are likely to come out with citizenesses out to kill the people who are doing this type of thing.

We're dealing with a social problem that is very complex, that we all have a share in dealing with. Everyone in a sense has a role to play. We agree that the RCMP are probably not well enough trained. The City Police, on the other hand, have developed a special unit and we've been very pleased with the Winnipeg City Police, very pleased with the co-operation we've been getting from them in the individuals that they've put on to the situation.

This is one reason that we've emphasized the need for training of the people who are going to be dealing with this issue. What do you do? Do you get angry and shame someone and say no, no don't do it? Do you treat it as a crime and put them in jail and we don't know how to treat them there and they come out and do it again, or do we try to develop treatment? We probably need all these approaches but it's not something that you gear up to rapidly. We're trying to do it in a very responsible way with all the different groupings involved.

This year we have two additional child abuse specialist workers in the Children's Aid network in Winnipeg and the whole unit has been deployed to the new agencies. We're appointing a second co-ordinator for Winnipeg. The ad is in process. There have been ongoing workshops, as I said, throughout the province and I know there's people in churches and community groupings and schools and so on who are all interested in becoming more aware and helpful.

The Parent Aid Program has been used to support the abusing parent, to try to move in and deal with the very trauma that you're describing. Our special foster parents are being trained in helping abused children. We are opening a new four-bed rural foster home especially for abused adolescents, and we've been working on special training for day care workers so that they could identify child abuse and deal with the first contact.

I agree, it's not a problem that we're quickly going to solve. You've put your finger on the problem. I'd be interested in what solution you would see to that very situation. In the long run, we have to change the community values to the point where this would not be tolerated and where people who have tendencies that way understand that they can't get away with it in secret and that they will be discovered and, hopefully, I guess seek out extra help if that's what they need. It's not a simple problem that we can eliminate just by putting one or two more specialists on the track of the problem.

I think the right spot is that it's now out of the closet. It's recognized as problem and the community has said we will not tolerate it. It's possible that years ago people would have said maybe the kid asked for it, or it's his family he can do with them what he wants. I think there has been a shift in community value and that is the most hopeful sign we've got.

At the same time, we've got a lot of media messages showing violence and exploitation of women and of children. We've got a society that, in a sense, has got a lot more of both the humane value and the violent values and it's not a dilemma we're easily going to work ourselves through.

MR. A. BROWN: I think, Mr. Chairman, that we are going about it in the correct way. We're using the various

facilities in the community in alerting people that parents or whoever accused of child abuse that somewhere along the line they're going to be identified and they're going to be punished. I think that certainly we can step up that program of awareness. I don't think that there is any problem there because this needs to be done and people ought to know that sooner or later they're going to be found out if there is going to be child abuse.

In the case that I was referring to, sexual abuse by a father or a member of the family or whatever, it seems to me that the only people that we could possibly call on would insist on psychiatric treatment possibly before the person was asked to serve a term in jail or whatever. There could be professional counselling of some type. It seems to me that this would be the only way really that we could treat cases such as that and prevent the type of incidences that I was referring to.

MR. CHAIRMAN: The Member for Kirkfield Park.

MRS. G. HAMMOND: Mr. Chairman, I have a question related somewhere along the same lines, and without diminishing the problem in any way that we know is out there, what is the feeling of the department and on the abuse for spanking which many families use as a sort of last resort and still feel this is a proper way to bring up young children? What happens when that type of incident is reported?

HON. M. SMITH: I think if there were bruises and broken bones and a frightened little kid who seemed to be behaving badly in other settings and doctors could find bruises and so on, then it would be considered excessive. If it's the occasional swat when words seem to be ineffective and tempers run high and so on and done probably more in love with some exasperation rather than in anger and attempt to harm a child, those would be the differences. I don't think the definitions of physical abuse are so loose that a casual spanking would come under that label. When there's doubt, the courts would decide.

MRS. G. HAMMOND: If it was reported at a school level, the child said they'd been hit at a school level and not say reporting on parents particularly, then would there be a team or social worker go into the home. I'm not talking about bones broken or anything; I'm talking about family discipline the way it works today. I'm just wondering what happens in these situations with families.

HON. M. SMITH: I think unless there's actual evidence of physical abuse, that if someone were reporting maybe malicious or maybe well-meaning, a teacher would just watch a youngster and if their behaviour seemed to be reasonably normal and no outward signs of trouble, it would just be put down as within the normal range.

I think it's where you get a child who lashes out at other children or seems very angry or depressed, withdrawn. That might not be the only explanation, but it would be one clue among several. Usually with physical abuse there has to be actually some sign that a doctor could detect.

The sexual abuse, of course, is a harder thing to get at, because of the taboos that have been associated

with it, and you know the child is not mature enough to even understand what's happening really.

Family counselling would be the response rather than an escalation to reported abuse. I think anyone who works with youngsters has got a pretty wide tolerance level for normal ways of interrelating, but it's when there's repeated and extreme problems.

MRS. G. HAMMOND: I was curious because when you get a program like this going and everyone is conscious and everyone is looking, you know it makes you just wonder if in circumstances that people will get falsely accused and just happens in these circumstances.

I really don't want to go on with that, because I'm certainly in favour of the whole program. I was just curious about that. I would like to ask about the wife abuse.

Did I understand the Minister to say that there's a program development officer?

MR. CHAIRMAN: That will be under (e) Family Dispute Services.

MRS. G. HAMMOND: No, I'm asking about the programs. It's not in this area at all then?

HON. M. SMITH: (e) Family Dispute Services.

MRS. G. HAMMOND: So you just want to deal with it there?

HON. M. SMITH: I'm not too concerned, but it usually makes it easier.

MR. CHAIRMAN: 4.(b)(1) - the Member for St. Norbert.

MR. G. MERCIER: 4.(b)(1)?

MR. CHAIRMAN: Oh, 4.(a)(1).

MR. G. MERCIER: Mr. Chairman, I don't want to hold up this particular area, but I do owe the Minister an apology. It would appear, after consultation with the Government House Leader, that other governments have followed this same practice of changing the item, so I apologize to her to that extent that it has been done before.

At the same time, I think, even though I may even have done it as a Minister . . .

HON. M. SMITH: I agree. We'll both agree to try provide the information.

MR. G. MERCIER: . . . but certainly not deliberately. It would be much better for the committee to make much better consideration of the Estimates if there were explanations, which I understand is done through some departments with supplementary budget information that shows the changes that have taken place, because it is, although not deliberately, a little misleading when someone looks at the budget to see a change in the figures when there really has been a change in personnel or manpower or priorities.

Thank you, Mr. Chairman.

HON. M. SMITH: I just want to acknowledge that. I can appreciate the problem and I think in a department like this where there's been quite a lot of reorganization that that's probably particularly true. So we'll provide the extra wherever it's appropriate.

MR. CHAIRMAN: The Member for Fort Garry.

MR. C. BIRT: I would like to thank the Minister for that because previous No. 3, Community Social Services has a number of lines deleted or reduced, whereas this particular section, No. 4, it has been added, so it's a little difficult to try and translate from what happened last year, and even if we go through the Votes and Proceedings and the Estimates as to what they actually were referring to, because you've got a different mix this time. It tends to be a little frustrating.

HON. M. SMITH: I can give you the reason why that's happened without the detail. The reason has been that we had a lot of grants to different agencies for a variety of things under Community Service before, but no program responsibility centre. What we're trying to do is gradually put all the grants under a program responsibility area so, in fact, they can compare the type of service, the type of funding, and get a more coordinated system. That's the reason for it.

MR. C. BIRT: 4.(a)—pass.

MR. CHAIRMAN: 4.(a)(1)—pass: 4.(a)(2)—pass.

4.(b)(1) Child and Family Support: Salaries; 4.(b)(2) Other Expenditures; 4.(b)(3) Maintenance of Children; 4.(b)(4) External Agencies - the Member for Fort Garry.

MR. C. BIRT: Mr. Chairman, the area I'd like to spend some time on is 4.(2), and there's been, it would appear, not quite 100 percent increase in the figure from last year to this year. I'm wondering if we could have a breakdown as to what it is and the amount that's being spent on each particular item, because the Minister referred to the advertising campaign, I think for the child abuse thing, the \$50,000 would be found in here. So if I could at least have a breakdown, I could maybe target there.

While that's being perhaps pulled, could the Minister advise the number of people who were involved in the Salaries category.

HON. M. SMITH: I have both sets of information. There are 30 people in the Salaries grouping; there were 29 last year - there's one Director; two Deputy Directors; the Agency Support Group has gone from three to four; four in the Resource Team, unchanged; 14 in the Administrative Support Group; and five term persons.

The Other Expenditures, the increased are \$50,000 for activity related to family violence, communication activity; \$20,000 allocated for increase in legal fees for warrants resulting from The Young Offenders Act; \$165,000 for Phase II of the Management Information System, which we said was an essential part of managing the more decentralized delivery system. We had to have a have a parallel management information system so we could keep track; and \$20,000 for funding a Child Care Conference.

MR. C. BIRT: If my arithmetic's correct, that's just the increase over last year. Is that correct? I'm wondering what is the balance of funds being expended?

HON. M. SMITH: Office and travel costs for that group.

MR. C. BIRT: Some .5 million is being spent, is that what the Minister is saying on office and travel costs?

HON. M. SMITH: Well, it's for the people who are responsible developing the standards of child welfare; evaluation of all these services - seeing that they are provided in accordance with the act; supervision of wards; insuring the development of placement resources for children; maintaining the Central Adoption Registry for the province; and it's the central focal point for the Child Abuse Program. The big ticket items here are \$365,000 for the computer-related charges on the whole information system, and \$173,000 for communications.

MR. C. BIRT: Of the \$173,000 worth of communications, is that including or excluding the \$50,000 that was referred to?

HON. M. SMITH: That's inclusive, so the \$50,000 has been added to last year's \$123,000.00.

MR. C. BIRT: Could the Minister give a breakdown as to how that \$173,000 is being spent and the amounts for each?

HON. M. SMITH: I don't have the specific detail other than to say it goes for all the forms and pamphlets, foster parent networks, because as you can appreciate, there's quite an accounting activity - and communication, and of course training package that goes on here.

MR. C. BIRT: Is there any money - of the \$173,000 - being used for radio advertising?

HON. M. SMITH: We had the wife abuse program last year, but we aren't planning any specific radio campaign this coming year.

MR. C. BIRT: Any monies being expended on television in this forthcoming year?

HON. M. SMITH: No.

MR. C. BIRT: Any money being spent on print media? I'm thinking now of the newspapers. I'm not thinking here of just ads in the newspaper for recruitment or things like this. I'm talking about newspaper ads to promote programs.

HON. M. SMITH: No, we focus mainly on pamphlets and publicizing the new act and newsletters and that type of thing. There's no big media.

MR. C. BIRT: The Minister, in giving me initial breakdown of the increase, said there was \$165,000 for Phase II Information Package. I presume that's a

computer-type thing. Is that inclusive of the figure of the \$365,000 or is that in addition to \$365,000.00?

HON. M. SMITH: The \$365,000 was the cumulative but the \$165,000 is new this year within that.

MR. C. BIRT: Can the Minister explain what the information to her Phase II Program is, and is it something that's going to go over two, three, four, five years?

HON. M. SMITH: We're one year into a three-year process, so there will be this year and one more, and we're putting all the data - we have to keep registries of all the children that are in the child and family system and process the cheques and so on for payment. We have to monitor children regularly too, to see that their permanency planning and all this is being carried out in a timely way. We have adoption registry, the children in care, the foster home registry and the abuse registry.

MR. C. BIRT: Will some or all of this be there on an annual basis or is some of this the phasing in? In other words, it's sort of like a capital expenditure and then will reduce after the three-year program is in place.

HON. M. SMITH: The system should function at around \$300,000 a year, but the way that will get allocated, it may be charged back to some of the agencies who will access it and so on. If you look at the province-wide system, that would be the ongoing operating cost.

