

LEGISLATIVE ASSEMBLY OF ALBERTA

Thursday Evening, November 9, 1972

[Mr. Speaker resumed the Chair at 8:00 p.m.]

GOVERNMENT BILLS AND ORDERS
(Second Reading)

Bill No. 116
The Alberta Hospitals Amendment Act, 1972 (No. 2)

MR. CRAWFORD:

Mr. Speaker, I move, seconded by the hon. member Miss Dunley, second reading of The Alberta Hospitals Amendment Act, 1972, (No. 2). Mr. Speaker, in dealing briefly with the principles proposed in this amending act I thought I might begin by commenting that I suppose as the concerns for the cost of health care and the concern over the extent of patient services in the province continue, we will have more and more cause to look at the health care legislation and its various provisions and considerations each year. I don't think that we will likely be successful at any point in bringing in the series of amendments that will settle this particular act for any long period of time. The developments are too swift and too changing in this area.

One of the things the amendments would do is recognize the importance of treating utilization of hospitals as a matter of importance, not only in the treatment of patients, which is universally recognized as the matter of principal importance in regard to the role of hospitals, but also in the question of cost which has been spoken on by many hon. members on different occasions in this House and which is becoming more and more a subject of great concern on the part of people throughout the western world. By introducing provisions for the creation of hospital utilization committees in this amendment act, we hope to bring into focus some intelligent attention on the part of all concerned in the operation of the hospitals in regard to the cost factors as relates to the use of the hospitals. I suggest also that it is important to recognize the role of the medical staff and to continue to clarify that as they take on greater responsibilities at all times, or at least more clearly defined responsibilities at all times, for the care of patients. The relationship of the duties that they have as compared with those of the board is one of the areas of what may appear to be joint responsibility which is being increasingly clarified, and I expect that we'll be moving more and more in the direction all the time of recognizing that it is the medical staff which has the prime concern over patient care and the board that has the more administrative interests at heart, perhaps.

Another matter of principle recognized by the bill, Mr. Speaker, is that certain changes are being made in the provisions that relate to the disclosure of information. The amendments would add considerably to existing provisions in regard to disclosure of information relative to patients. The amendments are meant to make bona fide research and medical review possible; and something that is a distinct addition would be that it would allow for the forwarding of records of a hospital to a nursing home or other facility upon the discharge of a patient. Once again this is an economy-directed motivation.

A further economy-directed motivation is the area that deals with the change in the existing authority of the Lieutenant Governor in Council, pursuant to the act, to pass regulations; and some that may be of interest to hon. members who are cost-conscious are the ones that relate to making provisions in regard to hostels and the operation of them, as well as the operation of central placement offices. That would be for the admission of patients.

Finally, Mr. Speaker, I think it is well known that discussion between the provinces and the federal government under the Hospital Insurance and The Diagnostic Services Act to provide standard eligibility provisions for the various plans throughout Canada have been carried on; and this enables citizens, of course, to have portability of benefits with simplified procedures. There is

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an element of standardization across the country involved in that, and the amendments proposed would be the statutory requirements in support of that, providing that a resident must be registered with the Alberta Health Care Insurance Commission in order to receive insured benefits under the Alberta Hospitalization Benefits Plan.

MR. HENDERSON:

A very brief word or two on the act: certainly I see nothing in it that I could take any particular exception to. I am pleased to see the expansion of the official recommendation of medical utilization committees beyond the jurisdiction of the existing provincial hospitals. The University, Foothills, and Glenrose have had medical utilization committees for some time. I notice that the bill, where medical utilization committees are provided for, doesn't give any consideration to the prospects of giving the medical staff some representation on the board, which ultimately, once it gains a greater degree of public acceptance, I still think is necessary, if the medical profession is really to become as involved in the management side of the hospital as I believe is necessary in the long run.

Beyond that, Mr. Speaker, I would say that while we appreciate that the hon. minister has been an extremely busy man since he took office, I mentioned last year, and mention again this year, I would hope that within a year or two we could look forward to seeing a completely new Hospitals Act before the House. Because it is certainly my view, and I don't know to what extent the minister has been bogged down on this problem yet, that the whole act needs rewriting. In general I think a lot of the material that is in the act and some of the philosophy it reflects is 20 years behind the time. The hospital boards have matured to a much greater extent than any parts of the act actually provide for. But again, Mr. Speaker, certainly the amendments relating to the increased use of utilization committees within the hospitals is a step forward. I would ask the minister whether he has considered the prospect of, or if there has been any approach from the municipal hospitals on, the question of doctor representation on the boards.

MR. TAYLOR:

Mr. Speaker, I would like to say a word or two in connection with the bill. I am a little concerned as to whether or not the principle of universal treatment for Canadian citizens residing in Alberta is now being changed. From the meeting in Public Accounts the other morning, I would presume that this is not so, and yet the reading of part of the principle of this bill would appear to indicate that it might be so, except in the case of an emergency. If that is the case, I think it's a retrograde step, and I hope we don't get to the place in this province where any individual is turned away from the hospitals simply because he has not been able to pay his premium. While I don't have much sympathy with those that are quite able to pay and who don't pay, I have every sympathy in the world with those who are on very low wages, and who are working intermittently, and who just have not the kind of money to pay the premium. I don't think that type of person, if he needs hospitalization, should ever be refused by a scheme operated by the government of the province. Perhaps I'm reading something into this "notwithstanding ... an emergency" that I shouldn't be, but I certainly would appreciate it if the hon. minister would deal with that item during the discussion.

The second point that I'd like to mention is that, in my view, there are at least hundreds of dollars being wasted every year in this province through a multiple number of hospital boards. There are places where you have a hospital board for the general hospital, a hospital board for the auxiliary hospital who are doing almost the identical thing, sometimes working out of the same plant, and yet there is cost being borne by two boards where one board could not only co-ordinate the matter better, but give better service and cost the people less. I think that in this day of high expenses, when we're trying to cut down the expenses on the people, we have to take a look at every one of these items that are costing the people money and not providing a distinctive service, and see that service is not being duplicated. I know one district where there are two hospital boards, each with a chairman, each with their staff; part of their facilities are the same, and we're paying the expenses of the board members. If one board was there, it would not only co-ordinate the whole thing better but it would cost the people less. I certainly hope that the hon. minister, jointly with the hon. minister responsible for health services will take a very careful look at this type of thing in the province during this coming year.

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MR. DIXON:

There are one or two remarks I'd like to make on the principle of this bill. One relates to the principle of the services we are providing now and the features that must cost extra money where many Albertans feel a saving could be made. We have many cases where a physician will send a patient to another doctor for diagnostic services. They'll go through all the so-called tests, and the verdict by his own physician is that he will be placed in the hospital; and then within 24 hours of being in the hospital he's going through the same tests again, which means a duplication of services. I was wondering how we could work towards a closer liaison between the services that are paid for when the patient is an out-patient and duplicate services which are carried out within a matter of hours after he arrives at the hospital.

The other point I'd like to bring out, and this is of interest, I am sure, to members on both sides of the House, and in particular in our city of Calgary. We have had considerable discussion with doctors being refused practising privileges in some of the local hospitals in Calgary. I noticed in the bill that you are hoping to overcome this by prescribing new procedures. And I just wondered, while the hon. minister was on his feet answering some of the questions, if he could outline to the House how they are going to overcome this problem, because I feel that we should take one further step. If a man is not capable of practising in a particular hospital, I often wonder why it is that we don't carry it one step further and that is that his privileges to practise as a doctor shouldn't be looked at by the overall College of Physicians and Surgeons. Maybe the hon. minister could answer that, too, while he is on his feet.

MR. CRAWFORD:

Mr. Speaker, if there are no other hon. members who wish to add anything, I can comment on all of the points raised in closing debate now. Mr. Speaker, the hon. member for Wetaskiwin-Leduc raised the question of doctor representation on the boards of district hospitals. I see no overall barrier to that in the medium to long term. It seems to me that what the hon. member said was that each party responsible for the operation of the hospital -- the medical staff on the one hand and the boards on the other -- have to grow closer together in order to do a more effective job of running the hospital for the benefit of the patients, while, of course, having regard to their duties to the municipal or provincial authority which provides them with the necessary funding. They certainly have that obligation to, but particularly with regard to the operating of the hospital itself for services to patients no doubt the duties of both the medical staff and the board come quite close together. The actual treatment, of course, is primarily the responsibility of the doctors, and I am not actively advocating that they should become more involved in the administration. I am just responding to the hon. member's comment by saying that I see no unsurmountable barrier in regard to it, and would certainly be interested in looking into it further and hearing an expression of views from various quarters on it.

The hon. member for Drumheller made reference to the section, which would require that a patient be registered under the Health Care Insurance Plan before treatment is provided, except in the case of emergencies. This is simply meant to be a declaration of what is in fact the law of the province, and that is that this is a universal scheme. I felt, in reviewing the draft of the legislation beforehand, and do indeed feel, that the emergency qualification is the adequate safeguard that he is looking for. As far as I know, people are not now turned away from hospitals in Alberta except in rare instances where the opinion is held that they require no treatment. They may be turned away in that case. But in cases of any lack of funds, surely there are no such cases on record in Alberta. None have ever come to my attention. The assurance that the hon. member wants from me, I believe, is one that I am prepared to give, and that is that the intent of this legislation is not to create such a situation.

