

LEGISLATIVE ASSEMBLY OF ALBERTA

Thursday Evening, April 5, 1973

[Mr. Speaker resumed the Chair at 8:00 o'clock.]

[Mr. Speaker left the Chair.]

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COMMITTEE OF SUPPLY

[Mr. Appleby in the Chair]

MR. CHAIRMAN:

The Committee of Supply will now come to order.

Department of Advanced Education

DR. McCRIMMON:

Mr. Chairman, I move that the subcommittee refer to the Committee of Supply Vote 30, being the Estimates of Expenditure for the Department of Advanced Education and that same be recorded.

Mr. Chairman, Subcommittee A has had under consideration Vote No. 30, the Estimates of Expenditure for the Department of Advanced Education, and begs to report the same.

I therefore move, seconded by the Minister of Advanced Education, the sum not exceeding \$181,538,570 be granted to Her Majesty for the fiscal year ending March 31, 1974 for the Department of Advanced Education.

MR. RUSTE:

Mr. Chairman, I would just like to direct a question to the minister and this would come under General Administration. In the setting up of the department and the multitude of, shall we say, services which are being offered from the adult and vocational colleges through the universities what is being provided to the public or to the graduating students so that they may know the variety of courses available and the information that goes with it?

MR. FOSTER:

What is being provided to the graduating students?

MR. RUSTE:

What is being provided mainly to those graduating so that they may use this information in determining which course they are going into? Or what are the courses you have available under the Department of Advanced Education for their information?

MR. FOSTER:

You are talking about Grade 12 students graduating and then discovering what their opportunities are?

MR. RUSTE:

Well, it could be other students -- it may not go as high as Grade 12 -- who are eligible to to into various courses in your department or under the direction of your department.

MR. FOSTER:

Well, Mr. Chairman, at the moment each of the institutions produces a calendar, we could call it, certainly this is true of colleges and universities -- wherein all the programs and courses are set out and these are available in the high schools of Alberta. The institutes of technology and other institutes operated by the department have similar material which is in the high schools. This is available to counsellors in the high schools and can be readily available at the institutions themselves.

I might comment, while I am on my feet, that in my view a better job could be done in terms of identifying opportunities to students, allowing them to have more information about opportunities available in Grades 10, 11, and 12. And one of the functions you may have seen outlined in our reorganization document under this question of the student services division, which was referred to, was the question of counselling, and that includes generally the question of career counselling. Our hope is that if we can examine this problem and do a better job of getting more complete information into the hands of students sooner, they can make a better decision in terms of their future choice.

MR. GRUENWALD:

Mr. Chairman, just before I ask my question. Are we going to ask general questions on anything, or are we going to go through these various numbers? Because these were not dealt with in the subcommittee, as you know. So I was just wondering about the procedure before I go on. Can we hit any area we want to, or do you want to travel systematically through the series of appropriations?

MR. CHAIRMAN:

This has been considered in subcommittee, has it?

SOME HON. MEMBERS:

No.

MR. CHAIRMAN:

It hasn't. Well, then we'll go through them item by item. We're on 3001.

Appropriation 3001 Minister's Office

MR. NOTLEY:

Mr. Chairman, under 3001 and 3002, I wonder if I might just ask the minister a question with respect --

MR. CHAIRMAN:

Mr. Notley, then could we deal with 3001? Are there any further questions on that section?

MR. NOTLEY:

Well, I think, Mr. Chairman, it would probably come under this section anyway, because that's a general heading. I'm referring to the post-secondary report on non-university education. I'm wondering if the minister could expand on the functions of the Planning Review Board -- the membership and what role he sees for this board.

MR. FOSTER:

Mr. Chairman, the hon. member is referring to Master Plan No. 1 of the Colleges Commission. The Planning Review Board therein described is not incorporated as an entity within the reorganized Department of Advanced Education.

MR. NOTLEY:

Do I take it then that the proposal of the Planning Review Board is being scrapped in terms of your present plans? I know you are phasing out the Colleges Commission, but are you considering some variation of the Planning Review Board in your current plans?

MR. FOSTER:

I don't know that we could call it a variation of that board, Mr. Chairman, but we do have identified in our reorganization model a research and planning division which we are examining now as a possible joint effort with the Department of Education, headed possibly by an assistant deputy minister -- certainly by some senior person -- involving members of the public, as well as representatives of the two departments of government, to do the kind of research and planning that is necessary for us to make decisions and value judgments about future planning.

MR. NOTLEY:

Just a follow up question. Have your plans advanced far enough on this, Mr. Minister, for you to be able to advise the House what the proposed structure of this board would be? For example, how much input are we going to have from the general public? How would you bring members of the general public into the board so they can play a role? What would be their role vis a vis the professional members of your staff and the professional community as a whole, for example?

MR. FOSTER:

Mr. Chairman, currently this is in the proposal stage, and at the moment this question of a planning secretariat or research and development secretariat has been communicated to the school boards of the province and other interested persons obviously, to get their response to it. It's not what you see in Master Plan No. 1. We have expressed a bias, and I am certainly in favour of it, that we feel it should involve members of the public. But the terms of reference and the function of that, like the Committee on University Affairs, for example, are not yet established, and will be established in the course of the next several months following a good deal of discussion.

MR. CHAIRMAN:

Mr. Gruenwald, did you have a question?

MR. GRUENWALD:

No, mine is on 3002.

MR. CHAIRMAN:

All right, carry on, Mr. Taylor.

MR. TAYLOR:

Mr. Chairman, I notice that 3001 is up 67 per cent or something over \$18,000 with one new employee. It appears that you lose your incentive grant for this year. But I wonder if you could give us the reasons for quite a hefty increase in the ministry?

MR. FOSTER:

The reasons, Mr. Chairman, are primarily two. One is that if you see the salaried positions, we've gone from three staff to four. My assistant, Mr. Jenner, is included in these estimates. He was not before. Secondly, I understand this House has provided ministers and MLAs with some salary increase, and that's also accommodated in these estimates.

MR. CLARK:

Mr. Chairman, to the minister. Mr. Minister, would you like to outline for us the procedure you used in arriving at the reorganization of the Department of Advanced Education? If you'd sooner do it under 3002, I'm easy, just as long as I don't lose my opportunity to ask the questions about it -- the procedure used as far as the development of the reorganization of the Department of Advanced Education.

MR. FOSTER:

Mr. Chairman, I'd be happy to go into that briefly. I don't know when we want to do this. We've had second reading on three bills and four are coming up. We have a Committee of the Whole discussion on those bills, which really includes the whole question of the structure and organization and function of the Department of Advanced Education. There will be a clause-by-clause

discussion there, and if we are going to duplicate it, I'd prefer to do it on the bills and at that time. But if we want to go into detail now, I am prepared to do so, as long as we don't do it again.

MR. CLARK:

Mr. Chairman ... [Inaudible] ...this one or on the next vote, we're easy.

MR. POSTER:

I think that the reorganization document, Mr. Chairman, identifies the fact that in approximately October of this past year we sent invitations to a number of people requesting that they meet to discuss and bring forth proposals for the reorganization of the department. I don't specifically recall the names of all the persons who were involved or the offices, but I know there were representatives from the universities, for example, and the colleges and the institutes, a reasonable cross section.

There were several meetings held, one or two draft proposals came forward, the final draft proposal came forward, it was modified somewhat by myself and during that interval of time I too, had discussions with a great many interested individuals and groups and brought forward the final document. Now that is the final consultation stage.

I might say that almost from the day I was sworn into office as minister of this department I have been sorting out this question of commission government, the role of a department of government vis a vis the advanced education community and I think someone asked me a question on some occasion: "When did you have consultation with boards of governors and students and all these various organizations?" Going through my calendar in the course of the last 18 months to discover exactly when I did, I come back to my previous statement.

We have had a great deal of discussion on this question of the reorganization and we can always accommodate more discussion and certainly that is always desirable. But there comes a time for a decision and we're now at that time, in fact, beyond it.

MR. CLARK:

Then, Mr. Minister, it would be fair to say there was a broad general discussion with a large number of people inside and outside the academic community involved in the development of this paper. Would that be a fair statement?

MR. POSTER:

Well, I think that is a fair statement, Mr. Chairman, yes. But I recognize that there are specific groups, for example, the General Faculties Council of the University of Alberta or the General Faculties Council of the University of Lethbridge who may say we never talked to anyone about this.

I can spend my whole life, frankly, going around speaking to interested groups and individuals. I thought the people involved in this did a rather good job of consultation and discussion in terms of the reorganization of the department. I don't want to give the impression that I am defensive about it, because I am not. I think we have gone the second mile.

I know there were people who feel that perhaps they should have been consulted. I am sorry if they didn't come forward and volunteer their information, but I obviously can't consult with everyone.

MR. CLARK:

Mr. Chairman, just following along on what the minister says. I get somewhat lost here, because the minister talks of a great deal of public discussion, seeing many, many people on a lot of different occasions. He says he had no meeting with the GFC at the universities. But then, when the department got to the stage where it had some firm recommendations, rather than continue the policy of broad consultation, these two, or three, or four recommendations, or however many there were for the reorganization of the department were sent out to a number of selected people -- it is my understanding a rather small number of selected people -- and the proposals were marked 'confidential', 'strictly confidential', 'not for public consumption' and so on and so forth.

I find this so much different from what the minister says he had been spending the last 18 months doing. I think herein lies a lot of the reason why the minister and the department have been somewhat suspect by people in post-secondary education and people outside post-secondary education but who are just interested in what is happening at the universities and the colleges.

At the risk of overstating the case, I really feel the minister would not have been subject to a number of editorials and to being berated a few times in this House and outside this House had he simply said: "Look, these are three, or four or five proposals we are looking at, what do you think of them?"

I would like to know the reasons for not doing this, because the kind of consultation you tell us about here is very much different from the idea of sending it to the presidents of the University of Alberta and the University of Lethbridge and the University of Calgary and maybe the presidents of the colleges and marking it 'strictly confidential' and then at some time later saying: "Yes, you can discuss this with the chairmen of your boards."

All this does is build up an awful lot of distrust and in light of the fact that you say you are going to phase out the Universities Commission and the Colleges Commission really without any formal consultation with these people, frankly, I believe the universities and the colleges had some reason for feeling like they haven't really had a chance for any meaningful input. And so I would like to ask the minister why it was done specifically that way?

MR. POSTER:

Mr. Chairman, I acknowledge that the stamped document is strictly confidential. I don't think it is that. I think it is confidential -- 'not for discussion' was an error.

Obviously that stamp might have been on that document and I am prepared to admit that and I have. I said it pretty frankly to the university community. That was an error but let's look at what we have got here, what was fundamentally in that document.

In September of this past year we made a decision that we would resolve and assume the function of the two commissions, universities and colleges. At that time it became a question of that function being taken over by the Department of Advanced Education. At that point it became a question of what would be the relationship between the departments and the institutions themselves, recognizing that there were not going to be the commissions in between?

So that organization fundamentally does one thing. It identifies functions in the department which we are already doing, but it creates a structure of committees. We have discussed in some detail the Committee on University Affairs, and that is the major vehicle between the institutions and the department. That is essentially what that has done. A document specifically identifies the limits of the document. It doesn't go into detail -- job descriptions, function and detail. I have already admitted and acknowledged that the role of that committee and its structure have got to be discussed in some detail and we will sort this out.

I have already acknowledged that perhaps as part of phase 2, we will learn some things about the reorganized department, about the operative effectiveness of the Committee on University Affairs and the Research and Planning Division which was referred to earlier.

There may be recommendations brought forward for some modified structure at that time in the course of our re-examination on phase 2, which may or may not necessitate the establishment of some kind of committee on university affairs by way of legislation rather than under the department. I acknowledge that part of it.

MR. NOTLEY:

Mr. Chairman, if I could just follow it up. On the question of the Committee on University Affairs, I understand from your answers both in the debate on the bill and today, that this is still very much in the formative stage.

My question to you is, what is the consultation process now on this committee? Are you consulting just with the boards of governors and the university presidents, or are you consulting with the general faculties councils, the students, their representatives, et cetera?

MR. POSTER:

Well, Mr. Chairman, it is somewhat premature for us to commence formal discussions with various bodies until this bill passes. But I have already had, as late as a day or two ago, meetings with various organizations -- recently CAFA, the Confederation of Alberta Faculty Associations -- talking about this question of organization and the role and function of the Committee on University Affairs. I have asked them for their response to it -- to give it some thought -- and they are going to do so.

Obviously we will be in touch with the universities and the many authorities within that institution for some response. I have received representations from other organizations who are familiar with the fact that these committees will exist and they, too, are seeking some representation on it. One comes to mind, and that is the Home and School Association.

There are a number of groups within our community who have already expressed interest in these and are approaching us, quite apart from our approaching them.

MR. CLARK:

Mr. Chairman, maybe this is as good a place as any to get this off my chest.

I get completely lost when the minister now says that it is premature to talk about how the advisory committee on the universities is going to operate because the proposition the minister is putting before us here is that we will phase out the Universities Commission and transfer the powers to the minister and give him the authority by legislation to delegate these powers to civil servants. The minister is saying that it is premature to come to the legislature after having some discussions, to come to the Legislature and tell us the general terms of reference, the guidelines and the kinds of people who are going to be on the advisory Committee on University Affairs.

On Monday of this week we called over to the Colleges Commission offices, and their legislation is going through at the same speed, and the Colleges Commission answered the phone "Department of Advanced Education".