MR. C. BIRT: With the six new child and family agencies, is it the intention that there would be one of these computers or computer terminals in each of their offices, and it would come into a central registry system? Is that the idea?

HON. M. SMITH: Yes.

MR. C. BIRT: What is being done for the rural areas? Are they being tied into the same system?

HON. M. SMITH: Yes.

MR. C. BIRT: Mr. Chairman, could the Minister give me a breakdown of the general line of maintenance of children? What are we talking about?

HON. M. SMITH: The child and family services are provided by 24 child caring agencies. This is made up of six regional offices where direct service is given; five Children's Aid Societies; five Child and Family Service Agencies; one Native Child and Family Service Agency; four Native Child and Family Service committees, the Mamawi Wici Itta Centre; the Churchill Health Centre. There are also 47 groups and five child care institutions.

MR. C. BIRT: I'm sorry, you said 47 other group homes?

HON. M. SMITH: 47 group homes and five child care institutions.

MR. C. BIRT: Mr. Chairman, according to the figures before us, it would appear that maintenance for the

children is decreased some, \$1.5 million. Could the Minister explain why this sum has gone down?

HON. M. SMITH: Sorry, a little correction there - we have four child care institutions. You asked me why something had gone down and I missed - the residential care?

MR. C. BIRT: No, the maintenance of children has gone down approximately \$1.5 million over last year. Why?

HON. M. SMITH: Yes, okay. There's been a shift in the service pattern, away from group home care towards more foster care and homemaker service support in the family unit, and that basically accounts for the difference.

MR. C. BIRT: Is all of this saving then because of closure of group homes? Is that what the Minister said, and if so, how many were closed?

HON. M. SMITH: I have the numbers of beds that we've had: '83-84, 615; '84-85, 521; '85-86, 427, but I can't give you the precise number of homes that that represents. In some cases it down scaled the numbers in a home.

MR. C. BIRT: Is it the anticipation that during this fiscal year, there will be further closures or at least reduction in beds as well?

HON. M. SMITH: There will be some, but the basic shift has occurred.

MR. C. BIRT: The number left, are we talking about foster homes or is it a group home that was operated 24 hours a day with management people in it?

HON. M. SMITH: Basically, the shift staffed group homes that have closed.

MR. C. BIRT: With the closure of the number of beds, where have these children been placed?

HON. M. SMITH: Primarily in foster homes. Level 1 care we have reduced to zero because they felt they would all do better in the group homes and there's been some reduction in Levels 2, 3 and 4 as well.

Meanwhile, the numbers in the receiving home category have gone up. That's where the youngsters are first taken in and assessed in terms of need and appropriate placement.

MR. C. BIRT: Has the department been able to find sufficient, either foster homes or alternative care type situations to replace the group home situation or are you developing some resistance or an inability to find new foster homes?

HON. M. SMITH: To date we've been successful. We started with a policy of trying to close down for the under 12s and with the over 12s we were watching the use level by the agencies, in other words, their choice of a group home placement over against something

else, so we're just gradually reducing it, if, as and when the agencies are not choosing that placement. We are finding foster homes. We are gradually increasing those rates and there are problems from time to time that occur in that system but, by and large, it's showing a great strength.

MR. C. BIRT: Thank you.

MR. CHAIRMAN: The Member for St. Norbert.

MR. G. MERCIER: Mr. Chairman, does Maintenance of Children include the funding to the Child Protection Centre?

HON. M. SMITH: It's under 4.(b)(4) External Agencies.

MR. G. MERCIER: Under this area, what is the increase in the grant to - I'm going to have difficulty say it - Mamawi Wici Iitita Centre?

HON. M. SMITH: Did you ask for the increase or the grant?

MR. G. MERCIER: The amount for last year and the amount this year.

HON. M. SMITH: We've allocated or earmarked a million, of which a half will be given in a Core grant to the centre and the other half is drawable through the agency's purchasing service.

MR. G. MERCIER: How much did they receive last year?

HON. M. SMITH: It was approximately \$200,000 for last year. It just developed during the year and got itself incorporated and the Native Family Service that we were funding before wound down and then this centre took over what they were doing and acquired funding; but we could get the more precise number later, but it's in the neighbourhood of 200.

MR. G. MERCIER: Why has it gone from \$200,000 to \$1 million?

HON. M. SMITH: It was non-existent; it was the twinkle in nobody's eye a year ago and in the course of the year, the agreement to handle the Native service delivery in this way was worked through. This is a non-statutory agency. They can't do adoptions and the legal things, but they are able to deal with families who refer themselves there or who require things like family counselling, parent aid, that type of service, so the rate at which - we said that they would be funded at the level of \$1 million a year, but last year was just prorated because they only really got incorporated late in the year.

MR. G. MERCIER: Is it an integral part of the reorganization of the Children's Aid Society, along with the six regional . . .

HON. M. SMITH: It is not one of the regions; it is a family service group that is available to provide service

to Native people, either if they chose or if the agencies wish to use them, and it will have particular close ties with the three agencies where the Native population is greatest, the Core, the central, the North. It's something like the Family Services Agency of Winnipeg that does homemaker, day care, some special programs, but doesn't do the statutory thing, so it'll have that type of relationship.

Any agency can buy service from Family Services and by the same token, people can self refer for services or the other agencies can buy service for it and it will have mainly Native staff.

MR. G. MERCIER: What is the amount allocated for the operation of the six regional offices?

HON. M. SMITH: It's because I have all these CASS of Child and Family Service agencies of the whole province together here, but the Winnipeg ones, CAS of Eastern, 377 - these are the admin grants, and then they also get money for workers on top of that.

MR. G. MERCIER: Mr. Chairman, I want to know the total cost of operation of the six regional agencies and I want a comparison with the cost of operating the Children's Aid Society. I want to know how much more it's going to be costing.

MR. CHAIRMAN: We'll have the figures shortly.
Madam Minister.

HON. M. SMITH: I have the administrative grants and the staffing grants for each of the six and if you'll wait a moment we'll have it totalled.

About half of the child maintenance amount of 17 million will go to Winnipeg because, on the one hand, we fund the administration and the staff and then, on the other, as the children come into care depending upon the type of care they charge us for the child maintenance. There are two sides to the funding.

MR. G. MERCIER: The Minister must have the previous cost of operating the Children's Aid Society?

HON. M. SMITH: The comparative figures are roughly 7.1 million from last year up to 8.9 million this year. The increase that can be attributed to the regionalization are four executive directors 208,000; 4 secretaries 80,000; additional space 109.6; for a total of 397.6; plus a salary guarantee 48.3 totalling 445.9.

MR. G. MERCIER: What was that?

HON. M. SMITH: Comparable to what's done often in the Civil Service when a transfer is made and a person is overclassified for the new job, they're guaranteed a salary at the previous level for two years and then they revert to the salary level of the job. We had over 200 people moving around and negotiated as what we thought was a reasonable way of relocating them.

There has been additional funding granted to the new agencies to support the new thrusts of prevention, outreach and affirmative action. That's in the form of 19.5 new positions with their salaries for 705.5; community outreach 598.3; and training 120,000.

MR. G. MERCIER: What's involved in the community outreach of 597,000?

HON. M. SMITH: It's the work that will be done in the resource centres, family therapy, the preventive family support type of activity that's not directly chargeable, like a homemaker or a parent aid. It's the help given to families as the first line of defence, I guess you'd say.

MR. G. MERCIER: There are only 19 more staff plus four executive directors plus secretaries?

HON. M. SMITH: That includes the four, I'm sorry. Sorry, it was misleading the way I read it.

The four executive directors and four secretaries are eight of the 19.5 new positions. Then there's 11.5 that will directly support prevention, outreach and affirmative action.

MR. G. MERCIER: It's just a little unclear, Mr. Chairman. The Minister said originally that there were four executive directors who are going to cost over \$200,000 and four secretaries were going to cost 80,000 and then she went on to say that there were 19 staffpersons who were going to cost \$705,000.00. Now she's saying the four executive directors and the four secretaries are included in the 19 staff.

HON. M. SMITH: It was misleading the way I read it - if I can clarify.

The additional costs that were due to regionalization are just under 450,000 and the components of that are the four executive directors, four secretaries and some additional space. The additional funding that was granted to the new agencies to support prevention, outreach and affirmative action was 11.5 new positions, not 19 - that was the error - for 705.5; community outreach 598.3; and training 120. The salary amount too includes the 3 percent salary increase for '83-84.

MR. G. MERCIER: Is the Minister now saying that the additional 11 staffpersons over and above the four executive directors and secretaries are costing \$705,000?

HON. M. SMITH: No, of the 705.5 increase in salary, it included a 3 percent across the board for everyone from the 1983-84 salary increase that didn't get into last years, because of the timing of the agreement.

The other, 489, would be the 11.5 new positions.

MR. G. MERCIER: Mr. Chairman, the Minister said that the offices were going to cost \$109,000.00. I think she's just talking about four executive directors and secretaries. What is the cost of the additional space required as a result of this reorganization, total space?

HON. M. SMITH: That is the amount that the cost is over what we were paying for space before. That's the incremental cost.

MR. G. MERCIER: Mr. Chairman, is there a central coordinating group over and above, or in some way coordinating activities of the six regional organizations.

HON. M. SMITH: There's been an implementation working group that's had representation from each area, which will keep functioning as long as it is needed. It's been reviewing the functions which were better done in a coordinated way and determining how they were to carry on.

There is also a coordination through policy and monitoring of policy and standards through the directorate, and of course through the information management, so in a sense there is the legislative control and coordination from the directorate, and then at the local level this implementation working group will complete. As long as there are coordinating functions that haven't been spun off in some way that's satisfactory to all the agencies, it will take some of those functions.

MR. G. MERCIER: Who are the directorate that she's referring to?

HON. M. SMITH: That's the group under the Director of Child Welfare, now we're calling the Director of Child and Family Service, so it's the program responsibility centre in the department.

MR. G. MERCIER: Is that budgeted for in this area?

HON. M. SMITH: That's the 4.(b)(1) that we talked about earlier.

MR. G. MERCIER: That's where the Director of Child Welfare is paid.

HON. M. SMITH: Yes.

MR. G. MERCIER: The Director of Child Welfare is primarily responsible for the coordination of the activities of the six regional agencies.

HON. M. SMITH: Of the whole provincial system.

MR. G. MERCIER: What has been done to ensure that there is proper coordination and allocation of resources amongst the six regional groupings or agencies?

HON. M. SMITH: The basic allocation was on the caseload, and the prevention grants have been based on population and social need indicators.

MR. G. MERCIER: Is there not some central coordination to ensure that cases are dealt with on a priority basis; for example, hypothetically what is there to prevent all of the resources of one area being used to deal with, say, priority 3 and 4 cases - I'm just using that as an example - whilst another region does not have sufficient funding to look after priority 1 and 2 cases?

HON. M. SMITH: The child maintenance needs, it's an open-ended fund. In other words, if the need is there, then the agency can charge through for that funding, so there's flexibility there based on the need level. The other admin and staffing grants are based on previous years' experience, and we have feedback

information by which to monitor and make the next year allocations.

There are protocols for the procedures to be followed for child abuse and protection and so on. If there's anyone in the field or on the board feels that those protocols aren't being followed, they can appeal to the director and get the situation looked into.

So that's our way, both by resource allocation and monitoring and protocols of ensuring minimum standards and adequate distribution of money.

MR. DEPUTY CHAIRMAN, P. Adam: The Honourable Member for Fort Garry.

MR. C. BIRT: Mr. Chairman, I wonder if this is an appropriate time to adjourn.

HON. M. SMITH: I'm prepared to carry on, but I'm at the will of the committee.

MR. C. BIRT: I'd like to have the committee rise.

MR. DEPUTY CHAIRMAN: Committee rise.