The hon. member for Drumheller also made reference to the large number of hospital boards, some apparently having overlapping duties. I can report that occasionally it has been possible to make changes that rationalize the structure of the boards in certain areas. This is moving very slowly. The reason for this is that I have regarded it as a basic matter of policy that changes in jurisdictions won't take place without the concurrence of those who are involved. We hope that what will happen is that where there is a desire for a slightly different structure that may work a little better in a region that may be changing in various ways as to how its population shifts -- maybe population is coming, maybe it's going out, depending on what part of the province it's in -- the people who are on the municipal and hospital authorities in those areas will, with the encouragement of the province where it would appear to be cost effective or efficient to do so, move toward that solution themselves. In the

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Grade Prairie area recently, for example -- without too much dissent I believe in some of the neighbouring towns -- the board of the general hospital and that of the auxiliary hospital became the same. It is that sort of example that is slow to develop but does happen. We will be looking for more such instances.

Now, the hon. Member for Calgary Millican asked about having records that are taken in a doctor's office utilized in the hospital if the admission was within a reasonable time after that. I think the modest step we have taken in regard to that, Mr. Speaker, is the clause which I referred to briefly in my opening remarks. It doesn't really do what the hon. member suggests, which is a desirable thing to look forward to, but at least it allows the record transfer to happen in certain cases of what is now called the continuum of care, that is, going to an auxiliary hospital or nursing home after discharge from the active hospital. This would authorize the parties involved to transfer and use the records and at least that stage of it, some of the duplication is being done away with.

At the other end of the continuum of care, in the beginning, when you start with diagnosis and so on, it is a question of having proper accreditation of laboratory and x-ray facilities, which are located outside the hospital. There are a great many of them, of course, in the province that are fully accredited. This should make it possible to take some steps in the direction the hon. member suggests. All I can say, once again, is that it is an area where progress will probably be slow because it hasn't been done that way before. Really it is a matter of the unwillingness of individual physicians and of the hospitals who are receiving the patient to be judged negligent in any way because of a failure to conduct a particular test. It is the working together of those two groups that we have to look to. I'm hopeful that the passage of time will bring greater progress in that area.

In regard to the privilege of doctors to practise in hospitals, which the hon. member for Calgary Millican also mentioned. He has correctly judged that the intent of this bill is to make just a little better structured the approach that must be used in the granting or withholding of privileges. The board is still fully responsible for that. But there are some requirements placed on the medical staff committee, which works in that area now by making recommendations to the board, which should standardize procedures and do away with some injustices, if there were any. Many hon. members will know that they have been approached, I think, from time to time by doctors who have said that there was an injustice being perpetrated in regard to them. This is meant to make that less likely. We'll see how it works and what further steps the parties interested and the legislature might feel should be taken after that.

[The motion was carried, and Bill No. 116 was read a second time.]

Bill No. 127

The Credit and Loan Agreements Amendment Act, 1972 (No. 2)

MR. KOZIAK:

Mr. Speaker, I move, seconded by the hon. Member for Whitecourt, second reading of the Credit and Loan Agreements Amendment Act, 1972 (No. 2). I believe that amendments, which will be brought during the study of the bill during Committee of the Whole have been passed out to the hon. members and those can be dealt with during the study of the bill in the Committee of the Whole stage.

There are three points which I would like to bring to the attention of the hon. members that are contained in the bill. The first corrects a deficiency that now exists in the act, which requires, wherever there is an amendment to an existing time sale agreement or loan agreement, that a space be provided for the borrower's or debtor's signature. However, there is no requirement that it be signed, and this is creating certain problems which the amendment will correct.

A second and more important section of the bill deals with an area where abuse has been discovered by the Director of Consumer Affairs on a number of occasions. Mr. Speaker, there are time sale agreements and loan agreements which provide, for example, an interest rate of 18 per cent. But in the fine print a clause sets out that in the event there is any default, either in payment or in any of the terms of the agreement, the lender has the option of accelerating the entire balance due under the time sale agreement or loan agreement. And, if the lender exercises that option, the interest rate goes up to 24 per cent per annum, or 2 per cent per month. What happens is that an individual may be away on holidays or may miss a payment for a day or two and without realizing it, corrects that deficiency and continues to make his payments. In the meantime the lender has exercised the option to increase the

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interest rate by some six or eight per cent. When the last payment falls due the borrower comes to make the final payment and discharge the contract and finds he owes another \$600 or \$800 that he wasn't aware of. There have been examples, Mr. Speaker, of the charges due as a result of the exercise of this option by the lender, resulting in greater monthly interest charges than the payments themselves would cover. So the individual would be falling behind each month rather than paying up the time sale agreement or the loan agreement. The bill, Mr. Speaker, requires the lender, where he has this provision in his agreement, to notify the borrower that that borrower has made that default and that the lender is exercising the option to (a) accelerate the balance or (b) increase the interest rate. The borrower, being aware of this at this particular point can make arrangements to go elsewhere and pay off the account, rather than be faced with something unknown.

The third area, which is vitally important, Mr. Speaker, is that of credit cards. As I mentioned when I introduced the bill on first reading, we are aware of charges that have been made to the effect that credit card frauds now exceed \$3 million annually and that the losses resulting from misuse of credit cards now exceed the losses from bank robberies in this country. I understand that of 100,000 credit cards that are lost or stolen each year, 9,000 of these fall into the hands of thieves and are used fraudulently, with an average loss on each card of approximately \$350. Now, Mr. Speaker, before presenting this amendment to the act I canvassed certain areas for opinions, and would like to inform the House and the non-members that both The Credit Grantors' Association of Calgary and the Credit Grantors' Association of Edmonton are in agreement with this amendment to the act. And what this amendment does, Mr. Speaker, is to provide a benefit, or at least some relief, to the individual who loses a credit card, and within a reasonable time after discovering that loss, or that theft, whatever it may be, notifies the issuer of the card of its loss or theft. And what the bill if passed, would provide, Mr. Speaker, is that if I don't have an agreement now with the issuer of the credit card as to what would happen on its loss, my maximum liability on that card, once it had been lost or stolen, would be \$50.00, no matter what fraudulent use that card was put to. Whether it be \$100, \$1,000 or \$10,000, my maximum liability would be \$50. But the only way that I could be entitled to rely on that maximum liability is if I, as soon as reasonably possible after determining or being made aware of the loss or theft of that card, notify the issuer, within a reasonable time, of the loss of that card or of the fact that it is stolen.

Now, of course, certain cards provide in the agreement that there is a maximum of \$50 in any event. Not all cards do, but certain ones do. And in that event the agreement would take precedence. If, for instance, a card provided that the maximum liability would be \$25, in that event the card would take precedence if a lower liability was provided. So, Mr. Speaker, I feel that this is an extremely important piece of legislation, and it will do a lot towards consumer protection in this province.

MR. FARRAN:

Mr. Speaker, I just rise to support this bill. In my opinion the granting of easy credit has been one of the cancers of our society and one of the chief causes of inflation, but perhaps least recognized as a cause of inflation. I believe that the ease in the granting of credit has resulted in consumers by and large only getting about 75 cents value for every dollar they spend. If this bill forces the people who distribute credit cards in a broadcast fashion through the mail, when they are unsolicited, to at least get down to the point of insisting that a signature is carried on each card and a verifying signature is shown at the time you use the card, this will be a step in the right direction. There are many people in the world who believe that the step towards ChargeX was a great advance and represented progress in our way of life. So far as I am concerned it did not, and it has always gripped me that in the major department stores today you can not get a discount for cash because the prices are built in to carry a service charge which covers the cost of processing all charge accounts and credit cards. So as far as I am concerned this is a step in the interests of the people, although many will not recognize it as such. But it is something that, small though it is, is going to help this danger of the easy granting of credit.

MR. HENDERSON:

Mr. Speaker, I would like to really raise something in the form of a question which the Edmonton member may wish to leave to committee or if he feels it is appropriate it could possibly respond to as he closes debate on it.

I am a little bit concerned, Mr. Speaker, about the \$50 figure that is in the bill as the maximum liability, since I am under the impression that there

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are quite a number of credit cards where, if one notifies the firm immediately, there is no liability attached. By putting a figure of \$50 in the bill it seems to me that automatically the liability is going to become \$50. I don't quite get the interpretation placed on the bill that the hon. member has given, that the liability is the lesser figure. As I say, it may be better dealt with in committee than at this point in time.

DR. PAPROSKI:

Just one comment. The hon. member could respond to this, since this was brought up today by the hon. Minister of Highways. Did you give consideration for the possibility of having pictures placed on these credit cards and on every credit card? This would prevent the fraud that you are concerned about, and I can see that this is a concern. Otherwise I support the bill.

DR. BUCK:

I would just like to make a comment also, in the form of a question, Mr. Speaker. I sort of agree in principle with the intent of the bill and just for the sake of the information of the hon. members of the House, I had the unhappy experience of having a credit card stolen at one time and, as you say, you may not miss the credit card for months. In this case, the tab came to only \$21. And when I informed the gas company involved that their service station attendant had not made any effort to go out and check the license of the car or to verify the signature of the credit card holder, they just wrote the thing off. Therefore, there is some type of coverage for the consumer in that these companies do carry a form of liability insurance.

The other comment in question -- you, as a legal eagle, I am sure would be able to provide me with this information, is that if I am sent a credit card, do I enter into a contract the minute that I use that card even though I didn't ask for it? You can possibly comment on that.

MR. SPEAKER:

May the hon. member close the debate?

HON. MEMBERS:

Agreed.

MR. KOZIAK:

Mr. Speaker, in dealing with some of the points raised, amendments were introduced to The Credit and Loan Agreements Act in the spring session of this year, which made it an offence to issue an unsolicited credit card, so that an individual who receives an unsolicited credit card would have no legal responsibility with respect to that card. However, if the individual, in fact, used that card then he would have accepted that card and would have, at that particular point, entered into an agreement with the issuer of that card.