MR. POSTER:

Mr. Chairman, we have already discussed this in some detail. I answered the hon. member's question concerning the function of those committees --

MR. CHAIRMAN:

Mr. Clark, would you wait for your answer --

MR. CLARK:

I am still carrying on with my remarks.

[Mr. Poster and Mr. Clark spoke simultaneously and their remarks were inaudible.]

MR. CHAIRMAN:

Would you wait for your answer please?

MR. POSTER:

When are you -- [Inaudible]

MR. CLARK:

Could I finish my comments?

MR. POSTER:

When do you want to debate on this, on estimates, or do you want to do it under discussion of bills?

MR. HENDERSON:

Who has got the floor?

MR. CLARK:

I have.

MR. CHAIRMAN:

Had you completed your question?

MR. CLARK:

No, I hadn't.

MR. CHAIRMAN:

OK, go ahead.

MR. CLARK:

If I had, I would have sat down.

So we get into this situation. On the one hand the minister argues that it's premature for him to have discussions as far as the advisory committee, because tonight we are being asked to approve spendings for the universities of \$99 million and we are going to have an advisory committee that is supposedly going to have some responsibility in this area, and yet the minister tells us that it's premature to talk about this, and the guidelines.

And at the same time you've already made the decision on the Colleges Commission, even though the legislation hasn't passed, the Colleges Commission is answering the phone, you know, like the whole thing is all through.

MR. CHAIRMAN:

Mr. Clark, as I understand it you are debating now 3004, right?

MR. CLARK:

3001, well, it's the minister's responsibility.

MR. CHAIRMAN:

You are doing it in general then?

MR. CLARK:

Yes.

MR. FOSTER:

Mr. Chairman, I did not say it was premature to have discussions. I said it was premature at this time to be able to specifically identify the individual people who will be on that, the groups they will represent and the specific function of those committees. That's all. We have obviously had a good deal of discussion with a good many people in the course of the last several months and will do so in the course of the next few months.

But I at no time said it was premature for discussion, obviously.

MR. CLARK:

Mr. Minister, you're asking us here this evening to approve the estimates of \$99 million --

MR. CHAIRMAN:

Would you please address the Chair.

MR. CLARK:

Mr. Chairman, the minister is asking us here this evening to approve Estimates of \$99 million for the universities and \$13 million for the colleges and we are told we are going to have advisory committees.

We don't know the functions of the advisory committees. I don't think it's too much to ask the minister of the government to say to the Legislature what

the functions of those advisory committees are going to be so that we, in fact, know who is going to be divvying up the pie as far as the colleges and universities in this province are concerned. Is it going to be the minister's office or is it going to be these advisory committees which haven't got a function yet and we don't know who is going to sit on them? That's really why I raised the matter under 3001.

MR. FOSTER:

Mr. Chairman, with respect to the specific function of allocating the grants to universities and colleges I quite anticipate that the Committee on University Affairs and the Committee on College Affairs will, in fact, review this, will, in fact, make a recommendation as to the division of those funds -- but that is a recommendation. It is then for the minister to decide whether to accept that recommendation or not. If he does not do so, obviously he has to be prepared to say so and why.

But I think I said earlier that these two committees being the major committees would, in fact, assume an advisory capacity with respect to the many functions of the commission which are identified both under The Universities Act and The Colleges Act.

MR. NOTLEY:

Mr. Minister, can you give us a time sequence here. You are going to have consultation before the committees are established to try to nail down the general operating rules. You are obviously going to have consultation to determine who is going to sit on the committees. Then the committee is going to make recommendations to you. What time sequence do you see for these steps?

MR. FOSTER:

Mr. Chairman, I see discussions continuing and moving to the establishment of the committees and identifying their function their role and their responsibilities in the course of the next several months. I would hope the committees would operational by late summer.

I have been asked, and it's a valid question, what about the decisions that will be taken between now and then? I can say that both commissions have been very good about allocating funds for this year. The allocation of funds will not become a problem again until budget review by these authorities in the department commencing early in the fall. So we are very anxious to have these committees structured, established and working by late summer.

MR. CLARK:

Mr. Chairman, then from what the minister says, the minister has accepted the advice from the Universities Commission and the Colleges Commission this year as far as operating and capital grants are concerned?

MR. FOSTER:

That's right.

MR. CLARK:

And that the two advisory committees that we don't know the function of, or who will be on them -- they will not be involved in any way, shape or form in the divvying up of the operating or the capital grants for 1973-74?

MR. FOSTER:

No.

MR. CLARK:

Now, will they have an opportunity to have an input into the operating grants and the capital grants and the allocation of new programs for 1974-75?

MR. FOSTER:

Yes, for 1974-75 and for budgeting for 1974-75 the Committee on University Affairs very definitely will be in the picture. But both commissions have allocated the money for universities and colleges, both operating and capital. They have that authority to do so and they have done so. That has now been done. The department will not, in fact, make any decisions with respect to the

university or college money which is in this budget. That has been done by the commissions.

MR. CLARK:

Mr. Chairman, to the minister. You said the Committee on University Affairs would have input as far as the fall was concerned? Will the committee on college affairs have the same kind of input?

Appropriation 3001 agreed to: \$60,780

Appropriation 3002 General Administration

Salaries: \$306,884

MR. HO LEM:

I would like to ask a question regarding salaries. There seems to be a difference of a 65 per cent increase from the previous year. Basing it on 22 salaried positions and the amount, the increase would be equivalent to nearly \$6,000 per person. Could you give me an explanation for that?

MR. FOSTER:

Yes, there is no change in positions, Mr. Chairman, but there will obviously be a change in the number which are filled.

MR. HO LEM:

Could you give an account why there is a 65 per cent increase in salaries, in dollars? I'm not talking about numbers of salaried positions.

MR. FOSTER:

Mr. Chairman, there are no increases in the number of salaried positions, but there is obviously a difference in the number of positions which are filled.

MR. NOTLEY:

Mr. Chairman, Mr. Minister. How many positions are left to fill then at the present time under 3002?

MR. FRENCH:

Mr. Chairman, I'm sure the minister is well aware of the fact that today in the rural areas of Alberta we are very short of dentists and we are very short of doctors. I can think of my own area, where we have towns of reasonable size and there are absolutely no dentists. And the young dentists that are coming out of university today are practising in the city. It seems almost impossible to get them out in the country area.

I understand that last year in Calgary about a thousand students applied for medicine. I understand about 50 were accepted as first year students, and I also understand there are a large number of students applying for dentistry and only a handful that are being taken in.

Now, my question is simply this. We are aware of the fact that we need extra dentists and extra doctors in the province. We have the students who are taking the training. What are we doing to provide added facilities to provide this training in dentistry and medicine?

MR. FOSTER:

Well, Mr. Chairman, with respect to dentistry, I think it is true to say -- and I think I commented on this earlier in the House -- that the dental faculty of the University of Alberta is considering expansion. This is currently before the Board of Governors. I'm no more familiar with it than that.

With respect to medicine, you might be very interested in a statistic which came to me recently, and that is that the Province of Alberta has more medical students under training for our population than any other jurisdiction in North America, which is interesting.

Secondly, approximately half of the graduating medical class leaves the province. Now I know we have an influx of medically trained people from elsewhere, but a great many of our graduates don't stay here. You have

identified a problem, and that is convincing our professional people of all categories that they should get away from the bright city lights and enjoy the life in the smaller urban areas. We have, I guess, to this date relied on supply and demand to accommodate that picture. What you are saying is that it really hasn't worked. I'm not sure that I have the answers in that regard, but there are doctors available and they obviously choose to go elsewhere for other reasons.

MR. FRENCH:

Mr. Chairman, I appreciate the statistics given by the hon. minister. I think we should also be aware that when the medical school was established in Calgary, I understand there was an arrangement between the western provinces that in turn they would take students from some of the other provinces. So the fact is that we now train a larger per capita of students in Alberta than maybe other jurisdictions. Maybe that's a misleading statement because we do take students from some of the other provinces, and maybe these students will go back to their respective provinces. Nevertheless representing a rural area --

MR. FOSTER:

May I make a comment. First of all I don't think -- I'm not sure of this -- but I don't think that at the time the medical school was agreed upon for Calgary that there was, in fact, an understanding with the other provinces of western Canada. I think that the government of the day went ahead and established the medical school in Calgary. I don't think there was any arrangement with the other provinces of western Canada that this would be done as a western Canada joint venture or that there was built into that an agreement to accommodate students from Alberta, or from Saskatchewan, Manitoba and British Columbia.

Secondly, it is my impression, and again I am not absolutely sure, that there are very, very few students in medicine at that institution who are from beyond our borders.

MR. FRENCH:

Mr. Chairman, I don't have statistics here where the students are from but the information I have is that they are coming from other jurisdictions. Nevertheless, my point is simply this: we have the students who are applying for medicine and dentistry. In the rural areas today we are short of medical people and dentists. The logical answer, I would think, to this whole problem would be to expand the facilities and provide graduates eventually. I realize it would be four or five years before you would be able to look after this demand, but it seems to me this is the logical approach we should be considering.

MR. FOSTER:

Mr. Chairman, with great respect, it seems to me that it is not. Surely there is no merit in expanding the facilities simply to accommodate more doctors, to train more and to graduate more of them if there is then no other incentive or inducement for them to go to the smaller urban areas. I have already said we have got a tremendous number of graduates who are deciding not to go to the smaller urban areas. They are going to the United States or other parts of the world. Simply by graduating twice as many doctors is not of itself going to guarantee that they are going to take jobs in small communities. Now it will be some inducement to that, I am sure.

Maybe there are other arrangements which can be made to accommodate the medical requirements of the smaller urban areas. I don't think it is simply a question of expanding the training output of the profession.

MR. NOTLEY:

Mr. Chairman, just following up the question from the hon. Member for Hanna-Oyen, has the government given any consideration in the students finance end of it to perhaps working out a bursary concept? I know that many of the school divisions, especially during the days when it was impossible to get teachers, would send young people to university provided they came back for three or four years, or whatever the period might be, to teach in a particular school division.

I am wondering whether or not any consideration has been given to some provision in the students' assistance program for some of these skills where we

are clearly short of them in rural areas, so that for a given period of time they would go to a smaller community?

MR. FOSTER:

That is something worth thinking about, Mr. Chairman. I am not aware that that is a factor built into any of the plans of the student finance program at the moment. It's a little difficult to say that if you agree to go to a certain community we will let you borrow funds to complete your medicine. Implicit in that is, if you won't, we won't.

There may be, as I say, a number of valid and legitimate inducements that one can offer graduating professionals to keep them within the province and particularly to get them to move to the smaller urban areas. I would like to think about that.

MR. NOTLEY:

I would like to follow that up Mr. Minister. It would seem to me that obviously you couldn't do it if all you were doing is lending them money. But if you are talking about forgivable loans then you are talking about a totally different thing. It is really just applying the concept of incentives which we have accepted in other areas to the role of making sure that we have essential professional services in our smaller communities.

MR. DIXON:

I wonder if the minister, Mr. Chairman, could enlighten the House. Is there any research being done as to whether the students now are actually staying in Alberta? I am talking now about medical students.

To follow it a little further, we are running into problems now where graduate doctors are having trouble practising in some of the city hospitals because apparently they have about as many as they can handle with the facilities. Is there any encouragement to try and get those people to go out into the other areas of Alberta, other than the two major cities?

MR. FOSTER:

Mr. Chairman, I really cannot answer that question only because I don't know whether or not that kind of question has been examined by the Alberta Medical Association or by one or more faculties of medicine. That is just not something that is directly within the purview of the department and I don't have the information. I am sure that a good deal of examination has been done as to origin and study and eventual location of the medical student by other organizations. It hasn't been done by the department, but I'm not saying it hasn't been done at all.

MR. DIXON:

[Inaudible]... or not.

MR. FOSTER:

Well, that may be. I can only guess that they probably do know. But there is a good deal that goes on in universities with which I am not familiar, I can assure you.

MR. CHAIRMAN:

Very well then, salaries: \$306,884.

MR. NOTLEY:

Mr. Chairman, just before we leave General Administration, there is one question of general importance I would like to pose to the minister and that refers to the Moir Commission, and especially to the Interim Report of the Moir Commission, the one that related directly to the tax advantages of foreign teachers and instructors in Canada. I am wondering whether or not you and your colleague, the Provincial Treasurer, have had an opportunity to discuss this matter, not only here but with federal authorities as far as taxation concessions are concerned?

MR. MINIELY:

I believe I indicated last year that it is under the Canada-U.S. reciprocal tax agreement that this arises. I've had informal conversations with the Minister of Finance in Ottawa regarding it. They don't feel that it's something at this time which can be altered because these are involved in international tax treaties.

I had indicated that it's a philosophy -- it arose during a period when the philosophy of education was and I think many of our citizens still feel it is a desirable thing, that particularly in advanced education at our higher institutions some encouragement of teachers from foreign countries and encouragement of people moving throughout the world in the educational field should take place.

As a result of this it became a reciprocal arrangement which was made between various countries; the United Kingdom, Canada, the United States, and various international tax treaties. It doesn't appear at this time as though there is any indication that this philosophy has changed or in fact that it should be changed. So this is the latest information that I have on it.

MR. LUDWIG:

I wonder if the minister could advise whether in any part of the budget there is any provision for perhaps providing more facilities, more educational opportunities for the Metis and the Native people of this province, and particularly in what areas?