SUPPLY - EDUCATION

MR. CHAIRMAN, P. Eyles: Committee, come to order. We are considering the Estimates of the Department of Education, Item 7. Bureau De L'Education Française, (a) Division Administration, (1) Salaries - the Member for Morris.

MR. C. MANNES: Mr. Chairman, inasmuch as the Member for Niakwa has not returned and is not proceeding with his line of questioning, whatever that was, I'll ask the Minister at this time a couple of questions — (Interjection) — Mr. Chairman, my apologies. The Member for Niakwa wished to continue.

Mr. Chairman, before I have the Member for Niakwa continue, I would like to finish off a couple of questions that were initiated by the Member for Kirkfield Park with respect to teacher training.

I'd like to get a little better feel for who is qualified to take the six-week intensive French Language Program I understand was piloted in May to June 1984 at St. Boniface College, under the sponsorship of the Lord Selkirk School Division No. 11. It was initiated by the Manitoba Teachers' Society and funded by the participants, their employing school divisions and the bureau de l'éducation française. The bureau defrayed most of the tuition costs. I understand that the Department of Education was unable to fund the program this coming year.

My question is though - before I ask the Minister to indicate whether that's a fact that the bureau was unable to fund this, whether that's factual or not - I would ask her who is qualified to take this course? Mr. Chairman, when I graduated from high school, I had taken some - I can't remember - there was five or six years of basic core French and after Grade 12, I think I probably could have made myself orally understood by the Member for Radisson, and maybe even the Member for St. Boniface; and yet with those qualifications, would I be eligible to take this course, if indeed it's still in place?

MR. CHAIRMAN: Madam Minister.

HON. M. HEMPHILL: Mr. Chairman, the program that he's talking about is the one that I described in the list of teacher training opportunities and activities that was what we called a one-shot deal. It was funded last year by the Federal Government and it was not renewed. For those school divisions or people who were involved in the program, the only requirement really is that they be either teaching a French program or targeted by their school division to teach a program.

MR. C. MANNESS: Mr. Chairman, I'm trying to gain a little bit more than that. Let's say, I am a teacher, but would I be able to gain from that course, if I brought with me, on entering, nothing more than four or five years of Core French, and that was the old grammar translation type of French? At least, that's what I took some 15 or 18 years ago. Would I have the necessary prerequisites to gain full advantage of what that course had to offer?

HON. M. HEMPHILL: Mr. Chairman, there were different levels in the program, so he would be slotted into the level that was most appropriate for his experience and fluency.

MR. C. MANNESS: Mr. Chairman, summer bursaries were another area, and I'll tell you what I'm referring to. I'm referring to the letter that was sent to the Minister from Judy Bradley on behalf of the St. James-Assiniboia Teachers' Association. It was sent to the Minister the end of January, 1985, and all members of the Legislative Assembly received copies of this particular letter.

The writer made reference to three specific re-education programs which the writer felt deserved financial support. We just reviewed one of them. The second was the area of summer bursaries and I know the Minister has covered that to some degree, but I would ask her, in support of a question that was offered by my colleague, my deskmate, the Member for Arthur, in respect to an individual who had, I understand, applied for one of these bursaries, was accepted, but then told that even though there was an upgrading language course at the University of Brandon, which if she had paid the tuition for it on her own, would have received proper credit toward some qualifications as a teacher, was directed away from that institution and indeed was told she had to take, in support of the bursary, she had to take instruction at one or two locations.

Is that a fact and, secondly, does that program fall under the Summer Bursaries Program and, thirdly, what is the rationale for having only the two institutions that he indicated the other day in question period; namely, the St. Boniface College and the University of Manitoba, as colleges or universities offering that program.

HON. M. HEMPHILL: I do have the answer to that. I was kind of holding it and not sure whether to deliver it now, when he wasn't here in Estimates, or give it to him in question period, but I can do both and we can pass it on.

The Federal-Provincial Agreement for Official Languages in Education states that teacher bursaries

are awarded to allow participation in provincially-approved courses, workshops or sessions related to French language education for the teaching of French as the second official language. The only relevant point I think is that it has to meet the criteria to be established and to be approved as a provincial program, and there are a number of requirements. Seven hours a day minimum; activities in reading, writing, listening and speaking - listening and speaking are emphasized; and there are a variety of extra-curricular activities.

If the Brandon University wishes and is prepared to offer such a program, and by such a program, I mean one that meets the criteria and wouldn't be eligible for funding under the federal-provincial agreement, then we would be quite prepared to have the program be offered there and to provide the funds, make the funds available to those teachers willing to participate.

So it's a matter of an accepted program that is funded and if they're willing to offer the same program and under the same criteria as the other two institutions, they would be able to offer it. We would be happy to have that happen and make the funding available to the teachers.

MR. C. MANNESS: Mr. Chairman, could the Minister tell me at this time what the student enrolment has been in the school year we've just completed in the three basic French streams - whether it's the Core area, the Immersion stream, or the Française Program?

HON. M. HEMPHILL: Mr. Chairman, in the Française Program we have exactly the same number as we had last year, 5,700 students; French Immersion, we're up which we have been over the last few years, we're up 13,000; Basic French is also up 36,000; and Conversational French is down 53,000 - it started four years ago, it was at 72,000.

So as I said earlier, without giving the figures, the Française Program is remaining very stable and has been for a number of years. The Immersion Program has been increasing each year and continues to do so, as does the Basic French; and Conversational French is going down.

MR. C. MANNESS: I'd just ask the Minister. She said the immersion numbers were up to 13,000. From what base did they leave to reach 13,000?

HON. M. HEMPHILL: In 1982-83 it was 7,524; 1983-84, 8,968; 1984-85, 11,000; and 1985-86, 13,000.

MR. C. MANNESS: Can the Minister provide for me a breakdown as to which divisions are offering the course and the numbers therein that are attending immersion. She doesn't have to do it tonight. I'm wondering if she can provide that information for me?

HON. M. HEMPHILL: Yes, Mr. Chairman, I will.

MR. CHAIRMAN: The Member for Niakwa.

MR. A. KOVNATS: Thank you. I would hope that the Minister would give me sort of reply to what I had started off just at 5:30 when we were finished, but I do have some other questions and I just missed on

the university program. I don't want to revert back to the university, except that under Minister's Salary I do have some additional things that I want to bring to the Minister's attention concerning a particular problem that I have. I've mentioned it to the Deputy Minister and I hope that he has made some reference to you, and that you would be prepared to answer the questions under the university program, but it will be under Minister's Salary.

Will the Minister give me some sort of a reply to what I was talking about, the cost of preparing the Teachers in English Program who are being phased out because of the upswing of the Immersion Program, and if she could give me some sort of an answer as to what protection those teachers are going to be given, so that they have some sort of a future ahead of them, that we're not just saying thank you, good-bye, thank you for past services? What are we doing to prepare them for the future?

HON. M. HEMPHILL: Yes, Mr. Chairman, I think that he was referring to the fact that he thought there might be some English teachers with changes in program and curriculum, English teachers who might have difficulty with job security and may be put out to the pasture. He was suggesting that some of them may be rather young.

To date, and I indicated this before when we were having the discussion, I know of no teacher that has been let go because of the language program right now one way or the other. The whole question of training and retraining is one that we're giving a top priority to in the Department of Education that includes French language training, but not only. There is a requirement for us to give training opportunities to a lot of our teachers in the growing fields and français programs are one of them. Another would be computer programs where they may not have been trained earlier.

What is important, I think, is that we've got a top priority for training and retraining opportunities for teachers; we're expanding and improving them as much as we can and people should not be put out on the street because of changes in need or skills in programming. A lot of it would be more related, I think, to declining enrolment. That has been more of a factor than has the French language been a factor to date. I suppose what I'm saying is that it is an issue and that we have an obligation to help people get training opportunities and move them into the fields and programs of the future like français programs and computer programs, and we're working in a cooperative way.

The things that I outlined were department activities. We also have identified all of the professional development money in the department in the coming year and that which is out in the field with departments where we're going to sit down and make top priority lists of those subject and areas which require the most training or where the needs are the greatest, then we'll be collectively developing programs in the divisions doing the retraining dependent upon what their needs are. In other words, if they've got a very growing French immersion or a very growing computer program and they have training needs to keep their staff, then we will develop training programs for them on those.

MR. A. KOVNATS: I didn't want to talk on the computer program, I wanted to concentrate on the French and the French immersion and the français program.

Are these teachers, when they're being retrained, are they on full salary and who pays for their retraining when they go to say St. Boniface College, because the Honourable Minister had mentioned that there was a cost factor? Where does this cost factor come from? Is it out of the teachers' pocket or is it out of the school division that they were employed with originally and is there any additional benefits concerning early retirement from some of the people in English program to allow some of the new people coming into that English program? That's why I've supported this early retirement for teachers at 55 because I see where there's some problem of some of the younger teachers coming in. We've got teachers in the English program that we've got to make room for these young teachers coming up.

HON. M. HEMPHILL: Mr. Chairman, I realize that the Member for Niakwa was just raising his question related to French language programs, but I'm saying that it's all a combination, that all of the retraining addresses his concern, which was young teachers who are in a program that is going to be eliminated and needing training opportunities and it won't just be French language opportunities that help them get jobs, but retraining in other top priority areas.

The funding comes - I listed a number of programs, the special program with France, with summer bursary programs, with evening education programs, and professional development programs that teachers, or that the school divisions and the department design. So it would be paid for in combination, depending on what kind of a program it is. It could be the Provincial or the Federal Government; it could be boards; and it could be a combination with some private coming from the teacher's pocket and some coming from the Provincial or Federal Government.

MR. A. KOVNATS: I don't know how it works out, but what type of provisions are made for people like myself who have finished with the school system, but want to take some advantage of whatever there could be through the bureau de l'éducation française? I don't think I qualify, because I'm even more so than a mature student at this point — (Interjection) — a little bit more so, but I think there's got to be something to the department that would help a person like myself to provide a service for the Franco community. What type of advantages do I have so that I can provide a service to the Franco community?

HON. M. HEMPHILL: So glad to see that the Member for Niakwa is one of those who believes in continuing education and lifelong learning.

There is some help, a little more help than we appear to be able to give him on the signing program, but there are Adult Education evening courses at four institutions - at the two universities, Brandon University and St. Boniface College. While you do have to pay some of the costs of taking those courses through Adult Education, there are French Language Adult Education Grants that are put toward the cost of the program

that reduce the cost. So there is a contribution there so that the cost is kept at a reasonable level.

MR. A. KOVNATS: I had participated in the St. Boniface College. I was taking Mondays and Wednesdays and then, all of a sudden, we've got special meetings on Wednesdays and I'm not able, so I've got to go Tuesdays and Thursdays - this is at St. Boniface College. Then there's committees now on Tuesdays and Thursdays, so I'm not able to keep it up, but the cost to me was somewhere around \$120 for a very short period. I didn't mind it, but there were other people in that course that really couldn't afford it quite as much as I could afford it, even though I would prefer to have got it at no cost.

I think that there's got to be something from your department, Madam Minister, that would encourage people to jump in; even retired people, young people, people who are unemployed. There's got to be some assistance, because I know there was some people who were unemployed. They were mostly women. I think these women are looking for somewhere in the future to protect their own interest and I support them for it. They're receiving no financial assistance; they've got to reach into their pocket or their purse and pay for this course themselves, and I think that there's got to be some assistance coming from the Provincial Government through the Department of Education, through the bureau de l'éducation française.

HON. M. HEMPHILL: Mr. Chairman, the amount of money that we put in, that I mentioned before, through the Adult and Continuing Education Program is about \$100,000 to help keep the cost and the tuition at - not as low as he would like, but at a reasonable level. That's a fair amount of money for that program. If you compare the fees for that Adult Education Program, they do compare favourably with other Adult Education Programs, too, so it isn't as if they're being put on at a high cost, they're being run and being subsidized and they're at about the same level as most other programs that are offered in the same way.