Insofar as the question of pictures is concerned, Mr. Speaker, I think this would have to be a decision of the industry. If they felt that an annual loss of \$3 million to them was an amount which was more than they were willing to bear on the present system and if that amount increased, then I would imagine that they would concern themselves with making some provision to hold that amount to make sure that it decreased. And two areas come to my mind. The one, of course, that would be most effective is the credit card with the individual's picture on it; and that, I think, is probably the most difficult type of credit card from which to obtain fraudulent credit.

The second would be the issue of a credit card which would have an individual's signature, and this would then require whoever would be granting credit to match the signature on the piece of paper with the signature on the card. I think that this direction will have to come from the firms who issue the credit cards, as the responsibility for any fraud or any losses due to stolen credit cards will be more squarely placed on their shoulders by this bill.

In regard to the comments made by the hon. Member for Netaskiwia-Leduc, I appreciate the concern that he has raised, and it may well be that another interpretation can be given to the Sections 15, 21, Subsection 3 (1) where it says that "\$50.00, or the maximum amount of credit available to him under a written agreement with the issuer." Now my interpretation of that section is in the framework of the lost credit card. In other words, if your written agreement with the issuer of a credit card is such that you will have no

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liability if you notify them within a reasonable time, then that would prevail, not the \$50. However, if there is any suggestion that that may be misinterpreted -- and I can see the other interpretation, which could be that your credit card may give you a maximum credit of \$1,000, and which has nothing to do with what would happen if the card were lost -- your concern would be that the maximum amount of liability in the event of loss would also be \$1,000. If that be the case, perhaps the matter should be held during the Committee of the Whole study of the bill and discussed with legislative counsel to see if perhaps it could be corrected to make sure that there is no misinterpretation of the meaning of that section.

MR. HENDERSON:

Without being argumentative, could I ask the hon. member a question? The point he has raised is one that concerns me. I think the word "maximum" in the clause mixes up the two questions of maximum credit and maximum liability for a lost card. I would ask the hon. member if he would take the action that he has suggested by discussing the matter with legislative counsel before we get into Committee with a view to expediting the progress of the bill.

MR. KOZIAK:

That is very agreeable, Mr. Speaker.

[The motion was carried and Bill No. 127 was read a second time.]

Bill No. 77: The Legal Profession Amendment Act, 1972 (No. 21)

MR. LEITCH:

Mr. Speaker, I move, seconded by the hon. Minister of Manpower and Labour, that Bill No. 77 be not now read a third time, and said bill be referred back to the Committee of the Whole.

[The motion was carried without dissent.]

MR. HYNDMAN:

Mr. Speaker, I move that you do now leave the Chair and the Assembly resolve itself into Committee of the Whole for consideration of certain bills on the Order Paper.

[The motion was carried without debate.]

[Mr. Speaker left the Chair at 8:45 p.m.]

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COMMITTEE OF THE WHOLE

[Mr. Diachuk in the Chair.]

Bill No. 77: The Legal Profession Amendment Act, 1972 (No. 21)

MR. LEITCH:

Mr. Chairman, perhaps I can explain the reason for the proposed amendment. This is just another piece of evidence in support of the rule that one should never try to be one's own expert. The House may recall that when we were dealing with section 106, the hon. member for Wetaskiwin-Leduc raised the question of the propriety of having the investment authority tied to companies that were under federal legislation. I agreed and proposed an amendment to bring them under the Alberta Insurance Act. Due to the pressure of time, I endeavoured to be my own legislative counsel, and drew what I thought was a very nicely worded amendment providing that the investment authority be restricted to those companies incorporated under the Alberta Insurance Act. That all sounded very nice, but I found out that there are no companies incorporated under the Alberta Insurance Act. All companies that operate under that act are, in fact, incorporated by a special statute. That is the reason for this amendment. It hasn't changed the substance of the section at all. It just now makes it workable.

[Bill No. 77, as amended, was agreed to without debate.]

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MR. LEITCH:

Mr. Chairman, I move that Bill No. 77 be reported as amended.

[The motion was carried without debate.]

Bill No. 116: The Alberta Hospitals Amendment Act, 1972 (No. 21

[Sections 1 to 10 were agreed to without debate.]

Section 11:

MR. BUCKWELL:

Mr. Chairman, I don't know if this comes under Section 11 or if it should have been under hospital boundaries. There is concern in my area where, particularly in the Macleod Hospital, the boundary was changed and takes in an Indian reserve. While there is no denying the Indian people the right to a hospital, it is the requisition on the rest of the municipality for extra moneys to run the hospital and the reserve land is not taxed at all. The hospital board receives no money from the Department of Indian Affairs as a requisition on the land in question. What it amounts to then is that the white population are stuck for the extra requisition on their assessed property for moneys to run the hospital, but they did feel that, through your department, you could requisition the Department of Indian Affairs for money for the Indian share, we'll say, of the hospital costs. I'd like to bring that to your attention.

MR. CRAWFORD:

Mr. Chairman, I'd like to thank the hon. member for bringing that item to my attention. My understanding is that there are ways in which this sharing can be brought about. As far as the assessment role in the area is concerned, naturally all that is involved is the question of whether or not there is anything additional to requisition once a year after the budget has been paid. As far as the individual patients are concerned, I must say that I have the distinct impression that in several hospitals in the province that are near reserves monies are indeed received from the federal government as payments made to the hospital as part of their income, and in the particular case of the one at Macleod -- is it at Port Macleod? -- Yes, well, Mr. Chairman, I will treat that as an enquiry that I will follow up.

MR. DIXON:

While we are on the subject of the federal government and the Indians, and also the federal government and the veterans, I was wondering whether the province is in any negotiations at the present time regarding taking over some of the veterans' hospitals such as the one in Calgary, the Colonel Belcher Hospital?

MR. CRAWFORD:

Mr. Chairman, I think it would be too far to go to say that there are any negotiations to that effect. There have been enquiries on the part of the federal government as to whether or not Alberta might be interested, and we have not been able to find out from them the terms in sufficient detail of what they would propose so that we can determine the matter. The present situation is that we are keeping in touch with them but not pressing for the province to take over these facilities because of the financial implications that come to the province once the obligation to operate them has been undertaken.

MR. DIXON:

The reason I asked the question is that just the other day the federal government turned over in the Maritimes one of the largest military hospitals there and they said they had worked out a formula at that time which was going to enable the provinces to take over such institutions. That was the reason for my question. So I guess after they get that completed they may move to the west with their proposition.

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MR. CRAWFORD:

Yes, Mr. Chairman, perhaps I could tell the hon. member a little bit more about it in this sense. I am glad to hear that they worked out one that was workable in one of the maritime provinces. We have been keeping fairly close track of the arrangements the federal government is trying to come up with in regard to the well-known Deerlodge Centre at Winnipeg, and have understood, from information that has come to me, that nothing final had been arranged, and we were using that as a guide as to where we thought we might be able to end up. I did want to add that I have the further understanding that the attitude of the national body of the Canadian Legion is not exactly the same as the Calgary branches with regard to the Colonel Belcher, and because of that we have taken the view that we would be most strongly inclined to be influenced by the views of the Calgary branches. We would have to say, however, that if the national Legion body undertakes to approve the policy generally, and it's being implemented in other parts of the country, we would feel that we were closer to a final arrangement in that case. It would still, though, be subject to our giving the Alberta veterans satisfactory assurances.

[Section 11 was agreed to.]

MR. HENDERSON:

Mr. Chairman, I would like to ask the hon. minister a question which isn't quite relevant to the bill, but the matter has been raised during the second reading, and if the hon. minister is able, I would appreciate a response on it. Has he received a request from the counties of Wetaskiwin and Leduc to dismantle the auxiliary board and consolidate the active auxiliary nursing home boards within the respective active districts under a single board in each area?

MR. CRAWFORD:

Mr. Chairman, I would have to check files to ascertain whether or not that has actually been received. I can tell the hon. member that I have no memory of having attempted to deal with the matter yet, so if it has come in it is something that I am not right up on at the moment, and I can look into it.

[Sections 12, 13, and 14, the title and the preamble were agreed to.]

MR. CRAWFORD:

Mr. Chairman, I move that the bill be reported.

[The motion was carried.]

Bill No. 121: The Improvement Districts Amendment Act, 1972.

[All sections of the bill, the title and the preamble were agreed to without debate.]

MR. PURDY:

Mr. Chairman, I move that the bill be reported as amended.

[The motion was carried.]

Bill No. 123: The Alberta Lorry's Day Amendment Act, 1972.

[All sections of the bill, the title and the preamble were agreed to without debate.]

MR. LEITCH:

Mr. Chairman, I move that Bill No. 123 be reported.

[The motion was carried.]

MR. HYNEMAN:

Mr. Chairman, I move the committee rise, report progress, and beg leave to sit again.

MR. CHAIRMAN:

It has been moved that we report progress and beg leave to sit again. Is it agreed?

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HON. MEMBERS:

Agreed.

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[Mr. Speaker resumed the Chair at 8:55.]

MR. DIACHUK:

Mr. Speaker, the Committee of the Whole Assembly has had under consideration the following bills: Bill No. 116 and 123, and begs to report the same; and the Committee of the Whole Assembly has had under consideration the following bills: Bill No. 77 and Bill No. 121, and begs to report same with some amendments, and begs leave to sit again.

MR. SPEAKER:

Having heard the report and the request for leave to sit again, are you all agreed?

HON. MEMBERS:

Agreed.

MR. HYNEMAN:

Mr. Speaker, I move the amendments be read a second time.

[The motion was carried.]