MR. FOSTER:

Yes, Mr. Speaker, again I would hark back to the reorganization document where we talked about the establishment of a Committee on Native Affairs and throughout the budget with respect to vocational centres, both in the cities and in the northeastern and northwestern parts of the province there are funds to accommodate all Albertans, whether they are Indian, Metis or otherwise.

MR. LUDWIG:

I had in mind, in particular, any special initiative taken perhaps to encourage the Natives to take advantage of the colleges we have throughout the province. I am not talking about just the agricultural ones but others -- any grants or special incentives provided to help some of these students, Native students, to overcome some of their handicaps.

MR. FOSTER:

There are special initiatives taken by -- Mount Royal College is an example, the University of Lethbridge is another example, with respect to Native Albertans in that region of the province. I know that the AVC in Grouard and the AVC in Fort McMurray and I think as well Grande Prairie College, are taking steps in this way. I am not sure, but I think we have agreed, in some way, to assist several Metis students who are going to the University of Alberta. And I know there is a project apparently before the University of Lethbridge with respect to the establishment of a Native Studies Program there as well.

MR. LUDWIG:

By and large, Mr. Minister, then you are saying that there are no special incentives provided by the department to help the Natives overcome their, perhaps, economic handicaps outside of indirectly through Mount Royal College, which took the lead in this matter quite a bit.

MR. FOSTER:

Oh no, Mr. Chairman, I'm not saying that at all. If you want to go to the vocational centre in Grouard, for example, and see the numbers of Native people who are in that institution, who could come in from a trap line on Monday morning and can start taking some courses. They come and go on a very flexible arrangement. Everything is done to accommodate these people in the areas where these people reside. I was talking about Grouard, but there are a series of what we call community vocational centres in small isolated communities throughout northern Alberta where this kind of initiative is taken by the staff of the department. Very true.

MR. LUDWIG:

Mr. Chairman, then I am pleased with the minister's answer. Now could he provide us with some figures as to any increases in Metis and Indian student enrolment in all our colleges, say, in the last two years?

MR. FOSTER:

I'm sure I could get the figures. I haven't got them with me, though.

MR. LUDWIG:

Will you undertake, then, to provide me with those figures, Mr. Minister?

MR. FOSTER:

Would you indicate again what it is you would like?

MR. LUDWIG:

The increases in enrollment throughout the colleges, throughout the whole advanced education system, post-secondary education, of Metis and Native students -- Canadian Indian students, in this province.

MR. FOSTER:

I think we might be able to do that, Mr. Chairman, with respect to our own staff in our own institutions. But I'm just thinking of enrolment statistics, for example, in universities and colleges. Surely, we're not required to put on an application form, "I'm a Native Indian or Metis." So it's very difficult to look at statistics and discover precisely how many of a certain ethnic group or socio-economic group you have within any institution. What I'm saying is, it's probably very difficult to break those figures out of large institutions like universities and colleges. So with respect to the vocational centres, I'm sure the staff could give us some information on that.

MR. LUDWIG:

In light of the minister's answer, I would appreciate receiving the increases in Native enrolment in those areas in which the staff is involved directly. I'm talking about all the colleges, other than perhaps the universities.

MR. NOTLEY:

Has there been any study conducted by your department or any other department which would relate to the incidence of Native young people going on to advanced education compared to society as a whole?

MR. FOSTER:

I can't put my finger on a study, Mr. Chairman. I'm very sure that the members of the department in these institutions working with Native people have an eye to how they are doing in terms of their future. I'm not sure whether it has been formalized by way of a study, but I think we can probably get a fair estimate of the success, if you like, of students who have come in at different levels in a vocational centre, whether they have Grade 0 or Grade 8 -- how they have been able to succeed, and their results in terms of advanced education.

MR. BUCKWELL:

Mr. Minister, I believe that in the Lethbridge Junior College you are taking courses out to the Blood Indians, right to the reserve. Are there other reserves you are going out to in the province? Are other colleges taking courses to the reserve?

MR. FOSTER:

I don't know that, Mr. Chairman. The Lethbridge College, any other college or the universities -- this is their own internal decision. That information is clearly available to us. The expansion of those programs would come to our attention, but their current level of operating in terms of external activities is not necessarily known to us. But I could get the information if you like.

MR. NOTLEY:

Mr. Chairman, there is one thing I have a beef about concerning some of universities, and the sociology departments particularly. When they talk about doing surveys on culturally deprived people, they tend to do a survey on culturally deprived Negroes in the City of Detroit. There just doesn't seem to be as much emphasis, as it seems to me there should be, from the institutions we are pouring a lot of money into on investigating some of our own problems. I'm just wondering, first of all, if there is any way that we can encourage some of our social sciences to take a broader view of our social problems within Alberta?

Secondly, I would be interested to know whether any of these institutions that we, as I say, pour a good deal of money into annually, have courses on Native culture and history -- whether there is one course that would contribute to a degree program, for example in arts, in any of the universities which would be related to the history of Native people in Alberta?

MR. POSTER:

I am not sure. I, too, cannot answer the second part of the hon. member's question. With respect to the first part, I come back to your concern about the research and planning or the research and development function of the department. It is my hope that next year I will be able to convince my colleagues to create a specific vote within the department for what we might call innovative projects. We could set aside some of the funds, which the research and planning people could call upon for that kind of study, things which the departments of government and this House identify as worthy of some examination that are not otherwise being done and that funds will be available for that kind of study.

MR. CHAIRMAN:

Well, shall we try salaries again, \$306,884. Other expenses, \$20,636.

Appropriation 3002 agreed to:

\$335,760

Appropriation 3003 Minister's Committees and Research

MR. WILSON:

I have a question for the hon. Minister of Advanced Education. He said that the new advisory board really would not have an input until the 1974-75 fiscal year.

I am wondering, in relation to the proposed law faculty at the University of Calgary, whether or not a decision has been made, and if it hasn't, who will be making the decision if it has to wait until the advisory board becomes functional and has an opportunity to make an input?

MR. POSTER:

I do not believe I said, Mr. Chairman, that the Committee on University Affairs would not begin functioning until 1974-75. That was with respect to the examination of budgets and the allocation of funds for that year and beyond. I think I did say that we are anxious to have, primarily, the two main committees, colleges and universities, established and functioning by this fall. That clarifies that.

As far as the law school situation with respect to the University of Calgary is concerned, again I come back to the commission's decision on this, that there were not adequate funds in the budget to provide for this. In my commitment and upon the dissolution of the commissions I was prepared to re-examine this question, it is entirely possible that after the dissolution of the commissions -- I will have something to say on that subject -- it will be a few months before university affairs is actually functioning in the way I anticipated.

MR. WILSON:

Mr. Chairman, as I understand it, the Minister of Advanced Education has indicated that it could well be within his authority to make a decision for a law faculty at the University of Calgary in the next few months.

MR. FOSTER:

That is correct.

MR. WILSON:

Thank you. Well then, Mr. Chairman, having determined that, then I would just like to remind the minister of a few things regarding the proposed faculty of law at the University of Calgary. It would certainly improve the stature of our University of Calgary and would bring many benefits to the City of Calgary generally.

Also, a law faculty would make it possible for students to take law in Calgary and southern Alberta who do not now have that opportunity for economic reasons. We have heard legal aid mentioned several times, and a Calgary law faculty would certainly assist the community in that regard.

A law library in Calgary would assist all practising lawyers as well as the general public for resource and reference use. If we don't establish a law faculty in Calgary soon, it seems to me we are overlooking a very urgent need, economically, for many students in Calgary and southern Alberta. And right now the University of Alberta in Edmonton is not attracting all of the Calgary and southern Alberta law students.

It is my understanding that the majority of new lawyers called to the Bar in Calgary do not come from the University of Alberta, but the situation is reversed in Edmonton. Without a law faculty in Calgary we are, in fact, discouraging Alberta students from practising in or close to their home town and in fact are importing lawyers to Calgary from out of the province. This certainly doesn't encourage the development of individual initiative and achievement of Calgary students or southern Alberta students who would like to become lawyers.

Calgary law students do not all go to the University of Alberta and, in fact, we are exporting our talented students to other universities and communities throughout Canada and the United States. So equal educational opportunities, I think, are certainly a factor regarding the law faculty in Calgary and we must keep this in mind. It would be reasonably estimated that it costs a student from Calgary \$6,000 more to become a lawyer than it would a student from Edmonton.

So the indicators are that there will be an increasing demand for lawyers not only by the public but by private businesses and industry as well and we have the two fundamental arguments in favour of the law faculty in Calgary. One, continuing demand and need for new lawyers and two, the young people who need and desire a greater opportunity for accessibility to legal training than is now offered at the University of Alberta.

MR. LUDWIG:

Mr. Chairman, now that we are discussing the law faculty I am seeing that the minister is in a more receptive mood concerning this idea than he was some time ago. In fact, some of the more informed sources in his department indicate that the law faculty is more or less a foregone conclusion.

But I still feel that the minister ought to enlist the support of the Calgary MLAs, the Conservative Calgary MLAs other than the Premier who apparently has now been won over and is very much in favour of this thing. In order that we don't frustrate his wishes in this regard perhaps you ought to enlist the other Calgary members who appeared to oppose this matter at one time.

In view of the fact that the minister is leaning rather heavily in favour of the law faculty now, I would like to provide the hon. members with some statistics as to graduates in this province, law graduates of the University of Alberta and those enrolled.

These figures are submitted to me by the Law Society of Alberta. I believe that they are quite authentic and they would perhaps convince the minister that we shouldn't tarry any longer but let's get with it.

I know that you might well say that this government had been in office a considerable time and why didn't we do that? We had maintained a pressure from Calgary for the establishment of a law faculty in Calgary, but the University of Calgary was a very new university. It had a lot of other problems. This problem was not dealt with, but I think the facts now indicate that the time has arrived to move in this direction and not four years from now because there are

a lot of students who can qualify for law entry at the University of Calgary immediately. They don't have to perhaps be going into pre-law courses.

Yes, I just got a remark from the side here that let's not wait, let's not play politics with this issue. It would be no surprise if the law faculty is announced just prior to the by-election but I believe the people are wise to this kind of thing. Let's come clean and let's come fast and let's do the right thing.

Calgary does have a population of 500,000 and it appears to be growing a little faster than the City of Edmonton, at the present time anyway. Yes, somebody says that Edmonton is losing population. As I stated before it could be an overdose of the Conservative government but we will wait and see.

Mr. Chairman, in 1966 in this province, out of a total of 49 students admitted to the Bar in Alberta, 21 came from out of the province. In 1967 out of 62 law students admitted to the Bar in Alberta, 27 came from beyond the borders of Alberta. In 1968, out of 81 admissions to the Bar 45 were Alberta graduates, 36 came from beyond the borders of Alberta or were trained beyond the borders of Alberta. In 1969, out of 80 admissions to the Bar, 24 came from beyond Alberta.

But here is an interesting one. In 1970, out of 93 admissions to the Bar, 46 came from beyond the borders of Alberta. Almost half of the law students who were admitted to the Bar were not trained in Alberta. This is an indication of a need -- well, yes, well half anyway, of 47 and 46, 47 from Alberta, 46 from out of Alberta -- this is an indication that we do need more students, preferably trained in this province rather than having our students going and looking for a place to perhaps train in law.

In 1971, out of 104 admissions, 48 came from beyond Alberta. That's an awful lot of students; 48 students who could have trained in this province but they came from beyond the borders of Alberta. I can't tell you how many Alberta law graduates perhaps went elsewhere but it's clear that not too many have gone.

In 1972 out of 133 admissions to the Bar in Alberta 50 came from beyond Alberta, or were trained beyond Alberta. So in 1966, 21 came from beyond the borders of Alberta. In 1972, that's six years later, 50 came from beyond Alberta. The figure has more than doubled. I believe that is some indication that we do need a law faculty and another law school in this province.

This issue is becoming a lot more significant now because the law faculty in Edmonton is restricting the number of admissions of law students to train. I believe they have placed a ceiling somewhere around 175 to 180. This is an indication that they are not going to expand beyond that, and it also appears that many students who do graduate may go into other businesses, other occupations. Some work for corporations and some may not get admitted to the Bar.

Nevertheless it's clear beyond any doubt that those students who graduated in Alberta have all been absorbed into our society one way or another, and many more.

I'm going to point out why Calgary is anxious to have a law faculty established there. In 1966 out of 27 students -- 27 admissions to the Bar or those placed for articling -- 13 were from Alberta, 14 from beyond Alberta. In 1967 out of 33 articulated students there were 14 from Alberta, 19 from beyond Alberta. In 1968 out of 34 students placed in articles, 18 from Alberta and 16 from beyond. In 1969 out of 33 students articling in Calgary, 17 were from U of A, 16 were from elsewhere. In 1970 out of 42 students placed in articles in Calgary 13 were from the University of Alberta and 29 came from outside of Alberta -- or those who were trained outside of Alberta, perhaps Alberta students who had to go elsewhere. That's rather a sad figure -- 13 from the University of Alberta and 29 from elsewhere.

I'll just give you in this case the universities from which these other students came: University of Alberta, 13; University of British Columbia, 3; University of Saskatchewan, 7; University of Manitoba, 5; University of Toronto, 3; Dalhousie, 5; other Canadian, 4; others 2.