MR. A. KOVNATS: The Honourable Minister came up with a figure of \$100,000.00. Where does this money come from? Does it come from the taxpayers of the Province of Manitoba or does it come from the Federal Government; because if it comes from the Federal Government then we're really doing nothing to encourage the program and, if it comes from the taxpayers, then I'll just sit down and keep my mouth shut.

HON. M. HEMPHILL: What do you do when I say 50 percent, Mr. Chairman? Half up.

MR. A. KOVNATS: All right. So half of the money comes from the Federal Government. I know it's all taxpayers' money but I think that if it does come from the Federal Government, then I think that the Provincial Government, through the department, is really not doing their share in supporting the program. I don't want to be that critical, although I am critical. I think the people who want to take the program deserve more than just a little bit of lip service in saying that we're being good to you and you pay your own way, but we are getting

some compensation from the Federal Government and I think that the Provincial Government can do more to encourage these programs in Manitoba.

HON. M. HEMPHILL: We are putting up \$50,000.00. It's a little more than lip service, although I recognize the Member for Niakwa would like more.

MR. CHAIRMAN: The Member for Morris.

MR. C. MANNES: Mr. Chairman, can the Minister, to refresh my memory, tell me the department's support for students that choose one of the three streams of French education? What is the per pupil support?

HON. M. HEMPHILL: It's \$100 per equivalent student for the Core Program and \$250 for equivalent student for immersion and français.

MR. C. MANNES: Mr. Chairman, the Minister has been in negotiation with the St. Boniface School Division for the last two or three months with respect to the impact that the new Government Support to Education Program has, in the sense that the French grants now become part of the Categorical Grants and, because they're given top priority, the St. Boniface School Division claims that, in effect, they lose a portion of their block grant. Just to read into the record, Mr. Chairman, the letter of May 28th, 1985, directed to the Minister.

It says: "We acknowledge that under the new Support to Education Program, St. Boniface received increased funding in 1985 over 1984. However, we still contend that the French categorical grant should be a separate grant from all others. As you state in your letter, we must spend the \$682,000 on French language programs in 1985. Because we are obligated to spend that exact amount in French programs, while our block grant is reduced accordingly, we believe that the St. Boniface School Board, regardless of the increased funding in 1985, now has to put more money of its own into French programs. We think this is unfair and is not in keeping with the original intention of the grant. In order to maintain funding at previous levels for regular programs, it would now be in the best interests of the school board to limit enrolment in French programs, and thus to lessen our French grant, therefore, making more funds available on the block grant for our English students. A categorical French grant is now set up so that it penalizes regular program students by taking money away from them."

Mr. Chairman, that was the main part of a letter that was sent by Joyce Patterson, Chairman of the St. Boniface School Division to the Minister under the date of May 28, 1985. I understand that there was an original presentation in March, revised in April, 1985, where the St. Boniface School Division attempted to show the Minister how her new policy worked against the provision of French grants within that school division. I would ask the Minister whether or not their claim is correct and, if it is, whether or not the department has done anything over the last month?

HON. M. HEMPHILL: Mr. Chairman, there has been some confusion and some misunderstanding about this

area, not just related to grants for français programs, but also for special needs and other categorical programs. I think Dr. Nicholls has been having meetings and discussions with them.

First of all, there wasn't any change in their grants this year, but for some reason they believed that the application, the way they understood it, could have an effect in subsequent years on limiting the amount of money they were getting for their special programs, whatever they were. We have been very quick to communicate that was not the intention, number 1; and number 2, that we do not believe that is a fact. We have said that it has no effect on their funding of their programs for either their special needs programs or their français programs.

I would say that what we're in the process of doing is assuring them that it wasn't the intention of the structure of the new grant, that has not been the consequence in this year's funding which they, I think, are quite aware of, and that it's not unusual for people to look down the road and say, well things are okay this year, but we think that if this happens and that happens that this may be the effect of it; and we have assured them that isn't the intention and that will not be the case, so that they will continue to get the grants in this program area that they have been getting and are entitled to. I suppose our problem is one now of communication and confirmation to all those boards which I think Dr. Nicholls has been attempting to do over the period of the last little while. I'm not sure if there's been special communication to St. Boniface School Division in the last month - there has.

MR. CHAIRMAN: Order please, order please.
The Member for Morris.

HON. M. HEMPHILL: I didn't hear it.

MR. C. MANNES: Mr. Chairman, two points. Firstly, I do know that within the special needs area that the department was able to allay the fears and concerns of some school division in fairly short order. My concern here is this letter is dated May 28, so any agreed-upon solution obviously has just happened very recently or it hasn't happened at all with respect to the French grants, particularly as they apply to the divisions such as St. Boniface. I don't know whether the Minister is being too categorical in her statement that, in fact, all of the problems have been ironed out, or whether she's saying that there still is some problem here.

A second point, Mr. Chairman, is that the claim is a little bit different in this case, and I'll read out specifically. It says: "The French grant is now included as one of the categorical grants which is a change from 1984" and that's a given. "In the GSC as categorical grants increased, block grants decreased proportionately." I think that's the general problem the Minister is attempting to have Dr. Nicholls address. This is the additional bit of information that has the St. Boniface School Division concerned, and I quote: "However, 50-60 percent of the money for French grants is obtained from the Federal Government. Therefore, the Provincial Government is able to route funds intended for bilingualism into general education; 50-60 percent of our 1985 French grants amounted to

\$409,000; thus, our general revenue is, in part, being subsidized by funds intended for French and immersion schools." Alternatively the same amounts of money that I just mentioned previously represents a reduction in general revenue.

My question to the Minister: is this argument sound, given the fact that at least 50 percent of the money is accruing from Ottawa and, as goes through the new grant formula, is the Provincial Government, in effect, offloading part of the value of the Ottawa grant and therefore able to decrease its share, the provincial share, to regular programming?

HON. M. HEMPHILL: Absolutely not, Mr. Chairman. It is required that we provide information to the Federal Government and demonstrate very clearly that all the money that has been given to us for the purpose of providing those programs is used for those programs and, as we demonstrate that to the satisfaction of the Federal Government, then it is up to boards to demonstrate to us; in other words, they apply for the money based on the requirement to provide programs and they then must demonstrate to us that the money is being used for the programs designated and not going into a central pot. We cannot put it into a central pot and divert it into other programs, nor can they.

MR. C. MANNES: Mr. Chairman, could the Minister repeat the number of students in the province that are taking Basic French, and I take it that means Core French today?

HON. M. HEMPHILL: '84-85 is \$23,000.00.

MR. C. MANNES: Mr. Chairman, I have before me June, 1984 copy of the Manitoba Teacher. There's an article by David Skinner, "Basic French - Will It Work?" In this article he claims that projections have been made by somebody that in the year '87-88 there will be some 55,000 Manitoba students who will be enrolled at some stage in the Basic French Program. Mr. Chairman, I ask the Minister is she aware of who may have made this projection? Is it a number that's bandied around through the Bureau or does it have any significance at all?

HON. M. HEMPHILL: Mr. Chairman, it isn't a figure that's being bandied about. It's a reliable figure - that isn't the word I was looking for, I know it's a reliable figure. But we survey the boards every year and we survey them in advance so that there can be appropriate planning and we know what the needs are, both for program and for teachers. That figure is an accurate projection based on the information that the department has received from school boards. It falls, once again, into the point that we were making. As you see that figure go up, I think you will find that the conversational French figure will continue to go down, if not correspondingly almost correspondingly, because people are moving from the one to the other.

MR. C. MANNES: Two other points, Mr. Chairman. The claim is made that basic French, for instance, my children would take in the Morris-MacDonald School Division, is somewhat different than what I may have

taken 20 years ago. Twenty years ago it was basically grammar and translation.

Can the Minister tell me what it is today? How has it changed, and will it make the graduate of today, who apply themselves, will it make them any more proficient and, if so, in what respects?

HON. M. HEMPHILL: Yes, Mr. Chairman, there has been some change in the emphasis. The emphasis today is on oral skills, speaking and listening.

MR. C. MANNESS: One final question, Mr. Chairman. No doubt these projections, determined by way of survey, have been used for planning to the best possible purpose of having in place a number of teachers who can provide the proper skills to instruct these number of students. How is the profile changing of the teacher profession?

I read somewhere there will have to be three out of the 12,000 teachers - maybe there are that many right today, I don't know - that will have to have ability within the French language. Will that target number of 55,000, if it is attained, will there be in place, at that time, the proper number of teachers who have the qualifications in the second language to be able to teach those students?

HON. M. HEMPHILL: Yes, Mr. Chairman, we expect so. We must remember that this will not just be an addition, but will be a redistribution within the system that we have, and a lot of the teachers that are teaching in conversational French will be moving over to teach in the Core French. Quite a number of them will already be skilled and able to manage the Core French Program without any additional training, and some of them will require some slight upgrading or improvements in the way of courses, in order to be able to manage the Core. So it isn't as if there is a major boost on top of the existing program, but a redistribution within that will require some retraining requirements.

MR. C. MANNESS: Mr. Chairman, I have another article in front of me, it came out of the December 1984 Manitoba Teacher publication, and it was written by Katy Fraser and it was titled, "Learning French, Earlier is not always Better". This particular article drew an awful lot of reaction, as I recall, in subsequent issues.

But, nevertheless, it struck some type of note with me, and although I wouldn't agree with everything the Member for Elmwood said within this whole area, it struck me that maybe in many cases we're not absolutely sure what we are doing for our young children who we feel should walk this path of trying to learn two languages. I know one can never make categorical statements that will cover all but, nevertheless, Mr. Chairman, are we certain that in the vast majority of cases that we're doing the right thing for our very young children who are asked to go into immersion. Are all of them, or the vast majority of them, properly prepared to comprehend and learn in two languages?

I know the members opposite had some fun earlier when the Member for Elmwood was speaking, and I remember the Minister of Finance saying, well if one language comes in, another one has to go out, and he seemed to be saying that's what the Member for

Elmwood was indicated. I'm not making that statement, Mr. Chairman, I'm well aware there are people in this world who have tremendous talents, like the Member for Niakwa, who can probably hold many languages within his head, but I don't know whether that's commonplace or not, Mr. Chairman; and when it comes to oral expression, I dare say it probably is.

My greater concern though is when it comes to written expression, are we absolutely certain, is the evidence in that all of our children - I'm not talking about those who are gifted in language comprehension, I'm talking about the vast average - can they properly accommodate both languages?

HON. M. HEMPHILL: Mr. Chairman, he's opened the statement on this area by quoting from an article that did receive a lot of reaction and a lot of criticism from within the profession. It was very soundly rebutted I think from people in the profession and teachers that are teaching in the classroom "blasted it", I think would be a good description, and didn't agree with it at all.

It's based on, not just what's happening in Manitoba, but information we have about provinces that moved into immersion programs much earlier than we did. It's based on studies and surveys and past practice and information from having the programs in place over a fairly long period of time, that we feel quite confident has demonstrated that this is a sound program, delivered in a reasonable way at a reasonable time.

MR. C. MANNESS: I bring the subject up, Mr. Chairman, because first of all the article struck me and, of course, the author Katy Fraser is just one person and that's one person's opinion, although it says here that Katy Fraser is an early childhood primary consultant at Rockwood School, Winnipeg; she's fluent in French and English, as are her two children, now 18 and 17 years of age who started studying French in Grades 2 and 7, respectively. Well, that's just one person, Mr. Chairman, I fully realize that. But that very short biographical sketch says to me that this person just isn't somebody floundering for an answer to what may be a problem, like myself.