GOVERNMENT MOTIONS

Remembrance Day

MR. HYNEMAN:

Mr. Speaker, I move, seconded by the hon. Mr. Miniely, that when the House adjourns on Friday, November 10, 1972, it stand adjourned until Tuesday, November 14, at 2:30 p.m.

MR. STROMBERG:

Mr. Speaker, it is commendable that this government tonight has seen fit to set aside one day of its business to remember the one hundred and ten thousand young Canadians who have given their lives and now lie, forever, in foreign fields. It is commendable that this government is remembering the veteran who went through that hell and lived so we could sit here tonight. It is commendable that this government is remembering the thousands who were severely wounded and have since died of their injuries or are still suffering the effects of that war. It is commendable that this government is remembering the mother, the father, the sister, the brother, and friends of that man or that Canadian who fell.

Mr. Speaker, on Monday, November 13, when this Assembly stops to remember, nothing typifies the feelings of the citizens more than a proud old soldier who will be on parade and standing at attention at the cenotaphs. He is, Mr. Speaker, a proud old soldier, veteran of Vimy Ridge, Argonne, and a few other places. To some, he seems out of place in this day of disenchantment, dissent, and protest against the establishment. But that old uniform stands for something that he once, long ago, laid his life out on the line to defend: honour, flag, home, country, and freedom. To these values, and their preservation, his forefathers had pledged fortunes and sacred honours. Mr. Speaker, he made this commitment his own. When his country called, he went. There are some who would say he went needlessly, he was a naive fool, a dupe of patriotic publicity. Well, you try telling him that. No, he didn't make the world safe for democracy, but he bought a few years free from tyranny. He stood in that line of men, who, from time immemorial, have counted some values dearer than life itself.

Mr. Speaker, there are yet such men. For every dropout, there are thousands who share the old soldier's age-old commitment to the God who created us and to the freedom that is the heritage of our children. Mr. Speaker, a strong and free society can withstand almost any assault from without. It can withstand, and even be improved upon, by vigorous dissent and debate from within, but it cannot survive the apathy and uninvolvedness of its citizens. Mr.

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Speaker, that old soldier is not fighting any longer, that old veteran, but he still votes and he knows how he votes and why he votes. You will find him in church every week, taking, as he tells it, a refresher course in values. When he says, "You can count on me," you can count on him. His uniform is mended now and his medals are tarnished but his moral fibre is uncut and his honour unstained. Thank you, Mr. Speaker.

MR. FAYLOR:

I would like to join the hon. member for Camrose, and the hon. Minister, and pay tribute to this matter too. Saturday is actually Armistice Day and I deplore the fact that there are some business houses, particularly large stores, that do not even stay closed in memory of the people who made it possible for them to do business. I think it is pretty deplorable that, in this day and age, our large retail stores cannot stay closed in honour of those who gave their lives to make this type of life possible for all of us; that the dollar has become more sacred than the memory of those who died so that they could continue to make a profit, continue to do business, continue to live the type of life we want with the freedoms that were so cherished and were set out in the Atlantic Charter. I join with the hon. member in the splendid tribute that he has paid to the men to whom we owe so much.

MR. APPLEBY:

Mr. Speaker, I would just like to add one or two words to what has been said by the two previous speakers. Certainly I concur very sincerely in the type of remarks they have made but I did notice in these remarks there was considerable emphasis on "he". I think at this time we might also remember that there were a great many women who also played a very important part in these same type of things that these two speakers have been referring to. I am thinking of some of the women who were piloting the planes in Ferry Command, taking them overseas. I am thinking of some of the women who manned the guns in the anti-aircraft stations. I am thinking also, of some of the women who were on the fire lines in the blackouts when some of the fire bombs were being dropped. And above all perhaps, we have to remember the women who were back home keeping the home fires burning and serving as the inspiration to those who were overseas, both men and women. I would just like to add this word, Mr. Speaker.

MR. NOTLEY:

Mr. Speaker, may I very quickly add my thoughts to the three speakers who have expressed themselves today and say that I am very proud to be able to vote for the resolution. I commend the government for introducing it. I want to say how very eloquently and ably the hon. member from Camrose has spoken tonight. I think that in his very articulate expression he sums up the feeling of all of us as we approach Remembrance Day.

MR. DIXON:

I would like to add my remarks to those of the previous speakers and take this opportunity to re-echo the words of the previous speakers. But I would also give credit to members of this House, some of whom served in the last conflict, some of them spent many months in prisoner of war camps. I think it would nice, on behalf of all of us here, to thank those who served; there are those, of course, who did not have the opportunity because they were not old enough. But there are some here who did serve and serve well overseas. On behalf of all the members here I would like to thank them most sincerely.

[The motion was carried]

Select Committee Expenditures

MR. MINIELY:

Mr. Speaker, I move, seconded by the hon. Dr. Backus, that notwithstanding previous orders of this assembly, expenditures of Select Committees of this assembly shall be charged to Appropriation 1902.

MR. LUDWIG:

Just a brief question; what is the significance of the change? I have no objection to it; I just want to know what is the purpose of it.

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MR. MINIELY:

Mr. Speaker, in replying to the hon. Member for Calgary Mountain View, the purpose is solely that during the course of presenting the last year's estimates, some of the expenditures of select committees of the legislature were assigned to Treasury Appropriation 2708. I think that it is important that expenditures be classified as closely as possible to the appropriation that they should be. It is my view that clearly all committees of this legislature should fall under appropriation categories in Legislation, and because I think that it is important, in terms of public communication, that they do be accurately assigned to the area they should be, I would prefer to ask the assembly to approve that select committee expenditures be paid out of Appropriation 1902, which is for committees of this assembly under Legislation.

MR. LUDWIG:

A question, please. Would it be out of order for me to ask him if he could give us some indication as to the amount of money spent on committees to date and the political committees -- the task forces?

MR. MINIELY:

Mr. Minister, firstly, we don't have any political committees. Secondly, if the hon. member would like to -- that is a question of detail which would require some calculation. If he would put it on the Order Paper, we would be happy to answer it.

[The motion was carried.]

The Election Act

Mr. Hyndman proposed the following motion to the assembly, seconded by Mr. Miniely:

Be it resolved that the Select Committee established to review The Election Act:

1. Continue in its deliberations and recommend to the legislature such amendments as it deems advisable at the next session of this assembly.
2. Members of the Committee shall receive remuneration in accordance with Section 59 of The Legislative Assembly Act.
3. Reasonable disbursements by the Committee, made for clerical assistance, equipment and supplies, and other facilities required for the effective conduct of its responsibilities, shall be paid, subject to the approval of the Chairman, out of Appropriation 1902.

MR. HYNDMAN:

Mr. Speaker, the purpose of this motion is to enable the Select Legislative Committee studying The Election Act, to continue its deliberations and report to the Second Session of the 17th Legislature which will take place next year.

The hon. members will recall the interim report of the Chairman of that committee, the hon. Member for Stony Plain, Mr. Purdy, in which he indicated that the committee would like to have more time to look into the matter and this motion is to effect that end. Perhaps Mr. Purdy may wish to outline some of the work that has been done and the reasons why the committee feels further time will be necessary to do a thorough job for the assembly and make appropriate recommendations.

MR. PURDY:

Thank you, Mr. House Leader. Mr. Speaker, the committee was struck on approximately the 20th of March this year. We have held approximately 10 meetings and we can report considerable progress at this time. We had written submissions from approximately 25 people living in various constituencies throughout the Province of Alberta and these were mainly from Deputy Returning Officers. The reason for asking leave -- it is a major task to actually complete The Election Act, to go right through it. At the adjournment of the Spring Session we broke The Election Act down into nine various groups. All of the nine members were given a task to look at part of the Election Act and come up with a recommendation which we will bring forth in the Spring Session.

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Another reason for asking leave to come in in the Spring Session is that all members have been busy on other select and standing committees in the House and the summer has been fairly busy for all those members.

We also ask for Appropriation No. 1902 to be added to this. This is usually not done but the reason for this is that we felt that we should probably return sometime in December and sometime in January of 1973. We have budgeted for six separate meetings or for two three-day meetings so that we would go ahead and study The Election Act at that time. We feel that by having an hour and a half or two hour meeting, this isn't sufficient time to go over it, so we plan two or three eight-hour meetings in a row.

[The motion was carried.]

The Worth Report

[Debate adjourned by Mr. Benoit.]

MR. BENJIT:

Mr. Speaker, I consider it a privilege to be able to make some comments on the Worth Commission Report tonight. I scarcely know where to begin because of the magnitude of the task so I will try to cut my remarks as brief as I can. The report is one of those that is a little extraordinary so far as I am concerned, probably not as much extraordinary as it might be if I had read some other reports as much as I have read this one. As I read this one, it began to fill me with enthusiasm, and the enthusiasm took fire and I found it very interesting; not so much for what is in it, because there is not that much in it that is new or different. The number of reports along this line and spin off reports that were prepared in conjunction with the commission's report have already been presented and we had the opportunity of perusing those. Because of the way that it seems to catch hold of the people and to get them thinking, and particularly with regard to the advertising that was done, both one way and another, with a good deal of credit going to the news media for a number of interesting reports on the report. So for that reason I found the report very interesting and enthusiastic. I have done a little bit of experimenting of my own with it, which I would like to share with the members tonight.