This is an indication that we do not have a surplus of law graduates in the province.

In 1971 out of 38 students placed in articles in Calgary, 27 came from universities other than the University of Alberta. These figures indicate that we need to move rather quickly in this particular regard. Last year out of 46

students called to articles in Calgary, 32 came from universities other than the University of Alberta. In 1972 in Calgary articles, University of Alberta, 14; University of British Columbia, 6; University of Saskatchewan, 8; University of Manitoba, 5; University of Toronto, 1; Dalhousie, 7; other Canadian universities, 3; and others beyond Canada, 2. So out of a figure of 46, 32 came from outside.

This is some indication that we should be training our own students as soon as possible. I'm sure that the law of supply and demand would discourage students from creating too much of an influx into the faculty of law. Nevertheless we could absorb more students.

And I'm saying that these figures were given me by the Law Society within the last week and I believe that they are fairly accurate. So I'm encouraging all the MLAs from Calgary to get behind this issue and urge the minister to act as quickly as possible on this request.

It is a faculty that does not require as much equipment, et cetera, outside of a library to establish, and I believe that we can recruit a pretty good faculty of law in the city of Calgary, perhaps with a few professors from elsewhere.

So, Mr. Minister, we urge you to act fairly quickly and make the announcement so that the people can be assured and so students who want to take law can make plans for the future. As my colleague, Mr. Wilson, stated, many students would be taking law in Calgary, but they can't. They have to go elsewhere. Many, many working people cannot afford to spend \$5-6,000 more to send a student to Edmonton from Calgary or elsewhere. The result is that we are being deprived in some respects of an equal break and there appears to be no reason for that particular position at the present time.

I believe I've said what I wished to say with regard to the faculty of law in Calgary and I firmly believe that we are going to have one. All we would like to do is to have the minister just stand up in his place and say: "Yes, as soon as we can we'll implement it." He's just about said that, but not quite. But I believe that the people expect it. Certainly the political pressure is there and so we could count on it as pretty well an accomplished matter.

So while I'm talking about faculties, I'd like the minister to explain whether there is pressure from the University of Calgary for establishing more faculties, not only the law faculty, but other faculties in Calgary at the present time to accommodate the ever-increasing student population in the city of Calgary.

MR. KOZIAK:

I wonder if I might make a comment on that particular point. Just to put the figures that the hon. Member for Calgary Mountain View has quoted in their proper perspective. I recall receiving a letter from the president of the Law Society at least once in the past two or three years -- and I understand that this was a letter addressed to all the Alberta firms -- urging firms to take on an articling student because of the fact that in that year there was an excess of students available and a shortage of positions, and impressing the lawyers with their responsibilities as members of the Bar to train students for admission to the Bar. The letter suggested that if firms had taken on one student, they should perhaps consider taking on a second in this particular case, because of the excess number of Alberta graduates who hadn't found positions. And the letter further went on to decry the practice that was being experienced in Alberta of a number of law firms seeking their students from outside the province of Alberta when there was such an excess number of students who hadn't located articling positions.

So I think that when statistics are quoted, Mr. Chairman, they should, of course, be analysed and the weight given to them should take into account the surrounding facts. And, that is, there is to some degree a practice by some firms to seek their students outside the province of Alberta, and this notwithstanding that there are in some instances an excess of students over the number of positions available.

From a point of view of hindsight, one can read records saying that so many students in Calgary did not attend the University of Alberta. It does not prove that there is a shortage of Alberta students so much as it proves a tendency of Alberta firms to go outside the province to seek their articling students. So that should be kept in mind -- not that I disagree necessarily with the proposal that a law school be set up in Calgary, but I only stand up on this particular point to bring that matter to attention. I vividly recall receiving that letter within the last year or two, Mr. Chairman.

MR. LUDWIG:

Mr. Chairman, I would like to just comment on the remarks as they refer to what I said. I would say that the Law Society does take a hand in helping students get placed.

But the figures I submitted -- I am suggesting that if someone wishes to challenge them he should produce better figures. In the last seven years of admissions of students for articling in Alberta, roughly 350 -- these are figures within 1 or 2 -- graduated from the University of Alberta and 250 came from elsewhere. In seven years we got 250 lawyers from outside. It is an indication, by and large, that although the hon. member's remarks have some significance, some students have difficulty in getting placed and others get taken up very quickly. When you reach that kind of figure -- and especially 50 outsiders getting placed in Alberta last year -- perhaps that letter may have been a plea to pass on a problem which perhaps was not as serious as I may have indicated.

I do admit that we get a tremendous number of good graduates from elsewhere. But we also have a responsibility to provide facilities for students in this province. I am not saying we have to cut it so fine that we have to ensure that every student gets admitted to the Bar or gets an opportunity to article. They have to use their own sense and their own discretion as to whether they can fit in, and they must have the kind of courage that a student requires to go and find a place to article -- away to Europe if he has to. So I believe, Mr. Chairman, that although the hon. member's remarks are certainly well taken the preponderance of the evidence indicates that the only reason these students -- 250 students over seven years -- came to Alberta is that they found a place. I am saying these places can well be filled by Albertans to a certain extent.

MR. POSTER:

Mr. Chairman, as the hon. gentleman opposite well knows, at law, silence is neither agreement nor consent. I don't propose to debate the question of law schools tonight or respond to facts and figures that have been given. I have piles of facts and figures.

With respect to your question concerning new faculties at the University of Calgary, I am not aware of any current application before the commission. Certainly I have received nothing in the last while about any other faculty in Calgary. I would like to remind the House however, Mr. Chairman, that there are currently two emerging faculties in Calgary, environmental design and medicine, which consume the better part of \$3 million of non-formula money which is 'first call grants' to that university. I merely remind you that we are emerging in two major areas on that campus at the moment, but I am not aware of any more applications.

MR. TAYLOR:

Mr. Chairman, in view of the information about the apparent large number of barristers coming into the province, I wonder if the hon. minister could give us some reason why the university is being so tough right now on applicants to the law faculty. I have had a number of students tell me they have just given up in despair. They are just rejecting, I think, outstanding students who could become excellent barristers and lawyers. If this is the case, it seems very strange that we are stopping our own people from getting into the faculty and then having to import them. I have nothing against people coming from other provinces. This is good. But our own young people should have an opportunity to get into law too. I wonder if the hon. minister could give us some light on this.

MR. FOSTER:

Mr. Chairman, at the present time the University of Alberta has informally established a ceiling or a maximum of 500 that the law faculty can accommodate. It is my information that the vast majority, well over 90 per cent, of the students admitted there are Alberta or Canadian residents -- primarily Alberta residents. So it is not a question of discrimination in the sense of accepting large numbers of non-Alberta students to the detriment or loss of Alberta students. We could get into a long debate or discussion on the responsibilities of the university community or government community to provide training and education facilities where there is a high demand, simply on the basis of demand alone.

For example, at one of the institutes of technology there were 60 spaces available in one of the technology courses and there were well over 200 applicants for that program. The consequence of training those 200 applicants would be that overnight the market for employment for these people, which is a substantial factor, would be gone.

NAIT and SAIT have, in my judgment, formed an excellent relation with the business community and the commercial and industrial community, establishing advisory committees to advise them on the numbers of students that should come into these programs. And a reasonable yardstick of this is the market place.

So the students who are not accepted have the choice of going into one of a great many other programs at the institute. You can argue, Mr. Chairman, that because we have several hundred applicants for medicine we should, in fact, train all of them with the obvious consequences to which I refer. I don't know if we can solve that question here tonight.

MRS. CHICHAK:

I would like to make a few comments with regard to the pressure for a law faculty, as well as a few comments with regard to one or two other areas.

MR. LUDWIG:

Careful, the Premier is behind you.

MRS. CHICHAK:

It is really of little consequence that my comments should be changed, because I think they have some validity.

The hon. Member for Calgary Mountain View, of course, had indicated that it was time we stopped playing politics on the one hand, whereas on the other he is really proposing that we play politics and then yield to pressures. It's fine to yield to pressures. However, it depends on the reasoning and the requirement to yield to such pressures.

I think that in the consideration that the Universities Commission had given in the application for a law faculty in Calgary they had considered the cost of such a faculty, I think that they had considered the possibility of absorbing for articling the increased number of graduate students. I think that it is a known fact and I feel quite certain that every barrister in this room if he honestly answers the question, will certainly affirm that to absorb an increased number of articling students is almost an impossibility because the society will and has acknowledged they are having some difficulty or will have some difficulty in absorbing the number of students who will be graduating currently. And I believe they have made such a statement publicly.

I think we have to take into consideration, if we're talking about students coming into the province and replacing or taking up space from students who might graduate and be taken up for articles from within the province, that we are not suggesting that it should be a closed area here in the province -- that we not accept students from out of the province. I think there was an example shown this evening in the kinds of information with regard to the number of doctors graduating and the number who remain in the province and the vast number who moved out.

I think we have to look at the priorities insofar as the cost of education, and whether, in fact, we should be providing education for the sake of education without consideration of the cost of such education and how well the province can bear it and how well the people of this province can afford to support education in any line basically for the sake of education. I certainly feel that having a well educated populace is a necessity. But this too has to come in terms of what the priorities are now and at what stages we can expand and where we can expand.

I think it is very important that we recognize, as the hon. Member for Edmonton Strathcona indicated, that letters -- and I am aware repeated letters had gone out to firms to reconsider and to accept one or more articling students.

If we are to establish a law faculty at the University of Calgary on the basis that education in law basically is much needed because of today's technological changes, that is one thing. But to go on the premise that we increase the enrolment and the numbers graduating on the basis that they will have an opportunity to be taken up for articles to be able to go into private

practice, I think would be somewhat misleading to many students because there can be no such assurance.

I think the statistics would have to show what the capability of absorption for articling is. I don't believe the hon. Member for Calgary Mountain View indicated any statistics provided to him as to what, currently, the society or the firms can absorb in the way of graduating students. Has there been an indication of whether they, in fact, can absorb all of the current graduating students, or what is the situation?

Getting off the topic of the law faculty in Calgary, I think some thought, perhaps, needs to be given as to whether some of the service professions really belong in the university, or whether they should not be trained in our colleges and in our technical schools. I think, more and more, if we consider the courses that are being established in the various colleges and our technical schools, that they are coming closer and closer to the kinds of courses being offered at the university. But there is very limited transferability in the area. I think these are the areas we have to consider very seriously.

Insofar as the hon. member commented with regard to a need for a law library in Calgary, I was of the impression that there was a very fine library. Now I don't know whether I'm wrong, but I think the hon. Member for Calgary Buffalo is indicating in the affirmative. So I'm hoping you are not considering that there should be a second one because the first one can't quite accommodate all the people who are rushing to use it.

If we are to consider that a university does not have the prestige or the stature because it doesn't have a law faculty, and if that is to be the main and the strongest point in considering whether one should be established, I think this is hardly a strong enough point to take into consideration and then to decide in the affirmative. I'm sure the hon. minister will take a good many things into consideration.

Although I am not saying there is no need for education in the area of law generally -- because I think that kind of training can be useful in any walk of life in our current society -- to argue on the basis that we should have more students for articling, it would seem then that there must be a change in the system currently being applied by the society. The ratio of students being accepted for articling would have to be changed.

I think perhaps we do need more lawyers. There seems to be some difficulty in getting service without a great deal of delay in many instances, and perhaps there is a shortage. If there is, the ratio must certainly be considered.

MR. WILSON:

I believe the hon. Minister of the Environment commented that he didn't want to debate the merits of the law faculty tonight, but in the next short while, while he is making a decision on the proposed law faculty for Calgary, I was wondering if he would give us an idea of the type of information we could help him with to make the decision. Is there any information you would like to receive from the Calgary area?

MR. FOSTER:

Mr. Chairman, with great respect, I have all the information I need from this House. It's been debated and discussed for hours. If you would like to put it in another 40-page document and let me have a look at it, I'd love to see it, but I assure you I have more information than I can handle at the moment.

MR. WILSON:

So then, you have all the information you need. You will be making a decision in the next short while, but you haven't made a decision yet. Is that right?

MR. FOSTER:

Mr. Chairman I said "Yes" to that about 40 minutes ago.

MR. LUDWIG:

Mr. Chairman, there appear to be two types of argument developing in this House. One is a positive argument for something with pretty good facts to establish that we need another law faculty, and one a negative one based on opinion, not much facts and not too much knowledge, Mr. Chairman.

I say this, that when we talk about politicking, it appears when you are for something and the government is against something you are politicking. When the government is for something and you are against it you are politicking. The question is, who is politicking? The minister says he has all the information he needs. They are relying for their support to delay this matter on the Universities Commission which they have already decided to disband.

If that is all the moral support or all the support they are going to have, then let them start singing a new tune. What are they going to use when they have disbanded that? And they have already killed that commission to all intents and purposes. They still raise it and say, well they've decided. They've decided nothing.

I am saying if the minister keeps on resisting and keeps on appearing as if he has made his decision but can't muster the courage to tell us, then he has to expect the opposition to keep working away until we win this one. I believe we've won the argument but we haven't got the achievement from the other side. That is the position we are in.

We don't want to repeat this more often, but certainly you can't fault the opposition members who feel that they have a good cause, and feel that the people of Calgary want a law faculty. Certainly it isn't politicking when all benchers of the Law Society of Alberta unanimously endorse a law faculty in Calgary. We are being accused of politicking. Who is politicking?