So, Mr. Chairman, I see nothing wrong with asking the question because, if a person like this who obviously feels they have some expertise within the area, makes some strong commentary; and yes, I did see the reaction, the counter-reaction, but I had no way of judging the backgrounds and the experiences of those people who counter-reacted this. But I kept this in the back of mind and once the St. Pierre issue became identified, Mr. Chairman, I took a keener interest in this whole question to see whether, in fact, this might be their concern coming from a different angle. In fact, were they concerned that their children, who could speak orally two languages quite well, may not, in the minds of the parents at St. Pierre, be able to express themselves well in English. Of course, many of them told me that was their basic concern, and that they had gone the step further, realizing they'd looked at the situation from a different perspective - and I'm talking, when I say "they", I'm talking about the group who wants the 50/50 program in St. Pierre - they were saying, look, I know that only one-third of the people today and, from their view, hopefully in the future -

only one-third of the people are going to be able to find jobs with the governments of the land, plus the Crown corporations. And, by simple deduction, that means two-thirds of the people are going to have to enter the corporate or business world. Their claim was that their children, if they didn't have, not only a sound oral expression of the English language, but also a properly written grammatical understanding of the English language, would therefore be at a disadvantage. The argument made an awful lot of sense to me, I might say, Mr. Chairman, so much so that what happened shortly thereafter really drove the argument home.

I have had an opportunity to ask a graduate, a recent graduate of St. Boniface College, as a matter of fact, two, to propose to do a little work for me, to review a report. Mr. Chairman, the person in question who is very very intelligent prepared a report in English that was totally incomprehensible; one could not comprehend it at all. And there's no way one should jump to conclusions on the basis of one person, and I fully recognize that; but I say, Mr. Chairman, if you're the parent of that one child, or if you're the friend of the parent of that child and you know that's happening, you have a lot of reason to be concerned, an awful lot of reason.

Well — (Interjection) — the Member for Inkster says you don't. Of course, he knows, he's a parent. He's a parent; he has many children; he knows all about it, Mr. Chairman.

MR. CHAIRMAN: Order please.

MR. C. MANNESS: Mr. Chairman, that member over there accused me of bigotry. I want it put on the record and, furthermore, I want a withdrawal from that member. I ask him whether he has the courage to stand up and withdraw it.

MR. CHAIRMAN: The Member for Inkster.

MR. D. SCOTT: Mr. Chairman, I have a difficult time withdrawing from the basic attitude that the member has, the way he needles around issues and tries to impute motives and tries to blacken, either programs or initiatives other people have. Perhaps it is a bit strong for me to refer to the member and to call his attitude that of base bigotry. I have my own opinions, but I shall, because I think it is unparliamentary and it's not a normal parliamentary word, I don't believe, but I shall, for the respect of the member opposite, withdraw the comment.

MR. CHAIRMAN: The Member for Morris.

MR. C. MANNESS: Mr. Chairman, I'll let the Minister decide whether or not I was trying to needle around and trying to blacken some programs. My interest is very very sincere. I'm asking for information. Good God, that must be my right or is it not, the Member for Inkster?

MR. R. BANMAN: Every time it doesn't fit into his mould, it's a bigot. That's the problem we've got in this world.

MR. CHAIRMAN: Order please.

MR. C. MANNESS: So, Mr. Chairman, we're all politicians and when the group from St. Pierre comes to see the Minister, they also come to see me and they're wanting to offer certain information. What I'm trying to do is trying to get a broader perspective of how to handle that. I don't have tunnel vision like the Member for Inkster.

Mr. Chairman, if he wants to enter into the debate, let him get out of his chair and enter into it and be recognized; but at this point in time I don't have to be needed by the mental giant from Inkster.

Mr. Chairman, I ask the Minister, with respect to the program, are we absolutely certain, in the area we're heading, particularly when our young children are being directed into streams by parents believing, quite sincerely, that's their best alternatives; and the question again is, can the vast majority of students handle it such that they'll be fluent in a grammatical and in a written sense in both languages when they graduate from school?

HON. M. HEMPHILL: Mr. Chairman, I think there were about three points that were made there. One related to the early start, and when you started children and were they ready, was that an appropriate time; and that parents were putting them in because the programs were there and they believed it was the appropriate time, what did we know or what did we have that confirmed that. He was also raising the question of

So maybe I'll deal with them one at a time. He raised the question of are they able to have facility in both languages, and I think we did spend a fair amount of time on that, where I said that everything that we know, and not only our tests, but right across the country that have measured, have demonstrated that the kids that are taking immersion programs, when they're tested, do as well in English and, in some cases, better than students who don't take a language and I reminded him that a facility in learning in one language is transferrable.

In other words, as you learn language, you become more able to deal with languages of other kinds. That's one of the factors, so that there may be problems in terms of ability to read and write. There always have been in every education system, but they can't be dropped in the lap of the language programs, they'd be very complex in a wide variety of reasons. But the testing shows that there isn't a correlation, that it can't be identified as the factor for those students who are not managing or not as able in the English language as they should be.

Certainly, what happened to that one student, you can't possibly tell what that could be. There could be a dozen factors related to that one student that means that they can't handle themselves in the English language, and unless you knew the student's background and history and marks and the case history, we couldn't possibly judge what it is.

In terms of the early learning experience, we have lots of information and knowledge from the experience of teaching that the earlier the better. In fact, when children are very young, they adapt to these programs much better. Most of the Francophones in Manitoba, for instance, have two languages and they don't have

any trouble, so you have to look at both sides of that. They don't have any trouble adopting and managing in that arena, and there is lots of information that shows that as they get older the intensity and the interest drops off.

If you've had children who are as old as mine and they've gone through the system, you know that one of the concerns that many parents have, and I think that I remember the Member for Lakeside raising this question, is that when they get into junior high and high school if they have any choices then they sometimes choose to opt out of the programs because, by then, they're interested in so many things and it's hard to get them to stick with a program that is an optional program that may require a fair amount of study and attention, so that there is a definite drop of intensity at the junior high and senior high level. This has a definite effect on the learning and the retention of the program.

I think, for all those reasons, we know that young children adapt very easily and that anybody who has seen how quickly a young child will pick up language and how much more difficult it is the older you get, and that includes junior high, senior high and then adults, it becomes progressively more difficult for us to adapt, and the fact that us, and all other provinces, have identified this through the years of practice as a sound curriculum, and that their experience doesn't demonstrate that there is a problem in teaching at this early age, I think, doesn't mean that we wouldn't always look at it, but it's enough to make us feel fairly confident in the system.

I believe that there is an early period, when they're making the transition, where they may have some difficulties in terms of both, but the experience shows us that if that is the case that when they get along into the third or fourth year that is overcome and, in fact, that they have no problems at all related to the program.

There was one other point that he made. He tied in the St. Pierre-Jolys question and the parents groups with that issue and I don't think that it is related but I'll try and address it in the terms that he suggested. First of all, you did meet with the 50-50 parents and they were indicating a concern about the amount of English. I met with both parents and I can tell you that the 50-50 parents are not asking for the withdrawal of the 75-25 program, not at all; they are not even saying that it's not a good program or that it shouldn't be in. They are saying that those parents that want 75-25 should have it, but they believe, for their own reasons, and they list a number of them, that they prefer the 50-50. All they're asking for is some options for the parent groups, not that automatically the 75-25 is not a good program and has those problems attached to it.

I think that probably covers the three main points that he raised.

MR. CHAIRMAN: The Minister of Energy.

HON. W. PARASIUK: Yes, I'd just like to just partake in the discussion for a couple of minutes. I do so because I've, indeed, had children in the French Immersion Program. One has been in the program for 10 years and the other has been in the program for

seven years and that takes into account Kindergarten. I certainly don't think one would consider Transcona a Francophone community, although there are Francophones within Transcona, but the great vast majority of students' names that I've noticed at the Christmas concerts or other functions of the school are usually German or Slavic names; Gwozdeckis or Krambles or a whole set of other names and occasionally you get a name like Blaquiére thrown in there, but basically what you have are the cross-section of a community. I wouldn't think that, by any stretch of the imagination, the parents or the students are the elite in any way, shape or form.

We've gone through the whole process, as members of the Parent-Teacher's Association, of assessing whether, in fact, we should have a 50-50 program or a 75-25 program. We started off with a 50-50 program. Frankly, with the 50-50 program, and this was in the first two years of the program, there was a feeling on the part of most parents that maybe their kids weren't getting quite enough. There were concerns on the part of a couple of parents who thought that if you went to 75-25 that their kids would really decrease their ability in English.

As it's turned out, we went with 75-25. The parents monitored the program fairly closely. If I could say one thing about where I think French Immersion may, in fact, be a touch better than other programs - and this nothing to do with that which is provided by the school or that which is provided by the Department of Education. But the parents are very interested and the parents are very involved. I think that's a very important condition of any type of educational program. You know, you can lead a horse to water, but you can't make it drink, and it very important that parents be interested with their children in education. Generally, I've found that it is in the French Immersion Programs that you have a lot of interest on the part of parents, and that's a good thing. I would like to see more of that personally.

It means that the parents have been very closely and heavily involved in the program over the 10 years and the seven years. I must say that I've been the weak link of our family because I'm been fairly busy, but my wife certainly has been very heavily involved in the Parents for French. We've watched this very closely and I must say that their skills in English have not diminished at all. The one who is in Grade 9 has developed a facility in French that we had a chance to observe when we were in France a couple of years ago, as has my daughter who is now in Grade 6 going on to Grade 7. They have an interest in language; they're not intimidated by language. They're interested in learning German; they're interested in pursuing other languages - Spanish, Portuguese. They don't think of this as being some incomprehensible, imponderable type of challenge that they can't even think about.

I have had another interesting personal experience in that my sister got married and moved to Montreal and tried to have her children enrolled in an immersion program, enrolled in French, and she couldn't get him enrolled in French about 13-14 years ago. She was put in the English Catholic system and they had to fight like mad and, finally, by hook and by crook they got their two daughters enrolled in French programs and now one of them is fluent in four languages - English, French, Spanish, doing Russian, picking up languages very quickly.

Doesn't do that well in a whole bunch of other subjects; I wouldn't classify her as being a genius type of student. She doesn't do well in Maths, she doesn't like Maths, but she's got an interest in languages, she's got an interest in the culture of the language. So I think that people shouldn't be afraid of it.

I know what when we went through the Parent-Teachers Association meetings, we still have an occasional incidence where a parent is afraid of it. They're afraid that their child isn't getting the best possible chance, that maybe they're being overstrained. I would think that if I can recall the overwhelming majority, there have been certain students who have dropped out of the program. They thought it might have been the French Immersion and they they found out that it wasn't a French Immersion, for one reason or another that person just wasn't that interested in academic, and they haven't done well in the other program, not because they don't know English very well, they just aren't good students.

So I think what's required here is trying to nurture what I think is a natural inquisitiveness on the part of most children. It's not the kids who are intimidated by the language, I think it's the parents sometimes who are intimidated. I certainly don't want to prolong the debate but I did want to put on the record and inform the Member for Morris, who I think is asking sincere questions on it, a very personal experience with French immersion having watched it very closely and lived it.

MR. C. MANNES: Mr. Chairman, I thank the Minister of Energy for his comments, and certainly I recognize they're sincere also and that they're drawn from personal experience. I have no difficulty accepting one thing he said to me.

I guess the only comment I might draw from it is that he said it's a good system because it brings the parents along - and every system that brings the parents along is always going to have a higher success rate than any other, and that's natural.

I guess then it begs the question, the Minister said in the comparison of the tests from various backgrounds, coming through different streams, there seems to be no difference. I can accept that, but if the one group are taking two languages and they've got the parents behind them, then they've been given something. They've been given something that if everybody in society went through the public school system and were asked to take two, we know for a fact that the parents wouldn't be.

Mind you, if that would bring the parents to be interested in education per se, then I'd say let's enforce it. I mean I have no difficulty with that. When I heard the Member for Transcona make his input about the parents being involved - and I know how much more success will come - there has to be a higher level.