One thing I did want to say before I begin, in fact two or three things -- some comments on what some of the members previously have said. I have to share with the member from Olds-Didsbury, who made some very valid criticisms, I believe, regarding not so much the report itself, but the handling and disposing of the report. Because there were some problems that arose, some of which were ironed out farther along the way, the deadline for references coming back to the government being one of those. Speaking of the report's resume, I thought it was a good resume, but far too brief to be of any particular value to those who did not read the book. But I got the impression that it was a good \$30,000 advertising scheme because every page on the bottom said "get the book, get the book." Finally it got through, and I understand, judging from the spark of sales that followed the distribution of the resume, that it did what it was intended to do. I don't know whether it was that kind of advertising or what it was, but the people in our area finally got to thinking about it. And if there is anything that enthuses me, it is something that makes people think and get involved. And so, for that reason, I was really happy about the report.

The hon. Minister of Advanced Education in his remarks said that from two aspects especially we were given the impression that people's thoughts were that we were now in what was termed an "outmoded educational system." Mr. Speaker, I am not certain that I can agree with that. I know that the system as we are using it today may not be serving the purpose, but I am not certain about its being outmoded. I was very interested in Dr. Worth's comment to the effect that the goals of education for the province of Alberta, since its inception in 1905, were noteworthy and commendable. He said that all along the way the goals were quite satisfactory.

I have been watching for the last 10 or 12 years the goals of education as put forth in the beginning of the curriculum manuals that are used in the schools. And I have thought that the goals that were set there were very good all the way through. I think there was a real problem in that a lot of people were not aware of what those goals were, neither pupils, teachers, or even trustees, but the goals were spelled out quite clearly and they were really valid. I was interested in looking at the goals of secondary education which was a Position Paper put out by the government in June of 1971 by Dr. Irabi, and the six goals that were outlined in that publication at that time do not differ significantly from the six goals that Dr. Worth has indicated in his report when they are analyzed. So, for that reason I think he made the statement that he

... in his book when he said that the goals of Alberta education have been, and still are, worthy of consideration. The wording goes something like this: "The original goals formulated for the educational process when the province was founded in 1905 have persisted to the present. Major alterations sometimes appear to have taken place in response to changing circumstances, but in fact the basic goals of education in Alberta have remained relatively constant." Mr. Speaker, I think it is not so much a case of an outmoded educational system, but, as Dr. Worth suggests, probably the direction that we've been going in, we've been going in just a little longer than we needed to, speaking of the industrial phase society and educational system.

I smiled when the hon. Member for Edmonton Kingsway made his comments with regard to the possibility that the public and separate school systems were eventually going to evolve into another two-type system where you would have the secular and the spiritual systems, or the church-related or spiritual-centred school as against the definitely secular public school. I think that my own opinions have been expressed in this House before, and I have great concern for the fact that we are tending to split up, under the present circumstances, our educational system. We may end up with four or five systems, and clearly we have three now: the public, the separate and the independent, or, as some have called them, private schools. I'm very concerned that we not fragment our school system, but that we do have a choice, which I hope would be a competitive choice, competitive in more ways than one, competitive as far as the quality and quantity of education is concerned, but also competitive economically.

Also the hon. Member for Edmonton Kingsway said he was really strong on the chill --

DR. PAPROSKI:

On a point of order, I think the hon. member is referring to the hon. Member for Edmonton Highlands.

MR. BENJIT:

Oh, I'm sorry. I'll take it back, Mr. Speaker. I was referring to the hon. Member for Edmonton Highlands. One more comment in regard to his comments. (He wasn't in his place, and the hon. Member for Edmonton Kingsway was.) He said that he was really enthusiastic about early childhood education and I'm not sure that I share his enthusiasm for that early childhood education to the extent that he did, probably because I don't have as much of what he called 'vested interest' in the matter. But that is a subject that I will not continue on any longer except to say that there are a number of things where I would like to express my opinion without it being considered either condemnation of or commendation for the report.

I think that the best way I can express my enthusiasm, Mr. Speaker, is to share some of my experiences. I read about 50 pages of the report, then I sat down and made a couple of phone calls and wrote a couple of letters, asking the two local school boards in our constituency for permission to present some of the philosophy and the contents of the report to the high schools in the area. I got a very quick and ready favourable response, and was invited to go ahead and make arrangements with the principals to do that very thing. It was a very delightful experience, Mr. Speaker, because forgetting my politics and my religion I turned out to be a new breed of cat, and became a catalyst. It was something to behold how few people had any contact with the report, and how many of them were interested, actually, in the contents of the report. The reaction was really good. One school gave only an 80 minute time but they invited, along with the Grade XII, about two dozen parents, representatives of the various groups in the community, and the students and the parents joined together in the discussion.

One school I was to go to from 9:00 o'clock in the morning until 4:00 in the afternoon with instructions to bring my lunch so that I could talk -- rap -- with the teachers during the lunch hour. That one went very well until after the lunch hour when I was about to be introduced for the second half of the day, and the principal came in and said to the boys and girls, "Out, out, out, everybody out and off the schoolgrounds." I found out there had been a bomb scare and the RCMP had ordered the school vacated. So that kind of spoiled that day, and I had to come back the next day and finish it up.

[Laughter]

You can guess whatever you want, hon. members. That's just the way it turned out. We had the privilege of sharing in one school from as low as Grade VIII to Grade XII, and it was very interesting to note that in the Grade VIII

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class, with whom I had only 80 minutes, there was one of the best responses in the entire experience. These Grade VIII pupils who were thought not to have any desire to respond were really responding better than some of the older grades. So, Mr. Speaker, I had some very favourable reactions from people who had never even heard of the report. Unfortunately, a lot of the teachers who had heard about the report weren't all that interested in it, and they weren't afraid to express their opinions about it either.

One thing that I found very interesting when I talked to pupils about the early, and the basic, and the higher, and the further education -- as Dr. Worth makes reference to the ongoing life experience -- when they found out that they were only in the second portion of the basic it just made them tired thinking about all the rest of the education that they might have to go through before their life experience was completed. I recall on one particular example where we got to rapping really well together, and one of the young ladies close beside me said, "I just don't quite understand what gives here." I kept saying "You've got to get involved. Dr. Worth says everybody has got to get involved. The students who are under the system, the teachers, the experts in the educational field, the taxpayers, the trustees, everybody has got to get involved and we have got to solve some of these problems." The young lady said, "Wait a minute. I just don't figure this out. You folks create the problems, and then you come and tell us that we've got to get involved and solve them." I get the idea that I was kind of pressing down on it. It was coming through, only she was getting it in a pessimistic way. So I realize that while these people are young they did have a very good idea of what was required.

I thought probably one of the things I should have talked about was education itself. We are running through the entire report. There is an idea of the need for a choice of futures and the need for considering the educational system by all of the people. So I used to ask the question to begin with: "What is education?" Mr. Speaker, I think one of the things that maybe we overlooked in the aims and the goals of education that were to be placed before the students when they were being educated was the actual purpose of education. When we consider that we are living in an industrial society, a highly technical society, and we are trying to prepare young people to cope with that society, we are talking to them about machines and technical things computers, and things of this kind, and they get to the place where they feel that they are only a cog in one of these many wheels and their minds have been crammed full of knowledge without any adequate preparation to cope with life itself -- of course, this is the whole idea when he speaks of the choice of futures in the report, when he points out that there are two routes that we can go through. Now I know some people have criticized because this was the position he took, and then he almost tells us which one he chooses, but I have to agree with the choice he makes, that for too long we have put too much emphasis on the industrial and the technical and not enough on the human being who is really what makes society tick.

In this respect, Dr. Worth is not presenting to us anything particularly new. I couldn't help, when reading his report, constantly thinking back to the things that we had read in the government White Paper that was tabled in 1967 where comparison was made between the physical resources of the province and the human resources of the province, where it was pointed out that we had developed the physical resources for a number of years and that at this point, we needed to do more studying on how to make those physical resources serve human resources, and how the human beings should be taken into consideration as individuals. This is exactly what he is talking about in the report, and that philosophy runs like a couple of golden threads throughout the entire report. This is the thing that must have captured my imagination and made me want to share this report with other people. I found a large number of people who, when once they had been introduced to the contents and the philosophy of the report, were very glad to respond, but there were very few people who had given it any consideration except what they might have glimpsed in the paper or heard over the television; but most of them didn't even know about it.

It was interesting to note that the very first night I went out it wasn't to a school, it was to a group of people who had asked me to come and visit them in their home. They wanted an introduction to it and one of them that day had received in the mail the resume. Up to that point none of them had seen anything of the Worth Report. They had only heard about it or read some sketchy reports in the newspaper and then from that time on, people began to look for the resume and then some of them, when they got it, said "It gives us some ideas but we don't really know what it's all about." I said, "You've got to read the fine print on the bottom of the page. It says, 'Get the book and then you'll find out.'"

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I found out one thing, Mr. Speaker, and that was that when the people got the book, they weren't all that enraptured about it, and 325 pages of the type of reading that is presented there doesn't appeal to everybody. The pictures are interesting and I have to commend those who dreamed up the format for the book. They did put a little icing on it by putting some of those pictures in there. I, myself, find the format, generally speaking, quite acceptable, but the contents are written rather heavily for those who are not familiar with this type of reading.

In the course of conversations, I had a number of catalytic questions raised. One of them was something like this: "Should formal education be compulsory, and why?" This used to be good for a good go-around and we could go an hour if we wanted to stay on it, because today, when one considers the situation in our society, where for twenty years we have been telling people they have to be educated with a university education or they'll never get a job, and then what has happened in the last two or three years, where we have many of the white-collared ones with their higher degrees not finding the employment. It becomes sort of a let-down and somewhere along the way our young people as well as our adults are beginning to wonder just what this is all about. So when we talk about formal education being compulsory and the age to which it should be compulsory, it was always good for a really good discussion, among the high school young people in particular. In fact, in lots of instances, the teachers just couldn't stay out of it and they used to start discussing, raising questions, making observations along with the pupils.