Certainly the Universities Commission has, in the past, made a decision, but I am saying that their weight in this argument now is nil. The Minister of Advanced Education has disbanded them, has hit them on the head and thrown them out now. When it serves his purpose he relies on them for support. That is what I call politicking.

Mr. Chairman, the minister will tire. I know that we don't like to repeat things too often but we will continue to fight for whatever we believe until we get what we believe we are entitled to. If you call that politicking then that is what we are going to have to do.

Fees and Commissions: \$200,000

MR. NOTLEY:

Before we leave this appropriation, I gather that the new Universities Committee is going to be funded under Appropriation 3005 and the same with the Colleges Commission under Appropriation 3007. So I am wondering if the minister could outline for us the advisory committees that, in fact, will exist under this appropriation and what the reason is for the increase. Beyond that I gather that part of this money is for research. I would like to know how much of it is for research, how this research is allocated and whether it is on a request for proposals basis, or what?

MR. FOSTER:

Mr. Chairman, the committees identified under our organization structure will indeed be funded partly from this vote and partly from funds which appear in the votes on behalf of the Universities Commission and the Colleges Commission. It is a little difficult to tell how many dollars are involved because we have, I think, six committees. The figure \$200,000 is an estimate obviously, in my view it is low.

In my view there will be more call on Vote 3003 than is presently in our funds there at the moment. Research is in it. That is a very, very minor part of that vote. If there are matters which the department wishes to inquire into for which there are not funds otherwise allocated, there are some funds there. My guess at the moment would be that all of that vote and then some will be expended by the committees.

Appropriation 3003 agreed to: \$200,000

Appropriation 3004 Universities

Grants: \$99,400,000

MR. STROM:

Mr. Chairman, I just have a few comments I would like to make on this particular vote and they stem from the discussion we had in public accounts with the Universities Commission, particularly the last day that we met with them. I

don't believe the hon. minister was there. But I want to say at the outset that I am not particularly arguing the amount of money that is being placed in the vote at this time. What I am saying is that one of the difficulties that government faces is determining whether that amount of money is needed or whether the universities could, in fact, operate with a lesser amount.

And I am sure that this is a problem that governments across Canada, in fact, maybe in other jurisdictions as well, have had considerable difficulty with. I was particularly interested a few years ago in observing the approach that Mr. Thatcher took when he was Premier, of the approach the Province of Alberta was taking. When he suggested to a meeting which I attended that he was going to get the universities to supply him with a detailed budget that would outline every aspect of university operation, and would give government an opportunity to examine and determine whether or not it was actually needed.

I think all of us would have to admit that he wasn't too successful and that there was a great hue and cry that he was interfering with academic freedom. And this, of course, is the cry that we are always going to get when we start talking about cutting funds to universities.

I am freely admitting that it may be very difficult at times to determine what the amount of money should be. This I think came out clearly in the examination of the Universities Commission when we had them before us. I am not critical of the work they have done, Mr. Minister, because I realize some of the problems they were facing. However, while we had them before the Public Accounts Committee, I posed the question to them -- the question I should say was posed particularly to the chairman of the commission, Mr. Thompson -- as to whether or not an auditor general with the powers similar to that of the Auditor General of the Canadian Government might serve some useful function in that he would examine the expenditures of the university and report to government on areas in which he felt there could be savings made, and would maybe give in some instances some very critical reports similar to what the Auditor General of Canada is doing in the expenditures of government there.

I have given some thought to it and all I am saying tonight to the minister is that it is worthwhile exploring any approach that will give government a greater opportunity to examine the costs of the universities. I don't say it unkindly, I say it because I believe there is a real public concern. The public concern was demonstrated particularly when we tried to establish the Three Alberta Universities Fund.

And at that time I recall a number of business people particularly saying this, "The universities are getting enough money right now from the government, they don't need any more money." I would have to say very frankly that any information that I have been able to get does not provide me with the kind of information that would permit me to say to them, "You have too much, too little, or the right amount."

It seems to me that that has been one of the problems we have been wrestling with for a number of years and therefore I suggest to the minister that he may give some consideration to an approach to some individual who maybe would have some fairly strong powers, investigation and reporting, that would be useful to government.

Inasmuch as the minister wasn't there, I thought I should raise it again this evening and I would be very interested in any comments that the minister might wish to make at this time.

MR. FOSTER:

Mr. Speaker, thank you. There is no doubt that the department will, in fact, be examining the budgets of the universities, I anticipate in somewhat more detail than was the practice of the commission. I talked about the education council which was the proposal put forward by the Commission on Educational Planning which also appears in our organization document. That is something we are examining closely and have not yet made a decision on, and I talked about the function of that council as identified in the Choice of Futures document as being an ombudsman or auditor general of the advanced education community performing several functions, and certainly the function to which you have referred.

That is very worthy of consideration, obviously. It is something we are giving a great deal of thought to and I hope we will have a position on it before too long.

MR. GRUENWALD:

Mr. Chairman, to the minister in this area regarding special treatment for the University of Lethbridge. Now the return you gave me today indicated the enrolment in the Lethbridge university has gone from 1,400 and something or 1,200 and something down to a little over over a 1,000 and something I believe, which isn't a healthy situation.

Also in this House the Premier indicated that Lethbridge, because it's a small university and not really a viable institution yet, would receive special treatment for some time to come. From your experience and the information which you can gather, how large will the university enrolment have to be before it will no longer need this special type of treatment -- that it can get along on the regular per-pupil grant the same as other universities do -- until it can get along on an equal basis?

MR. FOSTER:

I recognize the hon. member's concern and we have talked about this before. That's a very difficult question to answer in terms of precise numbers, but let me 'ball park' a little bit and suggest that 2,000 or 2,500 students might be that point.

With respect to the special treatment of Lethbridge, I would like to point out that in the discussions we have had with the university community with respect to the long-term university finance plan and in agreeing on a formula -- and we've had discussions about it here before -- it was agreed that Lethbridge has to be treated as somewhat different, obviously, from Edmonton or Calgary.

Something we are examining, particularly with respect to Lethbridge, is the work study program, which the member is familiar with, I know. We've had discussions with the board with respect to other kinds of incentives that we could employ to encourage students from outside the Lethbridge region, in fact perhaps outside other immediate university regions, to take their university education in Lethbridge. By incentives I mean the possibility of employing the students assistance plan program through a special bursary program, a break on tuition, housing fees or something. Discussions have gone forward on that, and we are very hopeful that a bursary plan with the university will proceed.

We are hoping to attract an additional 200 students to the institution if we can. Some may argue this is discrimination, but we have an institution which is housing, as you point out, somewhere around 1,000 students. The record will disclose that it costs over \$5 million to operate that institution, and surely we can do something to attract more students there and help reduce the costs per student. If we have to spend a few hundred thousand dollars to do so, if it appears to be discriminatory as far as the large universities of Calgary and Edmonton are concerned, then so be it. But when you are expending that level of public funds on 1,000 students, you have to be prepared to take some steps to ensure that that institution survives and prospers in the sense that it has students that approach the level of somewhere between 2,000 and 2,500.

MR. GRUENWALD:

Thank you, Mr. Minister. I appreciate your comments and I think I agree with you. Without detracting from the comments that were made by some of the members over here regarding the faculty of law in Calgary, I have made appeals to you and I'm sure other people have as well regarding the possibility of a school of optometry in the Province of Alberta. It could possibly be considered a school for western Canada.

You indicated to me in the House through the question period that there are rather serious financial implications in trying to get such a school going.

Also, I believe it's a fact that the federal government would and could be involved in helping to get a school of optometry going. Now, my question is, fairly and simply, have you made a direct approach to the federal government as to whether they would, and to what extent approximately they would participate if and when you feel you can go ahead with a school of optometry in Alberta, if we do. In other words, this is certainly going to have to be somewhere in the West and I would hope it would be in our province because the need is unquestionable. I could go into that, but I think it's pointless tonight.

MR. FOSTER:

The best information I have, Mr. Chairman, is that the federal government has not ear-marked special funds for the establishment of a school of optometry

in Alberta or western Canada. No doubt, the federal government is interested in this particular facility and if one were to be placed somewhere in western Canada by agreement with the four western provinces with which you are familiar, the federal government would participate, either under the current arrangement or under some kind of special arrangement.

But there is no special pot of gold in Ottawa that I'm aware of with optometry on it, as has been suggested by my friends in the Alberta Optometric Association. That is not the case. We are discussing this interprovincially in terms of the four western provinces.

There is a health study underway in Alberta that has substantial bearing on this question of not only medicine but the para-medical fields and other related fields. I have assured the Alberta and the Canadian Optometric Associations that this subject will remain on the agenda of our western meetings. We will do so but we are not in a position at this point, to really be more definitive than that.

MR. GRUENWALD:

That's fine. But there has not been any direct approach made to the federal government at this point in time. Is that correct?

MR. FOSTER:

We have inquired because we were led to believe that there were specific funds ear-marked by certain departments of the federal government for this project just waiting to be taken up by some province. And that is not the case.

MR. GRUENWALD:

OK.

MR. WILSON:

Mr. Chairman, to the hon. Minister of Advanced Education. The provincial government has stated on several occasions and in several documents that mental health was a major thrust and yet we learned in the Department of Health and Social Development budget estimates that they underspent their budget last year in mental health because they couldn't find enough professionally trained people to fill the positions.

It is obvious that there is a pressing need for psychiatrists in Alberta. There is a need for psychiatrists to treat abused children and the parents of abused children. Studies have certainly shown that jailing the parents isn't sufficient or adequate or a solution to the problem. Further, parents who abuse children were, in many instances, abused children themselves and they traced back five generations in situations like this. So there is a need for psychiatric treatment of people in this chain of events in order to stop the abuse of children.

The illegal use of drugs has increased the need for professionals with a sociological or psychiatric background. It seems like our society is experiencing the first waves of Future Shock and the demand for professionally trained people in mental health is certainly upon us. I was wondering if you would like to comment as to what role you see the universities filling in this regard.

MR. FOSTER:

Mr. Chairman, I'm just not equipped this evening with the details of the planning in the medical field in its broadest sense with respect to new programs or new initiatives by existing faculties or their requirements for enrollments or expansion. I just don't have that information. That information would be available through my office from the institutions and if the hon. member is interested, I'd be happy to inquire into it.

I might say that the concerns which you have identified and expressed are concerns which I am sure have been in that area and others identified and expressed to the universities, to the specific faculties by professional associations, by government, by agencies of government and by the community at large.

Primarily the responsibility for program development in the university community comes from within that community. And those initiatives, of course,

are brought to the institution from a number of sources to which I've referred and also from the institutions themselves.

If you are right in your assessment about psychiatrists and other people, I have no doubt that the Alberta Medical Association and other groups have identified these concerns and have brought them to the attention of the university and that these matters are being taken forward. If you would like specific details on some of these questions, I am sure the universities would be very willing to provide you with the information.

MR. DIXON:

Mr. Minister, I would like to turn to another matter closer to home now as far as the University of Alberta in Edmonton is concerned. A week ago last Monday night the north Garneau residents along with some of the university people, called a meeting regarding the future of the north Garneau area. Charges were made at the meeting that the university was neglecting some of the houses and then turning them over to parking lots and creating an unsightly problem in the area, and also the residents and students brought up the fact that there are still a lot of university students who would prefer to live in the north Garneau area if the houses were upgraded.

In the mid-'60s the former government and the university felt that the enrolment was, say, 1,200 to 1,500 students a year, with the eventual capacity at the university around the 25,000 mark. Now I understand that today it is closer to 18,000. Am I correct in assuming it is going to be held at the 18,000 mark?

What research has been done with the University of Alberta? What is going to be done to that north Garneau area? Are you going to carry forward with the old plan that everything goes out of there and the university will be taking over? Or are they reassessing the area so the people over there can get an answer? And if you are going to upgrade certain areas with the idea that they are not going to be built on for some time or not built on at all, what information can you give the residents of that area, plus the university students themselves, as to the future of the north Garneau area?

MR. FOSTER:

Well, Mr. Chairman, as the last two years have shown us, it is extremely difficult to plan with any certainty in the university community. A few years ago, you are right, a projected ceiling for Alberta was 25,000. And indications in the mid and late '60s were that this would be reached very shortly. As a result, the University of Alberta went out into a number of areas, including Garneau, bought up a good deal of property and developed some of it.

Now I understand they own a number of houses there. There are some complaints by local residents that the houses aren't being kept at the same level of repair and there is some concern with that and the concern for development.

The university community today is 18,000, as you have said. Our best 'guesstimate' and I use that word advisedly I think, is that the University of Alberta enrolment will probably remain around 18,000 plus or minus a few hundred for the next few years. Following that time, we expect it will start to move again. It is difficult to say at this point what will happen with participation rates with the age group of 18 to 24. It might rise dramatically in a few years.

The fact that there were no Grade 12 departmental examinations may have an impact on enrolment. That is difficult to tell. Certainly the planning for 25,000 exists at the university. I don't have their latest capital plan, and again it is available in my office if you would like to see it. Before the university would be either acquiring any new land or constructing any property, structures or buildings on the land which they now hold, that information would come to my office for a decision.

MR. DIXON:

A question then. With the Commonwealth Games coming to Edmonton and with that area available, there have been some suggestions that they could put some facilities for the games in that area. I was wondering if you had any -- either you or your department -- approaches from the City of Edmonton or anyone else in regard to using that area? In other words, so that something definite can be done one way or another, the buildings could then be used by the university after the games. Is there any way we could cooperate and solve this problem of

houses being bought up and some lived in and some left vacant? What is going to happen?