I have no difficulty - and I said so in my remarks - with oral expression. I can see where if you're gifted in languages to any degree and you have an interest in speaking many languages, I'm sure you can apply yourself and do quite well. I can also see where if you come from basically an English setting and you take a 75 percent French, I can also see how you'd probably be in a little more favourable position if you concentrated on the French, because still the

newspapers you probably read at home and everything is in English.

My greater concern, believe it or not, is for those people who are very much in a French community, whose children maybe don't have access to any language other than what they hear on TV in an oral form again, or on the radio, who then come into the school system where again the basic core subjects are in French.

I ask where was their opportunity to be upgraded in pure English? Because I can see the problem, I mean English grammar in my view on average is falling, Mr. Chairman, and maybe it's not a big issue. Maybe the world 20 years from now won't even look at language as it's written; maybe it will be computer language — (Interjection) — You're right. Maybe you'll speak directly into your gramophone or something that's going to give you pure grammar out in any language you want, I don't know the technology of tomorrow.

But I do say that for the individual who's coming out, without having lived in a community or lived in an environment where English is there in some form, that person going into the English business world, Mr. Chairman, is at a distinct disadvantage. I hadn't even thought about this, so I'm doing some brainstorming here, and although I accept fully the argument from the Minister of Energy, I really do - I think we're maybe talking about two different things and it was on this basis that I brought in the St. Pierre situation, Mr. Chairman, and I'm not asking the Minister to take strong sides in that issue at all. I'm just trying, for my purposes, to enter into a conversation and dialogue back and forth, and I've enjoyed it very much except for the outbursts of the youngster from Inkster.

HON. M. HEMPHILL: In St. Pierre, which is the community that we were talking about, it isn't exclusively French. I met with, as I said, parents on both sides and the 75-25 parents and I'm not sure if the Member for Morris had a chance to meet with them, but had he met with them, I'm sure that they would have told him that they didn't have any problems. Their children were in 75-25 and they saw no problems with the children's ability to handle themselves in English.

One of the things that they were all telling me is that it isn't just a matter - and I mentioned this before - of the amount of time that is taught in the school in the programs, but their village life, or whatever you want to call it, their town life is almost all conducted in English, except the church, I understand.

MR. C. MANNES: Orally. It's not the problem orally, it's not problem.

HON. M. HEMPHILL: I'm sort of caught in the middle of making a point and now I'm not quite sure what his point was.

MR. C. MANNES: I'm not talking oral expression.

HON. M. HEMPHILL: You're talking about written expression? Well, nevertheless, the children who are taking the other programs and the parents have suggested that they don't have a problem with language, and of course were concentrating on oral language,

but they're still getting written language and they're managing in both.

MR. A. KOVNATS: One point just before we leave this, if you don't mind. I was just thinking to myself because we are having some problems with the Family Life Program in St. Vital, and I just wanted to find out from the Minister, is there any Family Life Programs in the French program through the bureau de l'éducation française; and if not, why not?

HON. M. HEMPHILL: When we're working on developing curriculum in Manitoba, we're working on developing curriculum, so it is in the process of being developed in both French and English.

MR. A. KOVNATS: Are there any experimental French family-life programs in the - I've got some more questions under — (Interjection) — Minister's Salary.

MR. DEPUTY CHAIRMAN, D. Malinowski: Order.
The Member for Inkster.

MR. D. SCOTT: Thank you very much, Mr. Chairman. Just very shortly, as we are wrapping this up, I must say I am pleased with some of the tone that we had this afternoon from the Member for Pembina and the Member for Lakeside in their expressing concern for the lack of accessibility of the French Immersion Programs in their communities. The Member for Morris - please correct me if I'm wrong - I believe suggested the same thing in raising concerns on rural communities and accessibility of this program, as well as some other programs. I would encourage them, because it's my understanding that it's up to the school divisions and the parents to have the programs, it's nothing restrictive whatsoever toward the City of Winnipeg, but the City of Winnipeg happens to have more immersion programs than other communities. But I would encourage them, as I have in my constituency, before parents in schools to speak very favourably toward the programs to encourage parents to consider that option and as well to push, if they have any new schools going in these communities, to have a French immersion program or accelerated French program in that school for those students so they do not suffer and do not lose the opportunity to learn the second language of this country and of this province.

I know I shall continue in my constituency. We have two new schools being constructed, hopefully by this fall rolling along or next spring, if the Winnipeg No. 1 can get the design finished fast enough. It's my understanding that the schools shall go forward very quickly.

One of those two schools, I am very pleased, is going to have a major French immersion component. I, myself, would even prefer if both schools had it, but it's the feeling that one school is going to be sufficiently large to accommodate; if demand requires it later on, then they can perhaps put it into the school as well. But I would encourage members on this side and on the other side, and particularly those who spoke this afternoon from rural areas, to promote the program in their community. I think there's children in their community who will be the benefactors in the long run.

Thank you, Mr. Chairman.

MR. C. MANNES: All the Member for Inkster has shown me is that, even though his comments are well-intentioned, what he's shown me is he's missed completely the tenor of the remarks made by my colleagues. What they said was the ideal which may be wanted is impractical in a rural setting. We can't do like they do in the City of Winnipeg, we have great difficulty even doing that in places.

Saying that this school is an immersion school and this school is not, we don't have the flexibility in the rural school divisions to do that. Unless we put a dividing wall half-way through the school and segregate the students between two programs, Mr. Chairman. Because we just can't feasibly drive the kids to one school at the end of the division that all want to take the immersion program, and take all the other kids from all over the rural divisions and take up to the northern end of the division if they're not going to be part of the immersion program; and that's the difference. That was the statement that they were trying to make.

The Member for Interlake says they have the Core program within their school division; we do also. That's almost as far as you can take it, unless you can identify which schools, unless all schools, all children, take the immersion route. Mr. Chairman, we're some time from doing that so I only rise to tell the Member for Inkster that today's reality in rural divisions is fairly far removed from the idea.

MR. DEPUTY CHAIRMAN: 7.(a)(1) to (d)(3) were each read and passed.

7.(e) Library and Materials Production: (1) Salaries—pass; (e)(2) Other Expenditures.
The Member for Morris.

MR. C. MANNES: One final question, Mr. Chairman, in this area. I would ask the Minister how the new Français School at Ile des Chenes is proceeding; can the Minister tell me what the enrolment numbers were for the fall of 1984 and what they're projected to be for the fall of 1985?

HON. M. HEMPHILL: Mr. Chairman, the school is full, in fact, they've requested a portable.

MR. C. MANNES: A portable, you mean a hut?

HON. M. HEMPHILL: Yes, they need more space.

MR. DEPUTY CHAIRMAN: 7.(e)(2)—pass.

Resolution 53: Resolved that there will be granted to her Majesty a sum not exceeding \$3,509,200 for Education for the fiscal year ending the 31st day of March, 1986—pass.

Now we're on Resolution 54: Expenditures Related to Capital (a)(1) Red River Community College - the Member for Morris.

MR. C. MANNES: One question I forgot in the other section, maybe the Minister will introduce their staff members that were sitting here through this period of time.

HON. M. HEMPHILL: Victor Tetrault and Guy Waugh.

MR. C. MANNES: Mr. Chairman, it's the first time, I guess I haven't looked in detail at this, I thought that there would be a significant increase here, particularly in light of the Minister's \$37 million announcement here a month ago, as it was to be involved in refurbishing schools. I see, however, that the appropriation has dropped from \$32 million to \$24 million, can the Minister help me with the confusion?

HON. M. HEMPHILL: To give him a specific answer it hasn't dropped because of the accelerated school construction program. It has to do with the Skills Growth. It has to do with the drop in the Skills Growth part. The drop was \$7.929 million.

MR. C. MANNES: That may be the reason, Mr. Chairman, on April 26, 1985 News Service, "Hemphill announces \$37 million to school building program." Ah, I missed the first line, two-year, and I take it there's no breakout here as to how much that will be spent on the first year. But maybe the Minister can tell me out of the \$24 million, how much of it will be directed towards upgrading of existing schools, and what portion of it will be spent on new schools?

HON. M. HEMPHILL: Mr. Chairman, I think when the member raises the question of how much is going for upgrading of schools, he's mixing the figures. The \$24 million does not relate to the Capital Construction Program that we announced in the schools, the accelerated Capital Construction Program, which is the \$37 million program because it is debentured.

Out of the \$37 million, \$22 million is what we call our regular program and that's new schools, additions and renovations; and the accelerated portion of it is \$15 million, that will be going into renovation, remodelling and upgrading of older buildings.

MR. C. MANNES: Well, is the Minister saying that no part of the new program is covered in this year's Estimates? And if that's not true and some portion is covered, how much of it is covered within the \$24 million appropriation?

HON. M. HEMPHILL: Mr. Chairman, the only part that's covered is the repayment on the debentures.

MR. C. MANNES: Can the Minister tell us the million dollar appropriation that's being directed to Red River Community College, what its purpose is?

HON. M. HEMPHILL: It's largely equipment for the manufacturing, and the Manufacturing and Technology Centre.

MR. C. MANNES: Well, I am curious. The first two numbers are identical to last year's number. Is it some constant term figure that's similar for years, or for a number of series of years, or is it just pure coincidence? What would be the reason for that?

HON. M. HEMPHILL: I suppose, Mr. Chairman, it's just that we're trying to hold our expenses down.

MR. C. MANNES: Well, what that says, Mr. Chairman, is that there really is no specific item, that the Minister has just set a spending ceiling of sorts and in the directing of payments or purchases - and will direct purchases to the point where they do not exceed that number - is that more or less correct?

HON. M. HEMPHILL: No, Mr. Chairman. We prioritize our equipment from year to year and we also had extra money and have had access to money for equipment upgrading through the Skills Growth, and that has affected the needs out of our own program, the level of requirement.

MR. DEPUTY CHAIRMAN: (a)(1) Red River Community College—pass; (a)(2) Assiniboine Community College—pass; (a)(3) Keewatin Community College—pass; (a)(4) Canada-Manitoba Skills Growth Fund (Recoverable from Canada) - the Honourable Member for Morris.

MR. C. MANNES: Mr. Chairman, I want to know whether this school will be completed and whether it will be in a position to house students and instructors in the fall of 1985; and maybe the Minister can tell me the present shortfall in the construction of that school and what has been done to allow it to move to some state of completion, such that there will be courses there?

HON. M. HEMPHILL: I assume that the Member for Morris is talking about the Winnipeg South Vocational?

MR. C. MANNES: Oh, I'm sorry.

HON. M. HEMPHILL: That's not that line but I don't mind addressing it. We might as well deal with it.

Yes, I think they're going to open in September. We expect that the programs and the equipment are going to be in place. In terms of a shortfall, the Province of Manitoba met its commitment to cover half of the accepted increased costs and paid out, or committed ourselves to \$675,000, for the accepted uncontrollable costs. We believe that things are going well and the programs will be in place in September.

Mr. Chairman, I feel I must say this at the end, but unfortunately the Federal Government, it was a cost-sharing program between the province and the Federal Government. The position we took is that we would identify what we believed were uncontrollable costs and would fund them as we normally would and hoped that the Federal Government would pick up their half and they have refused to do so, but we've done our share.

MR. C. MANNES: Well, Mr. Chairman, it's my understanding that when the Federal Government signed the contract under the Skills Growth Fund, they indicated that under all conditions would be their final and total contribution to the program, is that correct or not?

HON. M. HEMPHILL: It probably is, Mr. Chairman, but it's also correct that we only expected to be putting in our - what was the total amount - \$4 million too, that we thought that was the maximum that we were

committed to and we had to reconsider in the light of changing situations, and what we tried to do was be as fair as possible.

We wouldn't pay an open-ended amount. They could go out and spend what they wanted and then submit the bill to us. We took a very hard line on that because that's not acceptable process and we haven't allowed any other school division or any other school to operate in that way.