Oh, there were a large number of questions, Mr. Speaker, but I just thought I would draw the attention of the members to one or two. One of them I used to raise was, "Is rural education really inferior to urban education?" This was good because we have discussed a lot about the inferior rural education, especially as this is a statement that comes from some of the professional educationalists. I think that we were pretty well satisfied that it doesn't necessarily have to be inferior and that it isn't inferior. Anyway, we used to raise the question, "Is post-secondary education necessary for all people?" and something like, "Which should be most important, how much education costs or the quality of the education without consideration for what it costs?" Or something like this, "Should we encourage education for leisure or should we encourage leisure for education?" One that always used to draw fire was the question, "Should the educational system shape society or should society shape the educational system?" There were all kinds of responses to this kind of question from laughing at it, saying it is a ridiculous question, to pondering it, to saying, "Well that's too much for me to think about."

But, the experience is rich, and I say that if the Worth Report has done nothing else, it has started people thinking in the right direction, that is, that they should be thinking about education, not only for the children of the day, but for all people of all ages, and that everybody should become involved in determining what the future educational system will be like. I think that it is a credit to the government who initiated the idea and a credit to the government who put out the report, that it has done this. I stop to think of three years of work and a half a million dollars spent, and then come up with no recommendations; one says, "Well what did we spend all our money for?" because actually Dr. Worth doesn't put forth any recommendations. He has some proposals, he has some ideas, he has some suggestions, but he has and he ends up with his 10 priorities or proposals that he thinks should have been implemented as soon as possible. Now there was much spin-off from the preparations of the report, as I understand it, a lot of books like this one we received last session, "The Economic and Demographic Futures in Education, Alberta 1970 to 2005." Things of that sort came as a result of side studies that the commission wanted with regard to certain aspects of the final report and from such research they quoted quite at length. I say "they": I suppose that Dr. Worth has to take the bulk of the credit or the blame, whichever way you want to look at it, for the final result of the report.

There were some predictions in the report, Mr. Speaker, that I guess not everybody is going to agree with. Some, some would agree with, some others would agree with. But these predictions, like predictions and projections of the past two or three years, as Dr. Worth himself says, are going to have to be taken with a grain of salt because it depends on which way the people make the choice, which one of these predictions and projections are going to come through. As I said before, I didn't see anything particularly new in the report, but some of the old things have been written in a more exciting way and all of them had a tendency to get people involved.

Mr. Speaker, there are many other things that I would like to say about the report but I won't take the hon. members time at this point to elaborate any

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further. Hopefully others will bring out some other points that have not been brought out at this time. But I did want to say that in spite of the fact that I do not agree with all of the report, I am glad that it came out and I hope that we will all take advantage of the fact that it came out and use it to get the people of Alberta actively involved in the determination of what our future educational system will be like. Hopefully in the future we will give consideration to human beings, put at least as much emphasis on human beings as we do on industry.

Only two other things grip my mind greater than this report just at the present time, that is my other two goals are that we could get people involved in the democratic process of government and that we could get all people to give credit to their Maker and bow down to His government. In the final analysis only those two grip me more than the Worth Report at the present time. I really appreciate the opportunity of having been exposed to the report. Thank you, Mr. Speaker.

MR. HENDERSON:

Mr. Speaker, I have a very few brief, unphilosophical and probably reactionary remarks that I would like to make about the Worth Report. And when I consider that it is a Progressive Conservative government in office now in Alberta, I hope they are more conservative than progressive when it comes to deciding what to do with the report.

By and large the exercise confirms, one might say, my biases and previous convictions on the general worthlessness of most social future studies of this kind, not excluding this one, even though the author's name is Worth.

One cannot help but be perturbed about the expenditure of public money that is involved.

AN HON. MEMBER:

You hired him.

MR. HENDERSON:

I agree. And you guys made him Deputy Minister of Advanced Education, another brilliant move.

So I guess we will take the debate on from there, Mr. Speaker. I cannot help but think a lot of people are bound to be perturbed by the predictions in the report; the suggestion of the decline of the family, marriage, social moral values, and so forth. On reading it the thought came to me that you could hear similar words in practically any church in the province on most Sundays, along with a few suggestions on how to avoid it which are missing from the Worth Report, and you do not have to leave \$400,000 in the collection plate for the advice either.

I happened to read the other day, sitting in the House while the debate was first starting, a little article in a booklet put out by the Ontario Alcoholism Foundation. The author of this particular article suggests that society on this continent is heading into an era of conservatism, and I don't want that to be taken politically but philosophically. This contrasted very dramatically with some of the suggestions about social futures that are contained in the Worth Report. This author suggests, and I agree with him, that the rate of social change is about to slow down. He didn't say that but I will make that prediction. I think it has just about as much value as the predictions in the Worth Report. I suggest it is going to slow down because society is reaching its ultimate, or its inherent limitation, as far as its ability to change. In the last four to five decades society around the world and on this continent in particular has witnessed an unparalleled rate of social change, which is primarily due to technological change and the social stresses it has produced. It has reached the point where many people are resisting change. We hear experts predicting the decline, and we should get rid of all the small farm units in the country, and we have the federal government who have set out and try and do it for a while. Notwithstanding the logic of it, the people involved don't particularly care for that social direction. This government that we have in office today made one of their campaign flags that they were going to give the rural people what they wanted in this regard. We hear of projects, such as in Edmonton here -- I don't keep up with Edmonton politics -- but this road through one of these river ravines here, McKinnon Ravine that people are turning down. They've had enough of rapid transit or high speed roads in the city. You read about similar rejections in the City of Toronto. The Americans have gone

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to the moon and back, and everyone says: "So what? We can't solve some of the elementary pollution problems in Lake Erie."

I suggest, Mr. Speaker, that the predictions that are contained in the Worth Report are of about as much value as the ones I have just made and mine come to \$7,200 a year as opposed to \$400,000.

Some of the other recommendations are matters that relate to education, which I hope this government will be extremely conservative about. One of them is the matter of accreditation of school teachers. The hon. Member for Lethbridge West pointed out that he hoped that the government was going to retain that responsibility directly in the Department of Education and certainly, I concur with him. He pointed out that parents don't have a choice as to what teacher they send their child to. Maybe you do in the city, but you don't in the rural areas. Not only do you not have a choice, you have a legal obligation imposed upon you by this assembly to send your child to a school, put him under the jurisdiction of a teacher for six hours a day -- a teacher over whom you have really no choice and selection. You may disagree violently with his philosophy of life and his whole general attitude towards a lot of social affairs. There is a compulsion in law, nonetheless, to send your child to that institution. The only saving grace I see about it, Mr. Speaker, is that in the final analysis the average citizen, as long as this responsibility for accreditation remains within the Department of Education, could have some control over it if by no other means than throwing out the government that is running the programs and putting some new faces in to change things.

Mr. Speaker, I suggest that any considerations that would place a question of accreditation of teachers under an independent body that is not subject to the direct operation or influence and guidance of the Department of Education, given the legal obligations that are imposed upon families to send their children to teachers that aren't of their choice, would constitute an abdication of responsibility on the part of this legislature. It is a different matter to have a technical accreditation board made up for doctors and you could even have one that may relate to lawyers or engineers. But I suggest that the question of education is far more fundamental than that. Quite frankly, I am of the opinion that it should remain subject, if one wants to put it that way, to the direct influence, political or otherwise, of the members of this assembly.

One of the other suggestions I shudder at is the elimination of Grade XII examinations. There is a lot of mythology mixed up in that particular subject, Mr. Speaker. I think of the question of new math, -- my kids come home from grade VI and I can't tell them how to do it.

It makes me think of an occasion a few years back -- I was coming in from northern Alberta, before I was part of the government, in a small plane to land at the Edmonton Airport when one of the indicator lights on the landing gear indicated that one of the wheels wasn't locked. The pilot informed the controller at the airport of the problem and the fellow on the ground says, "Well, make a low pass over the strip, and I'll put the fieldglasses on you and see how it looks." We made the low pass over the airport and a rather laconic reply came back from the tower, "They look about the same length to me." Mr. Speaker, I was very concerned that they were precisely the same length. I shudder at turning out somebody out of the school system with a belief that an answer is about right, that the aircraft leg looks about right. That isn't good enough in the technical sciences. It may be good enough in some of the social science areas, it may be good enough in English, but it is certainly not good enough in the technical sciences. And I am at a loss to understand any suggestion that, where there is an absolute yardstick by which to measure whether an answer is accurate or inaccurate, this should be abandoned and left to the philosophy of an individual teacher as to whether the student is a good one or a bad one. I find it somewhat incomprehensible.

I have to question the recommendation concerning pre-school education, or kindergartens. And I do so not because I challenge the concept, Mr. Speaker, but rather I question the priority line. In my mind, the public money that would go into kindergartens would be better spent, at this point in time, equalizing the opportunity or accessibility of university to rural students as opposed to urban students. Because there is no question that the half of the population of Alberta or more that resides in communities where there are universities have a far better chance, and have a far better economic opportunity (it's more feasible economically) to go through university. And I suggest, Mr. Speaker, that spending additional public funds, if they are available in that area, would be a better investment at this point in time, with a view towards equalizing educational opportunities between rural and urban areas, than would be the introduction of kindergarten program. Because I think it is inevitable that a kindergarten program is going to run into difficulties

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with regard to applicability in a number of rural areas. The introduction of the program, in my mind, will simply add to the inequity of educational opportunity that is going to exist between rural and urban. It isn't a dog in the manger philosophy in saying that if a rural youngster cannot have these facilities, an urban youngster should not have them either. But it is rather, I suggest Mr. Speaker, a question of whether the money that might be available for a kindergarten program might not be better spent, at this point in time, on equalizing the educational opportunities on the other end of the system, the post-secondary end of it as opposed to the pre-school end of it.