MR. FOSTER:

Mr. Chairman, I am sure, as in most cases, there is a large area of cooperation. It is available to all of us. But with respect to a proposal concerning the games and contact with my office or the department and the University of Alberta, there has been none.

MR. WILSON:

Mr. Chairman and hon. Minister of Advanced Education, it appears that chiropractic is one of the fastest growing professions in Canada, and the Canadian Memorial Chiropractic College in Toronto which opened in the fall of 1968 was geared up to handle 120 freshman applications per year. Last year they had applications for 475 and they have had to institute a formula system. Alberta has at the moment 30 students enrolled at the Canadian Memorial Chiropractic College in Toronto.

Faced with this increasing demand for chiropractic health care in Canada, and particularly in Alberta, and the increasing desire there seems to be on the part of young people to enroll in chiropractic, it's my understanding that the Canadian Chiropractic Association is considering the need for additional college facilities in Canada. In fact, applications have been made to universities in the four western provinces. However, I understand that nothing has been firmed-up in that regard yet and that many students from western Canada who desire to take up the profession of chiropractic are still forced to go to the States.

I understand the Palmer College of Chiropractic in Davenport, Iowa has, at the moment, 45 students from Alberta enrolled plus students from all across Canada.

Now further statistics coming from the Davenport school, the Palmer Clinic at Davenport, say the need for chiropractic services is increasing at a steady rate of about 10 per cent per year. And in Alberta about half of our chiropractic practitioners have been practising for 15 to 50 years and many of these chiropractors are wanting to retire or slow down. We are not able to supply the replacements even for them.

The cost of attending chiropractic colleges in the States is certainly a drain on funds from Alberta. I think it costs them approximately \$3,000 per student per year, plus the cost of their families if they are married. So it would appear that Alberta chiropractic students attending in the States spend about \$225,000 of their money in the United States, or in Ontario, to obtain their education.

We've had, since 1969, 211 students from Alberta attend the Palmer College. So the additional cost to Alberta students as well as western Canadian students is certainly high. We're forcing the students to spend the money out of the province and out of the country. I was just wondering if you had given any consideration to a school of chiropractic in Alberta.

While I am on my feet, I would just like to also ask if you have considered a school of podiatry in Alberta? It seems to me that in this profession, which is recognized by the Alberta Health Care Insurance Commission and which is providing services to Albertans at a growing rate, there may be possibilities here. And I'd like or welcome your views on this subject.

MR. FOSTER:

Mr. Chairman, the hon. member began by saying that the Canadian association, and presumably the provincial association was exploring with universities and colleges in Canada the question of new facilities in this nation. And that is, I think, where the proper initiative should come from. If it is, I assume you're correct.

Personally, I have had a meeting with the Alberta association which expressed interest in this sort of facility. And it is my understanding that they are discussing this proposal with one or more of the universities or colleges. I'm not sure which. Sooner or later this situation will surface from one of those institutions, assuming passage of current legislation, to the Department of Advanced Education.

With regard to podiatry, I have had no discussions with anyone.

MR. CLARK:

Mr. Chairman, I would like to ask the minister to explain how the department is going to deal with the monies in 3004 in light of the fact that under the legislation that is before the House, the department or the minister will be assuming the responsibilities. The minister will really have the responsibilities for the whole university commission operation. I could touch here on the powers under the Act, but that likely isn't necessary.

I'd like to ask the minister how he sees his office and the department operating and handling these new powers this initial year? Mr. Minister, when you are answering that for us, would you keep in mind the commitment of the University of Calgary, and particularly the first point in the agreement that you and the University of Calgary agreed to:

The powers and responsibilities accorded the Universities Commission under The Universities Act will be transferred to the minister and will not be delegated to the public service. The university can expect direct and regular access to the minister, in addition to access to his officials and the Advisory Committee...

and so on. The part of that statement I emphasize: "The powers of the minister will not be delegated to the public service." Now that statement, in light of Section 62, that the department is taking over the responsibilities of the commission -- how does the minister see himself functioning in light of this situation?

MR. FOSTER:

First of all, Mr. Chairman, I assume the hon. member is referring to Vote 3004?

MR. CLARK:

Right.

MR. FOSTER:

Secondly, I don't think there is any doubt that the office of minister, regardless of the person, is responsible. That's been argued before this House. Whether you know it or not, regardless of a decision your staff may make, the minister is responsible.

MR. HENDERSON:

Accountable.

MR. FOSTER:

Accountable and responsible right here, and also in terms of the public. Now if they want to put their finger on someone, it's here. So while many, many, many decisions are made by the staff of any department, ultimately the minister is responsible and accountable. So when you talk about not delegating the decision-making authority and decisions to the public service, that's true in the sense that the office of minister is responsible to the university community or to the college community or to any other community for the decisions when they are taken. The universities and colleges wanted the assurance, and it's valid, that they will have the opportunity of having some input to these decisions to the office of minister, which I think is also valid.

The possibilities for delegation of powers exist primarily, in my view -- and maybe only -- with respect to the role and function of the Committee on University Affairs. There may be some powers or functions which should be delegated to that committee and removed from the office of minister, because once a power is delegated it can neither be redelegated or returned until it is rescinded. So once delegated, it's gone. And maybe there are some powers and functions which should go to that committee. That has not yet been resolved. But as I said on second reading, we'd like to retain that flexibility for the moment.

With respect to the allocation of funds of the \$99.4 million, Mr. Chairman, the staff of the Universities Commission after examining budgets and a lot of other information, brought forward certain recommendations to the commission in terms of the division of the funds, formula and non-formula, and I know the member is very familiar with it. The staff of the department will do exactly the same thing with respect to universities and colleges in the future, and

bring forward a recommendation. The decision rests in the office of minister under the current structure.

Now, the minister would be very wise, in my judgment, at that juncture, to test that recommendation on the Committee on University Affairs. Once the advice has been received from the staff of the department and a reaction and response from the Committee on University Affairs, decisions are taken. If there is some institution which feels particularly aggrieved by the decision, they have access to have the matter appealed, as it were, by the committee and a re-examination by the minister and discussion with the minister.

But I would far sooner see a careful analysis and consideration and discussion take place before the division and the decision. Ultimately it is the office of minister which is responsible, and this business about transferring to the public service is an assurance to the university community and the college community that the office of minister is responsible and accountable.

MR. CLARK:

Mr. Minister, then could I go on to the question of the arts and science program at the University of Calgary last year? I think herein lies a number of the fears that have been expressed to you and to others as a result of the decision the commission made on the three and four year arts program at the University of Calgary last year. I think those people in the academic community, and I guess some in the political realm, who used the term 'financial blackmail' that the commission was using.

The matter centred around the weighting factor and the fact that the commission was not prepared initially, as I understood it, to give any weighting to a fourth year of a program in arts and science unless the University of Calgary also met certain conditions as far as the three year program was concerned.

As I have read the correspondence back and forth on this particular matter, the thing seems to hinge on, in fact, whether there was much consultation, at least meaningful consultation, between the University of Calgary and what it had in mind as far as the arts and sciences program was concerned over the next two to three years.

As I indicated, I think this is the area where much of the concern rests with some people in the academic community because of what happened last year, because at that time it had already been announced that the commission was being phased out, and whether we want to admit it or not, in the eyes of some people, certainly the commission was not in the strongest position in light of this announcement.

So will the minister comment on what happened as far as the arts and science program last year at the University of Calgary?

MR. FOSTER:

Mr. Chairman, obviously I was not privy to the discussions or negotiations or contact between the commission and the university over the years. I understand this is a matter which did, in fact, extend over a period of some time, I have a belief it was beyond a year. I think the question of that three and four year arts business at the U of C was two or three years in discussion because in that interval of time there were discussions with Lethbridge and Alberta concerning three and four year arts programs and weightings. Some tentative weightings were allowed and the understanding was it would be reviewed. I don't know if I can go into it all in detail here although I could get the information if you would like.

I recognize the concern to which you are referring. The argument has been put, and I am in no position to judge its validity or to express an opinion on it, that perhaps the commission did not have the legal authority to do what it purported to do. I didn't know, I'm no judge of that. It is interesting that once a decision was taken and if it was in the jurisdiction of the commission to do -- let's assume that it is -- that the reaction was then that the ball lies with the government and government must do something about it. I come back to my old comments earlier about a buffer and the effectiveness of a buffer when there is somebody else who has some say in the decision.

I don't know what kind of information the hon. member is looking for in terms of this three and four arts question, or weighting question. Obviously the university community would be anxious to review the weighting factor in a

number of courses and a number of areas. Obviously this will be a part of the formula with respect to university financing, something with which the department and my office and advisory committees are going to have to deal.

Also we will have to make some decisions in respect to the lengths of the programs, in consultation with others. I don't know that we serve too much good in digging up old ground in this question of a three and four year arts program or the weighting factor, but obviously we are going to have to reconsider it.

MR. CLARK:

Following along from there, this really opens up then the whole area of the relationship between the universities, because up until 1962 or 1963 we only had the one university with the University of Alberta. Then the University of Calgary came along and as far as the commission was concerned the two were getting so they were somewhat equal as far as ability to negotiate back and forth and so on, despite the fact that the University of Alberta is certainly senior in many regards and has many more graduate programs.

Then with the development of the University of Lethbridge we have a particular kind of situation and I agree with the comments you made earlier there. But with the changes that are now taking place and with the responsibilities resting with the department, I think there are many people in central and southern Alberta who are right at this time asking, what is the future role of the University of Calgary? Because the Worth Report has suggested the University of Calgary ought to forego further development in graduate and professional education, leaving these, with a few exceptions, to Edmonton. I think it is fair to say this would be a reversal of the white paper on post-secondary education that was made available in 1970.

But the fact remains that after this matter was raised by the University of Calgary, the Premier then went and spoke to one of the service clubs or a group at the University of Calgary and assured the University of Calgary that they would have an opportunity to set their goals and objectives and to be involved in this kind of operation.

I would like to ask the minister at this time, what role does he see for the University of Calgary? Because if we are going to be committed to this idea of no further development of graduate programs and hardly any growth as far as professional programs are concerned at the University of Calgary, it seems to me that in this province we are going to develop a University of Alberta which will appear to be almost a super-university, with the University of Calgary not nearly as involved in the professional programs or just dabbling in graduate areas, and then the University of Lethbridge being a particular kind of institution. Frankly I wouldn't favour that kind of arrangement.

But I think what we are interested in here this evening is not perhaps my comment, but the minister's comments. What does he see for the future of the roles of the University of Alberta, the University of Calgary and the University of Lethbridge?

MR. FOSTER:

Well, Mr. Chairman, that is more than a major question. Much of the concern that has been generated, not just with respect to the University of Calgary but with respect to NAIT and SAIT, Lethbridge, Mount Royal College, arises out of two studies which attempted to define the roles of some institutions. A Choice of Futures, the Commission on Educational Planning had something to say about many institutions and there was a reaction to that from all of them, at least they were dealt with in the report.

Master Plan No. 1 had something to say about the roles of many of the institutions, if not all of them, in advanced education. And the hon. member well knows that there was a good deal of reaction and response to that, some of it very negative. That obviously served some very useful purposes however by causing people to think about their roles, their futures, their goals and their objectives.

I don't think it rests with the Minister of Advanced Education or the department to say at this point, here is your future Alberta, here is your future Calgary, here is your future Lethbridge. I think what we have got to do is develop a broad view of the advanced education community in this province and then sit down and talk with the decision-makers of each of these universities about their role, about their future and about the goals they have.

Now you have talked about the Premier and his comments with respect to Calgary and a suggestion that the board there, and the university as such, think about its role and its future, and we are doing the same. We will talk with them about their future and that will be determined really when proposals come forward for new faculties and new programs and new facilities.

I don't think it rests with government to say: "Calgary, you shouldn't have that, cut it out and we will do that in Lethbridge", and "Alberta, you don't need those graduate programs, let's move them to Calgary." That it is something that while others may want to do it, we don't have the authority to do, and I would argue against those who feel that we should have that authority. We have the opportunity of discussing those sorts of things with the institutions but not of ordering that they be done.

We have a good deal to say about the future development of how we answer where we go from here with respect to the development of Calgary, or Alberta, or Lethbridge.

With respect to Alberta there are many voices over there, some of them very senior, who say, "Look, government, why don't you just set a ceiling of 20,000 students, cap us at that level, let us do what we are now doing within that framework and we will do an excellent job. We can then worry about the role and the development and the future of Lethbridge, Calgary and Athabasca such as it is."

I don't think -- in fact I feel very confident that it is not my role now to say to the university community, "These are your roles, and the decisions that you bring forward for us to make about your future will be made in light of the pigeonholes into which we have already plugged you." That is something that we have got to assess continually and discuss with the institutions, and be prepared to discuss with Alberta what we think about Calgary and vice versa, and Lethbridge. I don't think I can give you a very simple answer to that question, obviously.

MR. CLARK:

Could we have another go at it then, Mr. Chairman? First of all, Mr. Minister, do you subscribe to the recommendations of the Commission on Educational Planning in rather general terms when it talked in terms -- there really would be very little, if any, further development in graduate programs at the University of Calgary? Has the government got a position on that?