But in the normal procedure we would have reviewed those things that were determined to be uncontrollable costs. One of them, as I recall, was some problems with the soil and they had to make some additional changes to the foundation because of the condition of the soil. Some of those things can't be determined ahead of time and we always look at them and the Public School Finance Board approves those things that are reasonable and uncontrollable.

So we were caught in the same position as the Federal Government. We had set aside a certain amount of money and had to reconsider and we were very concerned and, largely, our greatest concern was the school, was the education program, was the ability of the students to take the program, and on that basis we were prepared to put up our half of the amount of monies; the Federal Government was not prepared to reconsider.

MR. C. MANNES: Well, Mr. Chairman, I have no quarrel with the manner in which the Public Schools Finance Board deals with school divisions that are building and the strong procedures of cost control that they maintain. I haven't any difficulty with it.

But I find it strange that, I understand, unforeseen inflation costs of some \$710,000.00. I can see making a mistake with respect to soil, although it's unfortunate those types of things occur, but when some of the unknowns which added some \$2.3 million to the overrun - numbers of \$710,000 unforeseen inflation, furniture at \$173,000, which supposedly was unforeseen, architectural fees at \$357,000, and federal sales tax \$140,000 - those four items in themselves added roughly another \$1.5 million. How could it be that those four items would be unforeseen, not only by the local joint school authority that was building the school, but the Public Schools Finance Board themselves?

HON. M. HEMPHILL: Mr. Chairman, it's not so much they were unforeseen; there was a lot of discussion between the Public Schools Finance Board and myself and the board of the South Winnipeg Vocational School. What we had indicated in the approval is that they had a certain amount of money and that was to cover all of those factors so that it wasn't that the taxes were unforeseen or that some of the others were, it's just that they were included in the money and were to be covered in the money that they were given.

Now when they finished the completion of the building, they had done a number of things: one, they had put out extra money because of the soil conditions; they had bought additional land that they believed was necessary and believed would be very important to have; and that had not been sort of calculated.

Although I have to say, we took a very firm position, and in our communications all the way along, even

when the question of the land came up because they had to have approval from the Public Schools Finance Board to go beyond the amount of land that had been approved, they said, yes, you've got approval to buy that but you realize it must still be done within the given amount of money. So that communication to them really never changed and they kept confirming that they knew that and that they would do it within the existing amount of money.

However, we keep talking about living in a real world and trying to be reasonable and fair. They did come in with a project at a higher level; there had been some costs there that weren't covered; and what we tried to do was treat them and handle it the way we'd handled all other school construction projects where they are given an award and an amount of money; and if through the course, the only difference in this one is that other school divisions have come to us when the problems have been happening and getting agreement that these costs were acceptable; and in the case of the South Winnipeg Board they actually went ahead and did everything and then came to us after the fact.

But you know, we could have taken a punishing, I guess, attitude and said you didn't follow the exact procedures so we won't even consider it. What we did instead is say, we will try to follow the same procedure that we would have followed had you done it in the normal course. When we looked at it fairly, those are things that the Public Schools Finance Board probably would have given sympathy, recognition and support for.

So I think we have just made every effort to not open up the purse strings without control and without accountability, but still be fair and reasonable and have as the main concern the opening of the school and the education system.

MR. C. MANNES: Well, Mr. Chairman, I accept basically what the Minister has told me. Certainly, what she seems to be not only intimating but strongly suggesting that in fact there were two or three items that the Public Schools Finance Board were well aware of and gave due notice and proper notice to the South Winnipeg Vocational Education Centre, and their supporting school divisions gave them proper notice that, in fact, if there were overruns in the area of the additional land and that their soil problem would be deducted from the total set amount, I can understand that.

However, the four items that I have mentioned, and those four areas again are unforeseen inflation, furniture, architectural fees and federal sales tax with the Public Schools Finance Board, were they aware of those liabilities, or did they come up unexpectedly at the end too? I guess that's the question.

The point I am trying to make is, did the Public Schools Finance Board do all it could in helping the Winnipeg South group be fully cognizant of all the costs associated with building this major facility?

HON. M. HEMPHILL: Yes, it did, Mr. Chairman, because I was quite aware of all of the communication that went back and forth during that period, and our concern and what position the Public Schools Finance Board was taking. I did give that answer previously. There

were factors that they knew about but the communication continued to be, yes, you can buy the land or, yes, these factors are there, but you must do it within the amount of money that has been allocated. So I explained how we got caught in the system where they had overexpended and then came to us after the fact.

We said that it was unprecedented and it was unacceptable and that we would not and could not allow school divisions to build and go a million or two dollars beyond that which was approved and then submit the bill and expect us, actually the taxpayers, to pick it up; but that we also didn't want to penalize them and we tried to be very fair by doing what should have been done when the process was under way where they said - which they never did say when they had the direction from the Public Schools Finance Board - yes, you can buy the land, etc., providing you can do it within your existing resources. They never did come back during that period and say we can't, we are appealing for additional money under these categories.

They did it after the fact and we dealt with it as fairly and reasonably and sensibly, I think, under the circumstances, because by this time we all had a problem on our hands, let's face it. The province did, the school division did, the students did, I guess everybody did but the Federal Government didn't; but the rest of us had as our primary concern the opening of that school. I think they had a lot of direction, a lot of help and a lot of advice all along the way.

MR. DEPUTY CHAIRMAN: 8.(4)—pass.

(b) Capital Grants: (b)(1) Universities - the Member for Morris.

MR. C. MANNESS: Are there any major new buildings that will be initiated in this coming year at either of the three universities?

HON. M. HEMPHILL: No, Mr. Chairman, no major buildings. We had undertaken major capital projects in the previous year and we are completing those projects.

MR. DEPUTY CHAIRMAN: (b)(2)—pass.

HON. M. HEMPHILL: The Administrative Study Centre is going to just be started but it was announced last year, so it isn't a new announcement.

MR. DEPUTY CHAIRMAN: (b)(2) - the Member for Niakwa.

MR. A. KOVNATS: To the Honourable Minister, under School Divisions, does that \$18 million include a new school in the south St. Vital area?

HON. M. HEMPHILL: No, it doesn't, Mr. Chairman, although the approval of that school has been announced by me, is approved and will be funded through the normal process of funding school divisions through debenture. So it's not part of the \$18 million. But don't worry; the Member for Niakwa should not worry. The school has been approved and the money is there.

MR. A. KOVNATS: I would just like to say thank you to the Minister for the George McDowell School and the other one.

MR. C. MANNESS: Mr. Chairman, obviously, the Member for Niakwa has some particular pull with the Minister of Education. He seems to be doing quite well in the area of their schools but, of course, it's a growth area in one of them.

Mr. Chairman, under 8.(b)(2), has the Minister provided a total listing of the new facilities or the improvements that will be considered under this appropriation for 1985-86?

HON. M. HEMPHILL: Mr. Chairman, I think it's important to point out to the Member for Morris that it is not only the Member for Niakwa who has pull with this Minister because, under the first projects that were announced, under the accelerated school construction program is a school from Morris-MacDonald and Rolling River which is renovations to both schools at a cost of . . .

MR. C. MANNESS: Which both schools?

HON. M. HEMPHILL: Both Rosenort schools, at a cost of \$800,000.00.

MR. C. MANNESS: They pay an awful lot of taxes down there.

HON. M. HEMPHILL: So I want the Member for Morris to know that he carries as much weight - you've got two schools, right.

MR. C. MANNESS: Well, Mr. Chairman, what can I say? I had forgotten that and if I hadn't, I wouldn't have made any comment previously.

But, Mr. Chairman, I ask the Minister . . .

HON. M. HEMPHILL: . . . for a list. I'm sorry. He did ask for a list, and we are quite prepared to provide the list of those that have been approved to date, and as they are approved.

MR. DEPUTY CHAIRMAN: I forgot to recognize the Minister, I'm sorry. I'm sorry.

The Member for Morris.

MR. C. MANNESS: Well, I may have seen it, Mr. Chairman. The Minister made reference to schools in my division. I was aware of that, so obviously I have seen the list, so that's not necessary.

I would ask the Minister though, who has influence over the Public Schools Finance Board to make these decisions? I don't think I do. I don't think the Minister for Niakwa does. The reason I ask, I would hope firstly, there is very little political pressure that comes to bear on these very important decisions as to prioritize the various needs throughout the province and I would strongly love to believe that that's the case. They all looked at their merits and no political pressure comes at all.

I ask this for a particular reason, and I brought this up in the House here about a month ago. The MLA

for Thompson in his report talking about school expansion, had this to say, "I was particularly proud as a former graduate of R.D. Parker Collegiate to have been able to make this facility a reality. I know from personal experience just how needed this facility is. It was extremely gratifying to help my former high school obtain this badly needed facility."

Now, Mr. Chairman, what would the Minister take the meaning to be out of that statement? It would make me believe that the MLA for Thompson had some type of influence, if not over the Minister, maybe over the Public Schools Finance Board. I would want her to remove that doubt from my mind if she could.

HON. M. HEMPHILL: I plan to do that, Mr. Chairman. There is a big difference between what an MLA might choose to say, and I will wait with interest to see what, if anything, the Member for Morris puts in the *Scratching River Post* about the two new schools.

MR. C. MANNES: I'm not allowed to write in that paper.

HON. M. HEMPHILL: Oh, you're not allowed to write in that paper. Or, you know, in some literature that goes out, whether he takes any credit for influencing to get these schools.

MR. C. MANNES: I haven't learned that game.

HON. M. HEMPHILL: But I can tell you, that as far as the Public Schools Finance Board is concerned, although any individuals, or there may be pressure from individual school boards or members of the community or individual elected representatives, who I might add would only feel that they were doing their job in representing their community which is fair ball but we don't make decisions based on either the amount of pressure or the amount of noise, but we make it based on a very rational program.

We've got a five-year plan, and for the first time have instituted a planning process that does cover five years, and for the first time have instituted a program where we've got data on computer that tells us what condition all the schools are in right across the province, and which schools are in the worst condition and need upgrading the most, so we look at a number of things. One is the requests that come in from individual school divisions because we can't approve a school if they don't request it.

The first decision has to be made by the school division, but we know that they often submit shopping lists and that is their job. It is their job to put forward the needs of their school division to the best of their ability; and it's our job to prioritize and distribute the money fairly and into the areas that is the greatest need.

I'm sure that when this program is completed, and it will be a little while before it is, but the Member for Morris will be able to see that there will be a combination of new schools to meet the new developing growth areas that are still a factor; that there will be renovations and upgrading of things like ventilation systems, and there will be structural upgrading for those that have that kind of a problem. There will be major renovations

and upgrading of older schools. He will see that it is distributed in a very fair and reasonable way in terms of geographical mix and need. I think we are trying to meet the greatest needs of the largest numbers of all of the school divisions, really, in the coming year.

Unfortunately, because we've more than doubled the amount of money that is going into the program this year, \$37 million up from \$15 million, we feel confident that we will be able to meet the greatest needs of most of the school divisions in this year, not all of them, but the greatest needs.

MR. C. MANNES: Mr. Chairman, I gave the Minister her due credit before when she made the announcement for upgrading. I have no reason to change my praise of the program. My only concern in asking the question with respect to what the MLA for Thompson allowed his constituents to believe, he certainly left the inference that it was his single-handed action that brought them a new school and I would only beseech that the Minister maybe has a talk with her colleague and remind him that, in this game of politics, there are some things that should be held a little bit sacred. Certainly, let's not bring into question the Public Schools Finance Board into a political light because I don't think that really serves anybody's cause. We can laugh it off, but to me it is a semi-serious matter and one to maintain the integrity of the Public Schools Finance Board, that really shouldn't be allowed to happen.

HON. M. HEMPHILL: I realize that the point is made not in a really harsh way, but he is trying to make a point. I just feel that I have to say to the Member for Niakwa, did you take any credit at all in your community for the approval of the St. Vital School, and you don't have to answer that?