I suggest, Mr. Speaker, and I think every member of this House is aware of it, that we are embarking upon an era of public disillusionment insofar as the benefits of education are concerned. Twenty-five years ago education was offered to all of us as the cure to all our social ills. Education offered us this hope and this chance. Quite frankly, and without blaming the educational system and saying they are responsible, I feel that in spite of the tremendous increases and efforts in education and the infusing of public funds, etc. into it, our social ills have increased substantially in the 25 year period. So the philosophy that one can solve all our social problems by education is just not viable. There isn't enough money, and if there were enough money there would always be a substantial number of people who would reject it. I think the public is becoming increasingly sceptical about the direction in which the professional community in the educational system is steering education. And I suggest maybe it is about time that we started listening a little more closely to what the average parent thinks on the subject, as opposed to what an urbanized, professional body of educationalists think on the subject.

I will simply conclude, Mr. Speaker, by saying that, while undoubtedly there are a few items of merit in the report, it did not merit the expenditure of \$400,000. And I would also conclude, Mr. Speaker, by saying I hope that this Progressive Conservative government, when they consider where to go with the Worth Report, are far more conservative than they are progressive.

MR. COOKSON:

Mr. Speaker, after listening to the gloom and doom from the hon. member for Wetaskiwin-Leduc, I rather hesitate to even speak on the subject. I'm wondering whether he had this concept as a member of the government when the government initiated the Worth Commission. I'd suggest that perhaps the hon. members opposite should re-caucus and come to some common agreement with regard to the Worth Commission, because the hon. member prior to the hon. member for Wetaskiwin-Leduc had a number of accolades for the Worth Report. The hon. member for Olds-Didsbury, in his usual confused manner, wasn't quite sure whether there was one member on the commission or a number of members, and he made quite an issue out of this. Perhaps it's confusion, because he sits next to the hon. member to the left of him. It might be catching. I'm wondering why the hon. member for Olds-Didsbury made such an issue out of trying to clarify in his own mind whether there was one member on the commission or more than one member. I remember being asked personally to be a part of the commission, and because of a time problem I couldn't do this. But he seemed to make such an issue of it that I wondered if he was preparing for the coming nomination convention in February. I would suggest to him -- and unfortunately he's not here, but the hon. member for Calgary Mountain View might refer this to him -- that the place to win the leadership convention --

MR. HENDERSON:

I question whether remarks of this type are really relevant to the debate, or really whether they're even in order.

MR. COOKSON:

Mr. Speaker, in speaking to the Worth Commission and some of the forecasts, perhaps the hon. member for Olds-Didsbury was correct in saying that one member gave his views. In some areas of the commission -- for example, in the area of social forecast -- I take great exception to the conclusions that either he made or that were referred to him from the people throughout Alberta. That is a reference with regard to declining marriages, relaxation of personal behaviour, social unrest, and declining values. I'm wondering whether he got that from his jaunt around the province, or whether that was his personal opinion. My personal feeling is that -- and I can agree with the hon. member for Wetaskiwin-Leduc in this area -- perhaps we're veering the other way. I'm quite sure that this wasn't really what the people were telling him during his tour.

Perhaps I can add some new concepts to what has already been said here with regard to the Worth Commission, and take a bit of a new tack. Because, while

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Dr. Worth posed a lot of open-ended ideas and suggestions, he didn't really zero in on the basic problem of conflict today, the conflict between the teaching profession and the public in general. There seems to be two fields of thought in education today. There is the professional teacher who is prepared to lay his job on the line and to go in and do the type of job that is expected of him, without criticism and knowing full well that he has this responsibility to the young people; and there is the other, for lack of a better term, extremist type of individual who wishes to negotiate every move and minute that is spent in or out of the classroom. They use this argument as an important part of the profession. I think it's part of the government's responsibility, and something that the former government wasn't able to do, to impress upon the teaching profession that they cannot and never will be similar to other professions. They are dissimilar in a number of ways.

First of all, when I send my children to a school -- and this has been pointed out -- they are a commanding audience in the school. They don't have a choice of schools in many cases, nor do they have a choice of teachers. If you go to a doctor and you don't like that particular doctor, you go to another. If you go to a lawyer and you are not satisfied with the work he is putting out, you go to another lawyer. If you go to a dentist and you don't like the way he pulls your teeth or fills them, you go to another dentist. But you don't have this choice in the area of education. Therefore I think this concept has to be made clear to the profession, that when they take on this responsibility they must be prepared to put their whole heart into it; and if they are not prepared to take it on then perhaps they should be in some other area.

Dr. Worth pointed out some areas that were left open-ended, and these have to do with some of the problems as I see them, both as a former teacher and trustee, that bear considerable thought with regard to the government policy. He suggested, for example, differential staffing. It's a concept that is quite acceptable, and yet the profession won't accept it. And you get into the problem of trying to negotiate, so you have a hard line drawn immediately at local levels. He talks about volunteer aids. It seems perfectly logical to take the resource people out of the community and put them into the classroom or the school to give guidance, direction, and assistance, and yet this is another hard line in the area of negotiations. He talks about incompetent teachers and removal of these teachers. There has been no movement in this area. We all know cases of teachers who are completely incompetent. The parents know it, the children know it, and even the teachers on the staff know it, yet that teacher goes on and on in that classroom. He has recommended that tenure be limited. This comes up in negotiations whenever you are faced with settling agreements. He's talked about abolition of permanent certificates, and if you've ever been on the firing line you know some of the resistance to this. He's talked about salaries based on ability and performance, and I think that any time you have been on the firing line negotiating these things -- they have been raised all over this province many, many times, the former government probably heard them many times, and yet nothing is ever done about them -- there seems to be somehow a Mexican standoff. And so in these areas I would suggest that the government must take a very close look and consider some changes. The professional people in education, I think, will have to accept the fact that in some of these areas they must give.

My suggestion, for what it's worth, is that perhaps in the area of settling agreements and negotiations a neutral body should be established to simply take the conflicts and settle them unilaterally. That body would be made up of parties from both sides. These conflicts that have occurred over the years are carried into the classroom. I remember one particular case where students were advised to go home and advise their parents that school committee members and trustees were incapable, and so on and so forth. If this is the type of thing that we are instructing our children in the schools, then there is something tragic and sad about our systems.

Leaving that just for a moment and covering two or three other areas that struck me as commendable in the report: there is the recommendation, and I think this even came from my constituency, that insights should be given into the role of religion. Because of the high costs of education today, and because both Protestant and Roman Catholic people recognize the importance of religion in our history, I think this is very worthy of consideration. Someone has suggested we have two or three school systems; we have the private, we have the public, we have the separate, and I think all three systems should have a common understanding and goal in this area.

One of the things that I commend the hon. Minister of Education in moving into is assistance in this area of instructing young people on the role in the historical basis of our existence.

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Dr. Worth spoke about the voucher system and I think he threw it open to the public and to the government to take into consideration the possibility of using a voucher system. I know that in my own case, I could quite readily have selected my teachers and I think if you talk to the same people in the same classroom, they all have their own ideas. It didn't deviate very far. We all know who our outstanding teachers were and we all know who the incompetent teachers were. You can ask any young person today -- I know, I have four in school -- they are already passing down to the children in the grade or two below them, "Watch out for so and so," and steering them into such-and-such a class. I think that if you had considered such a system, some of the incompetents would have been weeded out long ago. Whether or not the province can initiate such a system, I think it's worthy of consideration.

One of the last recommendations that I would like to comment on is the recommendation with regard to rural life, and I quote: "The dignity of rural living must not continue to be downgraded." I had never thought that the former government, or any other government for that matter, or any other group, would downgrade the dignity of rural living; but this comment was made. I'd just like to mention that in my recent trip to Africa, where I spent several weeks in Malawi, I visited classrooms because I was greatly interested in what was happening there. One of the goals of their President is to keep young people on the land; and so I suggest that that's not very much different from what our goal is, although we have gradually slipped towards an urban society. I would like to see the day sometime in the future where all the young people who grow up in a rural setting can find jobs and work in that same setting.

In Malawi, they seem to have had quite a bit of luck in this matter. The President, in his wisdom, realizes that if young people are allowed to migrate into the cities, all the social disorders that happen because of large and heavy concentrations of people are likely to occur.

These are just a few comments, Mr. Speaker, that I want to make about the Worth Report. It is not all gloom and doom, I don't think, as the hon. Member for Wetaskiwin-Leduc has suggested. Hopefully, some of the more conservative concepts that Dr. Worth has suggested will be picked up by the present government.

MR. TOPOLNISKY:

The Committee on Educational Planning inquired into directions for change in the province's total educational system. My comments are going to be somewhat pointed, and specific, and down to earth. The local teacher associations set up study groups in northeastern Alberta, and I am pleased to report and comment on their opinions on eight subjects regarded as top priority recommendations from A Choice of Futures. This is not government policy, but a reaction to the Worth Report by a specific group. Regarding the abolition of Grade XII exams, the recommendation states that the re-design of the present departmentals on a power test basis would lead to accreditation of all Alberta schools. The teachers' reaction in a number of locals in northeastern Alberta is strongly in favour of this particular recommendation with a stipulation that Grade XII exams be retained as an alternate for the students who may receive low marks assigned by a school. In regard to kindergarten programs, or early education programs, the reaction of teachers was mildly opposed. The rural schools could receive more financial aid in this respect in comparison to city centres. The facilities are available in rural areas, but there is some concern about the number of hours that many five year old children would spend on the bus daily.