MR. FOSTER:

I don't believe we have a position on that. I prefer to believe we will consider that kind of question when a program approval comes forward. Then we will have to make some decision.

As you know the legislation currently says that our authority to rule on these matters is on the basis of avoiding unnecessary and undesirable duplication. Now that assumes as I said before, some duplication is both necessary and desirable -- with which I agree. It's a question of to what extent does it go. I come back to my earlier answer. I don't think we start carving up the university community and moving bits and pieces of it around to fit some master plan of the Department of Advanced Education because we don't have one.

I have some concerns with the university community when the argument is put that in order for a university to mature it must have and accommodate all the faculties that other mature universities have. I think we can have unique institutions that don't include faculties of medicine, dentistry, law, arts, education, science and you name them. But for some reason there are some voices in the university community who equate growth with survival -- and I think that's very wrong -- and who say maturity is growth, and maturity is having everything that the University of Toronto has, and until we have everything that everyone else has we will neither survive nor mature, which I think is nonsense.

I would invite the university community and the community of Alberta to think about some of these things and not to buy the argument that maturity and survival is growth to the 'Nth' degree.

MR. CLARK:

Then the minister isn't really committed to the recommendation that there would be no further growth of graduate programs at the University of Calgary? What about professional schools at the University of Calgary?

MR. FOSTER:

Again, we will examine those as they come forward. We have talked for some time tonight about a law school, that's a professional school.

I can give you some right from the hip reactions. If somebody wanted to build another medical school at the University of Lethbridge, I wouldn't have much doubt about saying that I would be a hard man to deal with on that subject.

MR. CLARK:

We'd even support you.

MR. FOSTER:

I think you would support me. But I think it would be unfair and unwise to make those kind of value judgments, just snap, without assessing the advanced education system in Alberta and the facilities that exist outside our borders for other professional schools as to whether or not we expand the professional schools on one campus or provide for them on a second, third or a fourth.

MR. CLARK:

Therein, Mr. Minister, really lies the problem, I think. At least until now I haven't, and I'm sure many others haven't heard you come out and say very frankly you are not committed to the recommendations of the Worth Report as far as the future of the University of Calgary is concerned, or the University of Lethbridge. Frankly, to me that's a relief.

I appreciate you being so direct in saying it now because not just people in the university community but people from a wide area in and around Calgary, I think, have had some very real concerns about the future of the University of Calgary. That's why I initially asked the question, what role does the government see for the University of Calgary in light of the Premier's comments? I assume from what you've said that the government itself, recognizing that this has to be done -- role of all the universities -- has to be done in tandem with the universities. The government and your department really hasn't moved in this area in the last 18 months.

MR. FOSTER:

Mr. Chairman, there are voices in our society who say governments should tell us what the role of this is. In fact I can think of one very strong voice in Calgary that has said, governments should tell us what they see as the role of the University of Calgary.

I don't buy that. I think we are part of the decision-making process. But the University of Calgary, the Calgary community, the Alberta Community obviously have something to say about that. I appreciate the hon. members remarks.

I have said much of what I have now said to a number of groups. I continue to be surprised that on occasions it's news.

MR. NOTLEY:

Mr. Chairman, on a slightly different topic, but one that relates to the Worth Report. Mr. Minister, last week the Minister of Education advised the House that both he and you would be making some statements with respect to various recommendations in the Worth Report. One recommendation that relates to this particular appropriation concerns the financing of universities, and that's the proposition in the Worth Report that perhaps we should move to a place where the students finance as much as 25 per cent of the costs of running universities. I personally think that's a pretty horrendous proposition. I know that in the question period the other day you pointed out that there would be no major at, or least significant, increase in university tuition fees this year. But my question to you is, have you come to any conclusion yet, as a department, on Dr. Worth's recommendation as to future university financing and enlarging the share borne by the students?

MR. FOSTER:

Well, Mr. Chairman, I appreciate the question. I don't want to try to guide the House, but I don't want to get into a detailed discussion of the over 400 recommendations in that report. But I'd like to reply to your question this way.

Specifically with respect to the proposal that students should pay 25 per cent of their program costs -- that has, I think, some rather obvious dangers, given the present provincial-federal financing arrangements. For example, if you took the costs of certain programs in our smaller colleges, say the Agricultural-Vocational College, or even the University of Lethbridge where unit costs are very, very high. You are going to ask a student in those circumstances to pay 25 per cent of many, many thousands of dollars. And yet some student in another institution would be paying 25 per cent of fewer thousands of dollars.

That is one proposal. It is not unrelated to the question of federal-provincial financing and what the federal government is prepared to do in the future with respect to student finance. We've had some assurance from the federal government that there will be no significant changes brought forward by them without prior and full consultation and discussion with us. I'm grateful for that. I'm not aware of anything immediately on the horizon in terms of a specific proposal, but there is a good deal of concern.

I think you will conclude that I have some grave reservations about the 25 per cent factor. At the same time, I think that we can look forward to a re-examination of the question of what portion of university or college education a student should be expected to pay for himself, and what portion the state should be expected to pay. That is something we will have to assess and I think it will partially be answered by discussions we will be having with the federal government in the course of next year.

MR. HO LEM:

Yes, Mr. Chairman, I have a question to the hon. minister regarding the faculty of journalism. Has there been any consideration given to establishing a faculty of journalism in the University of Calgary? At the present time any one who wants to pursue this type of study must go out of the province, and I feel that this a very important profession, in that much of the public's thinking is gauged by what is read in the press today. I'm not suggesting for a moment that we don't have responsible reporters at the present time, but the fact is that there is a growing demand for these people.

With the decline of general enrolment in the University of Calgary last year, and there are indications that it is not going to improve in 1973, there must be some facilities that might be available for the establishment of such a faculty. You consider that, of course, limited facilities are needed in the way of laboratories.

All you would need is a library, textbooks and the actual physical space to have a faculty of journalism established in the University of Calgary. Another thing is that while we want to bolster the various faculties and development of the University of Calgary, we take a look at the University of Alberta where this thing is getting to be quite an empire -- I am thinking that perhaps we can do something to alleviate the situation by having an additional faculty or faculties at the University of Calgary.

MR. FOSTER:

Mr. Chairman, I am not personally aware of any proposals for journalism at the U of C. There may be. I just don't happen to be aware of it. If you like I can find out.

Your suggestion that Alberta is a mature, large university and that the wealth should be shared with others, including Calgary, supposes the authority in someone to say, "Alberta, we will thank you but remove those faculties from you and give them to Calgary." And that is germane to my comment. There is no other way unless the University of Alberta is to be so magnanimous as to say, "Well, we will shut down that program and let Calgary have it."

MR. HO LEM:

No, I am suggesting, for instance, that should any new faculties be established to give consideration of priority to the University of Calgary and particularly when I mention the faculty of journalism which is certainly a worthwhile one to consider.

MR. CHAIRMAN:

Mr. Ludwig, did you have a comment?

MR. LUDWIG:

Mr. Chairman, I am concerned about provision of utilities for the universities. There used to be several million dollars spent by the government, through capital works, for putting in utility services. I am just not sure where this vote is now, whether you have discontinued providing those services through DPW and the expenditure is included in the university's grant, or whether you still provide services for utilities, which are a very major item of expense for the government, through some other source?

MR. FOSTER:

I am sure, Mr. Chairman, that some portion of the \$61.5 million that goes to the U of A pays, in part, for some quantity of utilities but not the item to which you are referring, I don't think. I think there is a vote in public works, a substantial vote in public works, with respect to utilities. I am not positive but I think that is true.

MR. LUDWIG:

Could the minister determine whether that is a fact because if it ...[Inaudible]...I believe that the figure of grant to the universities, if that includes utilities, is in fact a reduction if anything. I may be wrong. I am just inquiring because I have not located that specific expenditure which is a fairly major expenditure.

MR. FOSTER:

I'll check it.

MR. CLARK:

I wonder if the minister would just comment on three matters. I will make my remarks quickly and he can, perhaps, comment quickly. One is on the computer study, Mr. Minister. Where does that stand? What progress is being made?

Secondly, what progress has been made in the last year on the question of transferring of credits between universities and between universities and colleges, and how is the transfer of credits in engineering working out from NAIT to the University of Alberta?

The third one is the question, has the department taken any initiative in the last year on this question of members of the staff at the universities from outside of Canada? It is a question of follow-up from the Moir report on foreign influence.

MR. FOSTER:

Very briefly, Mr. Chairman. I have received the interim report of the steering committee on computer study. I expect the final report to be ready some time in June or July.

With respect to the transfer of credits, within the non-university sector there is a working arrangement with respect to transferability and my information is that it is working rather well.

With respect to the university the same, 'old problem' exists. There is a suggestion put forward by the universities coordinating council that a special council be created or established, representative of the universities, the colleges and the other institutions -- of senior people to resolve this question voluntarily of transferability between the non-university sector and the university community. The only alternative to that, in my view, to carry it further would be for government to get directly involved. And I am just not prepared to do that. I think that where possible these things should be worked out by the institutions, and if necessary, a good deal of encouragement should be given by the minister's office and other authorities. We have not yet specifically responded to the proposal from the Universities Co-ordinating Council on transferability.

I might say that in a discussion I had with CACA a day or so ago the question was raised. I then reported that it was my information that one of the colleges was having great difficulty getting one of the universities to communicate with it on this question of transferability. And I am very hopeful that the university community, if they have failed to do so, will be somewhat more responsible and help the colleges in this question of transferability.

With respect to the transferability of NAIT and engineering, I am not specifically aware of the situation.

With respect to the Moir report and this question of staff, I know the boards of governors have discussed this and have taken a position on it. I come back to the report itself. It says that it is not the role and should not be the role of government to indicate to the institutions what their staff policies, personnel policies and indoor management policies should be. And I'm inclined to agree with that. I think the institutions themselves have had a good airing of the basic recommendation of the Moir report. I think they are generally in sympathy with it. And I believe it can be said that their hiring practices have been accommodated to the spirit of the Moir report.

MR. CLARK:

Mr. Minister, in regard to the question of transferring credits between the university and the non-university sectors of advanced education, nothing has really transpired in the last year there?

MR. FOSTER:

Not with respect to universities and colleges. There has continued to be a great deal of discussion between the colleges on the one hand as an example and the universities. I don't know how much longer this discussion can be continued. As I say, the Universities Co-ordinating Council has obviously recognized the problem, and has made a recommendation as to one way in which this problem can be accommodated and resolved by the parties themselves without any government interference, if I may use that expression. And I'll be discussing this with the department and representatives of the Universities Co-ordinating Council and making a response to that very shortly, I suspect.

MR. CLARK:

Mr. Minister, might I say with all due respect to the Universities Co-ordinating Council, they have recognized the problem for some time. And might I say to them, if the minister wanted to lend some friendly persuasion within the spirit of the act, I think it would be appropriate and would be very well received by a number of young people who are caught up in this bind right now -- and a lot of parents. And I, for one comment for no one else in the Assembly, would encourage the minister to use some friendly persuasion to encourage the Co-ordinating Council either to get on the ball or let the minister use some of those additional people he's got in the department to see that something is done in that area. I would strongly endorse doing that.

MR. FOSTER:

Thank you.

MR. LUDWIG:

Mr. Chairman, I did pose a question to the hon. minister about utilities, and I find there is an appropriation in DPW, not under Advanced Education, for \$3,600,000 for utilities. I wonder if the minister could advise whether the University of Calgary and the University of Lethbridge take care of their own utility services, because there appears to be no vote except for the University of Alberta.

MR. FOSTER:

Yes, I believe that's true. With respect to the University of Alberta, the utility vote in the Department of Public Works includes not just the University of Alberta but the sanatorium, the Jubilee Auditorium, the research council and other facilities in the area. We are currently discussing with the University of Alberta this question of the responsibility for utilities, who should have them and how they should be funded. It's currently in the vote of the Department of Public Works as you point out.

MR. LUDWIG:

Mr. Chairman, while we are on this matter of university spending for utilities, what is the future of this old Indian residence school at the University of Athabasca? Are there any intentions of moving ahead with anything in that area in the foreseeable future?

MR. FOSTER:

I understand, Mr. Chairman, that is property -- what was to be the Athabasca site -- property owned by the Department of Public Works. The Department of Advanced Education has no interest in it whatever. It is not the Athabasca site. It will not be the Athabasca site. The status of that building out there or the school, I'm just not familiar with it.

MR. LUDWIG:

Are there any plans for expansion or construction of the Athabasca University at the present time?

MR. FOSTER:

No.

MR. LUDWIG:

In the foreseeable future?

MR. FOSTER:

No.

MR. LUDWIG:

Has there been any change of heart as to the location? Is there any chance that this might pop up in, say, the Red Deer area?

MR. FOSTER:

Pardon me, Mr. Chairman. I get the wildest questions from the hon. gentlemen opposite. However, Athabasca has, in fact, moved from an office building in downtown Edmonton to an office building in north-central Edmonton. I've forgotten the name of the building, but it's up there. Athabasca is not about to become a great physical structure.

MR. LUDWIG:

Mr. Chairman, seeing as the hon. minister is rather amused about the wild questions, I'll have to get back down to earth and tell them that I'm only following in the footsteps or rather the wild promises of the Premier to have a university at Red Deer. So I just want to know if the minister can tell us whether the proposed University of Athabasca is a dead issue as far as we are concerned at the present time?