MR. A. KOVNATS: No, I would like to answer it. Not one bit of credit, and I swear to God.

MR. C. MANNES: Well, Mr. Chairman, before we pass this item and send the Minister's staff away, I would like to thank the Deputy Minister for sitting through all of this. I don't know if he learned anything, but I know he has been sitting here a long time.

MR. DEPUTY CHAIRMAN: (e)(2)—pass.

Resolution 54: Resolved that there be granted to Her Majesty a sum not exceeding \$24,370,300 for Education, for the fiscal year ending the 31st day of March, 1986—pass.

We are coming back on Page 49; Resolution 47, Education 1.(a) Minister's Salary—pass.

The Member for Morris.

MR. C. MANNES: Mr. Chairman, I started off the Estimates process which seems like three weeks ago now - it was three weeks - by saying that in my view the Minister of Education has tired of her position and is not showing the leadership to the educational community that is required and is necessary in this province.

I know the Estimates procedure over the last three weeks, I wouldn't call them exhaustive, Mr. Chairman, but I think they have been detailed. I think that they've

been, in many respects, interesting. I think they provided an excellent opportunity to move into some very detailed matters which the Minister and I and other members of this House could not move into or entertain during debating of bills and certainly during question period. The Minister and I seem to have a little difficulty during question period on some days, and maybe that's part of the reason why the Estimates procedure has taken a little bit longer than last year.

Nevertheless in saying that, Mr. Chairman, I want to thank members of the Minister's staff for having been on call for some periods of time and for having been part of the deliberations in a physical sense at least over the past three weeks.

Nevertheless, Mr. Chairman, I honestly believe that the Minister's time has come when she should either take a long holiday or a refresher in some respects, because it is patently obvious to anyone who wants to look at what is happening within this, in my view, the most important area of government. There are many important areas of government, but as we prepare our children to move into a world that is certainly not at all identifiable in the future as one that cannot be depicted in any certainty, I think the least we can do is prepare all our children in the best manner or fashion to be prepared to meet the challenges of the day.

Mr. Chairman, the Minister showed me early on in Estimates, particularly as we reviewed the sections dealing, first of all, with Communications and her Research Branch, that she is being led to quite a degree by the people around here. She has fallen into that very comfortable position like many many political leaders do. Rather than becoming responsible leaders in the own rights within their own confidences, the Minister is now - and I have detected this for the last two years - relying to a much greater degree on the people who are very close to her for the direction that she takes.

I sense it particularly in the area of Communications where everything the Minister does is glorified in a fashion such that the broad issues and the most important ones dealing with particularly quality of education, dealing with financial support to public schools, receive only passing comment, whereas the grants - and I'm not going to minimize any individual grant, but the small programs of .5 million of \$1 million receive major glorification. It says to me that either the government is semi-desperate or that the Minister has lost control to those people around her who are wanting to hold her at some high image level.

All one has to do, if you don't think I'm serious, Mr. Chairman, is look over the past year-and-a-half of press releases that have emanated from the Minister's department. We had a detailed period in which we looked at the Teachers' Retirement Allowances Fund and the operational support services, Mr. Chairman. I know this is the subject of major debate within one of the bills in this House, but let me say again for the record, Mr. Chairman, the Minister, when she brought forward the bill, had no strong understanding of the implications or the ramifications of that particular bill. To this point in time, she still has not gained a grasp of, first of all, how that whole pension field works and, secondly, the very numbers that surround it and allow the Minister to bring forward the bill to try and sell it, and try and convince Manitobans at large that it's the way to go.

It is so easy for politicians of all stripes today to come into the House and say, well, we can sell something if we make people believe that their children are going to be the benefactors, or their children who are graduating into a profession of teaching are going to be the benefactors if we make certain changes. It's so easily accepted. Yet what the Minister has totally not done is given us the total costs associated with bringing forward this type of legislation. I think it's most unfortunate and it's most unfair to the taxpayers of tomorrow and generations to follow.

Mr. Chairman, we move into the area of financial support for public schools and the whole area of grants. We spent a fair amount of time on the new formula in place. The Minister and her staff led me through it with some effort and with some conviction. I can tell the Minister that I have some greater appreciation for the whole system of grant support to school divisions, although again in this area I don't see what has changed in the four-year tenure of this Minister and this government in the whole area of support. I fully acknowledge in the first two years of the government's term, the Minister increased support to school divisions in fair percentages.

But the question of support and levying in support of education are different matters, Mr. Chairman. The Minister nowhere feels that she has a responsibility to be concerned about the levying of taxation in support of education. Oh, she pays lip service to it on one hand. On the other hand, she defers the responsibility to one of her colleagues. But the point is that one can't, in my view, only look on the cost side of providing grants to institutions. When you're the Minister of Education, you have to look at your responsibility in a more global sense, and realize that the cost of providing education at all the various levels of all the various institutions has to be paid for, because if it isn't, then those very children who are being educated, and those very children who we are trying to move into a better world in the future are going to be terribly disillusioned when they realize that what we did for them today hasn't been paid for, and it is their cost to bear.

I honestly believe that the Minister of Education has to have a broader understanding and be prepared to make a greater contribution in the whole area of support of education. She has a massive spending area, but I think she has to be involved in also trying to decide what is the best fashion of deriving the revenue in support of that spending.

Mr. Chairman, we've spent considerable time in the area of Program Development Support Services, particularly in curriculum. I can tell the Minister what disturbed me the most, and she probably sensed it when we were discussing the social studies curriculum and when we were discussing the health curriculum - and I didn't use this at the time but I will now - but there was a Mrs. Martha - and I don't know how to pronounce this last name - Colquhoun of the Manitoba Teachers' Society who is the professional development co-ordinator. The Minister did receive this letter so I know she has read it. The reporter from the Scratching River Post was at this particular seminar which was led by this particular individual, Mrs. Colquhoun - spelled for Hansard's sake, Colquhoun - this individual had these comments to make and these are all quotes.

"Parents in society have lost their love and concern for children." No.2, "Yes, I believe children belong to

society." No. 3, "Parents don't care. The church has no influence, therefore, children belong to the state." No. 4, "Who cares for children? The answer cannot be parents." No. 5, "The school is usually the most accepting place in a child's life." No. 6, "Schools must make room for peace education and family life education." Item 7, "Teachers, you must take the place parents have abandoned." Item 8, "We need more facilities for abortion." Now, Mr. Chairman, I know the Minister has responded to this and I think, in large measure, has described her abhorrence to many of these statements.

But the point is, Mr. Chairman, we have today in our midst individuals, and they're highly educated men, who are making these types of statements in the community and this is alarming a great number of people in our midst, such that when the Minister brings forward curricula which have been sincerely, in many cases, developed - I've said it before and I'll say it again - I don't quarrel with the vast majority of people who have put in their time to try and develop curriculum which is in the best interests, from their viewpoint, of our students and my children that are in the school system today.

But nevertheless, Mr. Chairman, when you have people making these types of statements, people who are involved in the Teachers' Society, others who are consultants who are hired by the Minister of Education selling family life and sex education, these are inflammatory words. They're words that just cause society and people who still believe very strongly, firstly, in their church and secondly, in their community and their schools, and it brings them to the fore extremely quickly. These are emotional issues and that's why there is so much attention being focused today on curriculum.

I don't care in what area it comes but, as long as the Minister of Education is saying that she's prepared to introduce material into the public school system that is going to cause our youngsters to critically analyze all their future actions in an attempt to make them better thinkers in a way that most of us, almost all of us, were first brought into considering at university level, Mr. Chairman, then you have problems.

The Minister believes that our young people should be forced with being made critically astute, critically aware, critically analytical as soon as possible. Well, to do so is to bring into conflict, in many instances, the values of the home and of the community.

All I say to the Minister, and I reiterate what I said before, is that unless she's going to take seriously some of the outcries coming from the community, unless she's going to watch very carefully what the paid professionals, educators and the consultants are saying in support of curricula which I don't doubt for one moment they sincerely believe is good, then this problem is going to be with us for some period of time; because as people begin to feel that the Government of the Day is going to bring in some social reform, some social agenda in support of a world order or of a national order that borders on politics, then there is going to be a problem in the public school system.

Mr. Chairman, I and my party do not want to see problems in the public school system. We're not against those who want to order their school affairs in a private sense, but the public school system has to be the vehicle that reaches out to 95 percent of the students of our

province. Let nothing come forward that's going to hurt it.

I make the claim and I submit, Mr. Chairman, that the Minister has been a little derelict in her responsibilities in this area; that in fact, there are some things that are coming into the public school system that are threatening it; and the Minister is going to have to take some very decisive actions, or otherwise the public school system will come under major attack.

We moved into Post-Secondary, Adult and Continuing Education, Mr. Chairman, and we looked at the many programs, the new thrusts within the pace area. I have no major criticisms with what is being attempted within our community colleges. I just hope that the Minister includes people from all walks of life within her advisory committees. I hope she gives a heavy influence to the business people who are becoming, in some respects, a little concerned with what they see happening, certainly at the university level, and to a lesser degree, at the college level. They want to be part of the decisions. They want to be players. After all, the future of business depends on many of the graduates coming through the community colleges.

I think the Minister has given this area a very high priority over the last few years, and I applaud her for that. To me, it's by far the most important area and I hope the changes that have been brought in will bear fruit over the years to come.

We've discussed universities. Mr. Chairman, I think there are some major problems around right at this time and come within the university area. To me, the forces that are at work are very powerful; they're at cross-purposes in some respect. I think the Minister, if she's going to be in her portfolio - I know she doesn't have an awful long time left, because there's an election coming - but if the Premier in his wisdom decides that there will not be an election for another year, I would beseech that the Minister do all she can within this area of university strife and potential strife.

We have discussed this evening the bureau de l'éducation française, Mr. Chairman, and I enjoyed the discussion an awful lot. I still have some major concerns with respect to the equal delivery of opportunities under these types of programs between urban and rural Manitoba. Unquestionably, as my colleagues attempted to suggest, there is not equality of opportunity.

I'm not going to hearken back to the language debate that this whole province went through, but I can tell you from the standpoint of the rural people, this was almost the basic underlying concern that they had. Rural Manitoba realizes that they do not have the same opportunities to the new system of education and the varying streams that are available in a language sense in the City of Winnipeg.

We've talked about capital, and in closing, Mr. Chairman, there's not an awful lot to say in support of this item, other than hopefully the new refurbishing program will do what is intended.

Other than that, Mr. Chairman, I'm prepared to pass this item, but I sincerely say that I believe this Minister, having come into her office such glowing tributes and glowing reviews of her abilities, has tired over the last year. I think that the public school system in Manitoba is suffering because of it, and I honestly believe that it's time for the Minister to either withdraw for a period of time and develop again her own strong sense of

direction. The influences that have been around her have skewed her thinking, and I say that she's not on the agenda that she wanted to be when she wrote that speech in 1979.

The Minister can say, well, it may have something to do with the lack of financing. I don't buy that, Mr. Chairman. I say that the Minister is a changed person over the last four or five years, and her agenda is different.

With that I'm prepared to pass this item.

MR. DEPUTY CHAIRMAN: 1.(a) Minister's Salary— . pass.

Resolution 47: Resolved that there be granted to Her Majesty a sum not exceeding \$5,173,800 for Education for the fiscal year ending the 31st day of March, 1986—pass.

That completes the Estimates of the Department of Education. Congratulations!
Committee rise. Call in the Speaker.

IN SESSION

MR. DEPUTY SPEAKER, P. EYLER: The Honourable Minister of Agriculture.

HON. B. URUSKI: Mr. Speaker, I beg to move, seconded by the Honourable Member for Morris, that the House do now adjourn.

MOTION presented and carried and the House accordingly adjourned and will stand adjourned until 10:00 a.m. tomorrow (Friday).