On the next point, the reaction of the group was very strongly in favour. This was the Alberta Communication Centre for Educational Services and Systems. This is a television network, which may serve as the principal means of introducing program change in basic education. Certainly there is a great potential in this area. Under public financing, there is a recommendation to provide public funding for selective experiments for three and four year olds. The group voiced a very strong opposition to this idea. On school financing in general, however, the local associations suggest greater government financial assistance; the source of revenues to be from more taxes on corporations, and a greater share from the federal government from income tax.

On school councils, the school boards can establish these for each school or group of schools within its jurisdiction. These school councils must be granted authority and responsibility for specific aspects of school operation in order to ensure their meaningful existence. The teachers are strongly in favour of this idea.

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On certification of teachers, the associations strongly favour the recommendation that guidelines for certification based upon performance objectives, and not merely on the accumulation of courses and credits, should be developed by a board-teacher education and certification committee in close collaboration with those individuals affected and involved. But the groups are strongly opposed to the idea that teaching certificates be issued for a term certain, 10 years being the proposed period. They also strongly oppose the abolition of permanent certification for all teachers in Alberta regardless of their present credentials.

They strongly support re-organization of the Department of Education, whereby all educational programs currently the responsibility of other government departments would be transferred to the Department of Education and to the Department of Advanced Education. But they stressed that much more emphasis should be placed on elementary education.

In regard to rural education, its dignity and importance were strongly upheld and the suggestion of the Worth Report that the constant companion of the rural life style ought to be equality of opportunity and education was certainly strongly supported.

Now these were the opinions of the groups in northeastern Alberta, Mr. Speaker, I certainly appreciate their co-operation and the time and effort that the locals put into this. I want to say, in closing, Mr. Speaker, that the cover picture is a two-room school and it still stands the way we see it there. Schools were identified in the past by their names and by a number. This is the Jacobslaw School District No. 1478. Its location is just out of my constituency, across the highway, in Clover Bar. It certainly depicts in picture form the historic past of the typical educational institution in rural Alberta.

MR. WILSON:

Mr. Speaker, the Worth Report or A Choice of Futures is a most interesting document. But rather than talk philosophically about its contents, I choose to emphasize what I regard as the positive or constructive points by example.

Fortunately, there is an example of the features of A Choice of Futures that I support in Calgary Bow. The recent history of Bowness Composite High School clearly illustrates that answers can come from the local level by making use of common wisdom. Four years ago the Bow-Mont Needs Committee was struck. This committee drew parents and educators from the two communities of Bowness and Montgomery, both of which, I suppose, we could generally describe as low income but proud communities. The Needs Committee was struck because there was a definite need for reading specialists and guidance counsellors and also a need in terms of building improvements. These needs were emphasized by the fact that in the previous year not one student who graduated from grade XII went to university. Since then, this Needs Committee has developed into a School Advisory Council, made up of four teachers, four parents, and four students. They meet jointly each month, and the four members from each segment get together between times. Now they have better teachers and a better spirit of co-operation, and this has allowed other developments to take place in the community. The community has developed confidence in the school.

Some of the beneficial results include a most active Boys' Club of Canada project. The educational benefit, which has probably the highest priority, is their Crossroads Program, where they counsel high school dropouts and students who are about to drop out. They find jobs for those who have dropped out and for those who are about to drop out, because they need part-time jobs for the income.

The high school now has students acting as counsellors at the Camp Kiwanis Outdoor Lab at Bragg Creek. Another community development that is closely linked to the school is the Group Home for Alienated Youths.

One of the pilot projects for which I had tremendous enthusiasm was one which the former Minister of Education, Robert Clark, instituted in appropriating \$5,000 in 1971 for salaries for needy students to help them earn an income on the weekends so that they could stay in school.

The City Recreation Department has an office right in the school. They have programs every evening until 10:30. The Recreation Department organizes house-league basketball, badminton, and volleyball for students, dropouts, and anyone interested in attending. Both the city and the school buy equipment for this project.

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There is adult education in the school every evening. Tonight, for example, there is a school dance, City Recreation Department activities, the Girls Baton Corps is practising, there is a sewing class, and there are the adult education classes. The weekends are also busy in this school with City Recreation activities, seminars, and debating sessions. The school is used for community concerts and one of the big occasions is the Community Spring Carnival. All agencies in the community, both in the private and public sectors, participate. The blood donor clinic at this school is a community-wide project with both adults and students participating. The Bow-Mont News, the community newspaper, is printed in the school and much of the distribution is carried out by volunteer student participation. This high school has four classes of kindergarten with 95 students. High school students participate in the teaching in this kindergarten. High school students work in the junior high schools in the area with alienated students. By this I mean social misfits or students with attendance problems and discipline problems. Some of the current counsellors from the high school to the alienated junior high school students were in fact themselves the hard core of alienated students at one time.

In this high school, the business education students are farmed out one day a week to businesses and organizations in the community. For example, girls taking stenography or secretarial courses go out and work in a real-life situation to gain experience. The community has found that when the girls then graduate, they can say that they have worked for so-and-so and they have references attesting to their abilities. They then have a good start when they go job-seeking.

The automotive and carpentry shops have what I regard as an enlightened approach. The automotive department repairs cars for a fee, the carpentry class goes out and builds garages and fences and sidewalks for fees in the community. The by-product of all this is that some of the students are able to acquire part-time jobs on their own as a result of the people they have met and the experiences they have obtained through their school class work.

The students have their own transportation system. They sold stocks to individuals and on the certificate it says: "The Company is neither incorporated nor authorized by the Province of Alberta, but it will pay vast educational dividends to the students and citizens of the community." This transportation system also was assisted financially by profits from the tuck shop in the school and various fund-raising projects sponsored by the students. Their inventory to date is one bus, which they maintain themselves. But it is for the use of the high school students, other schools in the community, and any other worthwhile community projects.

Now, what about academic achievements? Well, graduates to university have increased steadily since this approach was instituted and now we have nearly 100 students from last year's graduating class going to university. For the future, they propose combined efforts of adult education and the Boys' Club to establish an alternate classroom outside of the school for potential dropouts who cannot succeed in a normal school setting.

The senior citizens in the community have a proposal. They want to use their expertise as volunteers to act as resource people to work with the students. Their goal is to develop mutual respect and trust in the community. The city's social service and other agencies plan to sponsor seminars in the school. The first seminar that has been arranged will be on birth control. The school feels that if it is sponsored by outside agencies, it will reduce the usual hassle that would be involved if the school sponsored it. The second topic for these seminars will be on child battering.

The new library will be finished in two weeks. It was badly needed, and this facility will be open to the public as well as to the students.

The entire community co-operates and pulls together. All facilities, both private and public, in the community are open to the students. In this area, the work load may be much heavier for teachers than what is customary. But good teachers are lining up for the opportunity to participate in this school. They have no problem running extracurricular activities. Teachers co-operate. The unique approach used in this school is explained to prospective new teachers and those seeking nine to four hours just don't go to Bowness High School. For example, the junior football team from Bowness High, city champs this year, has four coaches. I understand many schools are lucky to get one. The senior football team has three coaches, and the basketball teams all have two coaches.

There are 1200 students in Grade IX to XII in this school: 200 are in grade XII. Plus, there are twelve boys 14 to 17 years of age with learning

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disabilities who attend this school, and they came from the Calgary School Board special education class.

Dropout students from other schools in the city seem to drift to Bowness and many start back to school when they arrive in this community. There are usually about 30 students attending this school without parental assistance. On occasion, some students are even bused from the nearby Spy Hill jail. But all this is taken in stride. There is no ostracism and no questions asked. The programs are continually being changed to meet the needs of the students. Happily, this approach has improved classroom results.

Now, Mr. Speaker, one very basic key to the academic success of many students is jobs for students on weekends and sometimes in the evenings. Students from low income families and students without parental assistance often must quit school to take a full-time job when they cannot find a part-time job. The community understands this and various individuals and organizations do hire students when they can.

The \$5,000 fund for their work project from 1971 is now gone. But every last penny went to students who needed it to continue their education. Not one cent was taken off for administration. Members of the community and teachers donated time and gas to drive students to work at the Camp Kiwanis Outdoor Lab on weekends and to other projects. The school bus was used on many occasions for this purpose. Businessmen donated material for various work projects and some students who received money through this \$5,000 work project, when they later got jobs, paid the money back so it was recycled. In effect, Mr. Speaker, an estimate has been that \$20,000 worth of good has come out in direct benefits to the students as a result of that special pilot project or work project.

Mr. Speaker, an application was made in July this year to renew this \$5,000 fund. Unfortunately, in October the application was refused. Now obviously setting priorities by long distance has its disadvantages. The hon. Minister of Education, Mr. Hyndman, and all others interested, would be most welcome to inspect this most unique and successful community educational home, labelled Bowness High School, and I would be proud to be afforded the opportunity to be their guide. Yes, Mr. Speaker, Bowness High School is successfully exercising a choice of futures, but periodically they require financial assistance for non-routine innovative projects which indeed are "worthwhile."

MR. J. MILLER:

Mr. Speaker, I beg leave to adjourn the debate.

MR. SPEAKER:

Do the hon. members agree to adjourn the debate?

HON. MEMBERS:

Agreed.

MR. HYNDMAN:

Mr. Speaker, I move that the House do now adjourn until tomorrow afternoon at 1 o'clock.

MR. SPEAKER:

The House stands adjourned until tomorrow afternoon at 1 o'clock.

[The House rose at 10:35 p.m.]