MR. FOSTER:

No, Athabasca University exists. It is alive. It is very modest and very small. It is a special pilot project and we have funded it and arranged for its life to extend over a period of four years and perhaps beyond, on the basis of an annual review. But it will not be the \$50 or \$60 million project it was once envisaged to be.

MR. LUDWIG:

Mr. Chairman, if the hon. minister is saying there is a spark of life in the Athabasca University, could he tell us how many faculties and how many students it has at the present time -- if it is alive?

MR. FOSTER:

It's alive, Mr. Chairman, to the tune of approximately \$450,000.

[Interjections]

I appreciate that. It is a pilot study in advanced education. It exists as a university. I do not expect that Athabasca will accommodate students in the traditional sense, in that it will have 300 or 400 students physically in a structure under course, and those students will graduate and move on to other institutions or into the public. I expect that they will be offering programs and courses leading to degrees within their own institution, hopefully transferable to the other universities of Alberta and recognized by them. I want to emphasize that it is on a very short string, but it does exist as a university.

MR. NOTLEY:

I'm not quite sure I understand the implication of the minister's answer here. He says it's alive, but it surely to me doesn't seem to be doing very well. Just exactly what kind of programs are going to be offered? The minister says they are not going to be under one roof, there are not going to be 300 or 400 students. I gather this year that there is no faculty and no students, yet \$450,000 is being spent.

MR. FOSTER:

They will be acquiring a small faculty. Traditionally, Mr. Chairman, a university is and has been a physical structure, a large physical structure, and students go into that structure and gain an education and come out a year, or three or five or six years later with an education. We've been through that.

Athabasca is going to try to bring university courses and other courses to the public of Alberta in a different way, by not requiring them to go into a physical structure and take courses in a lecture system in the usual way. Hopefully they will be able to provide courses, as I've already announced, some of them by newspaper, where they would employ the tutorial system to a limited extent. They will be able to use tapes and other forms of material that can get the information to the student without requiring the student to be physically present in a structure five days a week to gain his education.

I don't know at this time what specific courses Athabasca will be offering. I know they are starting work on several and have announced one by newspaper. I have referred to that, but I have forgotten the name of it. I think it is an environment course of some kind. But they are trying to avoid the traditional pattern of a university in the sense that students come to a physical structure for their education.

[Off record]...determine that Athabasca will be able to utilize some of the modern media methods for disseminative information. There has been some discussion in this House about the proposed Alberta Educational Communications Corporation, I would be very hopeful that Athabasca as a university would work very closely with that organization and that they could in time use those facilities to develop courses, whether for credit or otherwise, which would become available to people in large areas of this province, not just in a physical site on a university campus.

MR. NOTLEY:

Mr. Chairman, do I take it that Athabasca, in fact, is a follow-up from the recommendation in the Worth Report that we develop this kind of agency which would provide prepackaged tapes and correspondence type university courses et cetera for the rural areas?

I am wondering whether or not the government has given up any hope of further decentralizing the university structure? Is Athabasca the last university as you see it in practical terms in this province, or do you foresee any possibility of universities at other places in the province?

MR. FOSTER:

First of all, I think that Athabasca today and the role that I have -- probably not well -- defined for it, was a role that Athabasca always saw themselves doing, except that they were also going to have the large physical plant to accommodate students on site. So in a sense it is a reduced version of Athabasca without the physical site and having students of their own.

So to answer your question, it is a yes and no in respect to A Choice of Futures and the role of Athabasca. With respect to the need for future universities, and whether or not the university function can be decentralized, we have, in this province, a number of excellent public colleges, most of which offer university transfer programs now. I would be hopeful that the offerings of the public colleges would, in the future, be able to be expanded both in the university area and in the vocational and technical area and the career area, and that more and more people in the smaller urban areas of this province would be able to have access to the kinds of learning experiences we are talking about, without having to travel to Edmonton, Calgary or Lethbridge to gain them, if they happen to be from outside those areas.

Combined with that, I am hopeful that the educational corporation working with the institutions and Athabasca, and perhaps other agencies, will be able to bring to people all over this province courses and programs regardless of where

they reside, so that if you live in a smaller urban area you will be able to get some programs there. Now you won't be able to take your PhD necessarily if you happen to reside in Alix, but there will be courses available in Red Deer College and probably in Camrose and elsewhere. The selection may not be as broad as you are able to get at one of the major universities, but certainly there will be some opportunity there.

I don't think we can look forward to large physical structures in the sense of a new university being built somewhere in this province in the foreseeable future. I think we have enough physical plants for our universities and our colleges. It is a question now of modifying, changing the way in which we deliver education and the content of education and those services, not how many more new buildings we make to put people in to get the experience.

Appropriation 3004 agreed to: \$99,400,000

Appropriation 3005 Universities Commission \$270,000
agreed to without debate

Appropriation 3006 Colleges

Grants: \$13,200,000

MR. CLARK:

Mr. Minister, when do we see the Red Deer College getting back to its situation of normal governance? Could we get from the minister some indication as to what the status so far as nurses training is concerned? Those two for a start.

MR. FOSTER:

Thank you, Mr. Chairman. The Red Deer College is in the process of selecting a new president. I am not sure whether or not that has been resolved finally. I understand that it may have been but I don't have officially any details on that.

We expect to be in a position to appoint a new Board of Governors for Red Deer College in the course of the next several weeks, I would hope not later than the middle of May. It should be fully operational by then.

As you know, Dr. Fast, the administrator of the Red Deer College has been established as an assistant deputy minister responsible for programs of this department, and he is finding it very difficult to work in the Red Deer College context and with the department. Obviously he will have to be in that institution for some time to assist the new board in getting their feet on the ground and discovering what a public college is all about. But I am hopeful in the course of the next several weeks that that will come to pass.

I'm not really sure what the hon. member was referring to when he was talking about nursing in the Red Deer College.

MR. CLARK:

Nursing in the college system, Mr. Minister.

MR. FOSTER:

Some of the public colleges, I understand, are offering nursing at the moment, but there has been no firm decision to totally transfer nursing training from hospital based training programs to colleges, although this does exist in several areas.

MR. CLARK:

Mr. Chairman, just following along that. In the Department of Health and Social Development, Subcommittee A, when we dealt with Health and Social Development, it was my understanding from the answer that the Minister of Health and Social Development, Mr. Crawford, gave that evening that, in fact, the decision had been made to transfer nurses training to the college system. Now there were other members there. But that was the impression I came away with, that that decision had been made and that was the direction the government was going.

MR. FOSTER:

Well, that is the direction in which the government is going because that has already been achieved in several areas and there is college-based nursing programming going on now. If that was the information that the hon. Minister of Health and Social Development provided to you, I will check on it. It may be that I am not as well informed as I think I am.

MR. CLARK:

I will just ask one other question. Mr. Minister, what about the question of publicity for the various colleges? Will each college continue to handle its own publicity program or, in fact, will they be handled by the Bureau of Public Affairs?

MR. FOSTER:

No, each college, each university has the responsibility for publicizing its own services, and clearly that it is an internal management situation with them. I am sure the Bureau of Public Affairs stands ready and willing to assist the colleges or the universities for that matter in this area. But that is a function to which they are legally entitled. I am very sure that the Bureau of Public Affairs, as I said would like to help and offer them some advice and assistance, but the bureau would not specifically be assuming that function for them, not without their cooperation and consent.

MR. CLARK:

Would the Bureau of Public Affairs then be doing any monitoring for the government as far as the publicity programs carried out by the universities or the colleges? And I ask this quite frankly because of the concern expressed by some people in the college community.

MR. FOSTER:

I wouldn't be a bit surprised if the Bureau of Public Affairs did not follow the publicity being done by colleges and universities. The Department of Advanced Education will be doing that frankly, to the extent that we have the budgets of each of these institutions before us. We are privy to all this information. We would like to know how much money is being spent on advertising in these areas, but we don't have the right to say to a university or college "You can't spend that money on that advertising program or in this way." They would like to know but they don't have the right to say yes or no.

MR. CLARK:

Have you or officials of your department then asked the Bureau of Public Affairs to look over the shoulders of any of the universities or colleges and specifically see what they are doing in this area and see if it shapes up?

MR. FOSTER:

Certainly I have not asked the Bureau of Public Affairs to do it. It may be that there have been people in the department who have suggested to the bureau that they might do this. I wouldn't be a bit surprised if the bureau was doing this. It seems to me that it is not a bad idea but they should know the advertising activities of government agencies and boards and commissions et cetera. But I have to emphasize that this is an internal function of the university or college. The Bureau of Public Affairs, while they may want to know what is going on in terms of advertising and promotions within the public funds generally, have no right to start ordering things to be chopped or changed.

Appropriation 3006 agreed to: \$13,200,000

Appropriation 3007 Colleges Commission \$302,000
agreed to without debate

Appropriation 3008 Students Finance

Salaries: \$360,048

MR. NOTLEY:

Mr. Minister, you mentioned a few moments ago that you were discussing the matter of students finance, if I'm not mistaken, with the federal government. I

wonder if you could be a little more specific about your negotiations with the federal government?

Secondly, is there any ongoing study, or has there been any study recently by the employees of this particular department about the various options available in student finance. I am talking about, for example, the possibility of eliminating tuition fees entirely, perhaps a different mix between grants and loans, and what have you. Has there been any study done within the last, short period of time?

Also, have you any idea what the situation is in other provinces?

MR. POSTER:

The discussions we have had with the federal government have been primarily with respect to the current Canada loan system and ways in which that might be improved. I think we agree that any system can always be improved. As we gain more experience we find ways of improving things.

We were concerned, frankly, that the federal government might have had plans at a rather mature stage for some other kind of student finance. As I said, I was happy to discover that that is not the case at this time. They don't have any specific proposal to make to us -- now that may have changed in the course of the last few months -- but they would be prepared to discuss it with us.

There was, I think, a good deal of hearsay that perhaps the federal government was giving consideration to an income tax scheme which would require that a student could borrow, if you will, a substantial amount of money for his university or college and would pay it back as a percentage of his income tax after graduation, for a certain period of time.

So, if a student borrowed, for the sake of argument, \$5,000, took Fine Arts and was unemployed for the rest of his life and didn't pay any income tax he really wouldn't pay his \$5,000 back. If a doctor or somebody else borrowed \$20,000 and paid it back as a percentage of his income tax he might pay \$35,000 in the course of the next 20 years as a percentage of his income tax.

That seems to be a rather popular, and that's very simplistic, a rather popular idea with some sections of the student community today as an alternative to the existing loan remission system.

I'm looking forward to discussion, which we will be having in the immediate future with the federal government on the question of federal-provincial financing and any new suggestions or comments they may have and we have, with respect to student finance.

With respect to studies, I would like to take you back about two years. I think it's true to say that the year before this government came to office there was a grant system in student finance. Just before we came into office the entire student finance picture changed. The grant situation was cut out completely in favour of a loan system which has a built-in remission factor, as you know, of 25 per cent.

That system was implemented quite late in the summer just before we came into office and we experienced a good deal of difficulty getting it operational shortly after we were here. We have now had really a year and a half, if that, experience with that plan and we are now discovering what is good about it, what is bad about it and what can be improved upon.

I think there is little doubt that the student finance officials can provide us with a good deal of information -- whether you want to call it a study or not I don't know -- with respect to this proposal -- or a change to a grant system or a loan system without a remission factor, grant and loan -- these people seem to be very well informed of these options and the ramifications of them. I could inquire to see if there are any official studies done as such but I know they have a good deal of information.

You also commented on the situation elsewhere. I don't specifically recall the other situations in Canada. I know there are some provinces which just use Canada Student Loan funds, period. They don't provide any provincial monies at all. There are some provinces, I understand who use Canada Student Loans and then have a small grant system. Others have a loan system - Alberta has a loan with a remission system. Quebec on the other hand, has opted out completely. They get a certain dollar figure from Ottawa based on a percentage of what they would get if they were under this plan and they manage their own affairs.

That's an option existing under current legislation. If you are interested in knowing how the other provinces deal with the question of student finance, I'm sure that information is readily available.

Appropriation 3008 agreed to: \$497,370

Agreed to without debate:

<u>Appropriation 3009</u>	Education of Servicemen's Children	\$ 60,000
<u>Appropriation 3010</u>	Students Loan Interest	2,027,000
<u>Appropriation 3011</u>	Students Finance Awards	1,577,100

Appropriation 3012 Miscellaneous Grants

MR. CLARK:

Let's go back to 3012 for a moment, and I think this is the proper place to ask it. If it isn't, the minister can advise. Mr. Minister, with regard to the carrying-on or the following-up of Alberta NewStart in that northeastern area of the province, I understand that you have had some submissions made to you from a number of organizations, agencies and so on. What's the future of the organization Pa-Ta-Pun in Lac la Piche and what generally is happening in the northeastern area with the information that NewStart picked up and where is it going from there?

MR. FOSTER:

I wonder, Mr. Chairman, if we could deal with that question on a later vote which is specifically on this matter?

Appropriation 3012 agreed to: \$250,000

Appropriation 3014 Agricultural and Vocational Colleges Administration

Salaries: \$45,092

MR. NOTLEY:

On 3014, I'd like to pose a question with respect to the general administration that relates to this appropriation, Appropriation 3017 and also Appropriation 3006. It's a question of a board which has been proposed for Grande Prairie College, Fairview College, Grouard Vocational College and I think the Hinton Forestry School.

I'm wondering whether or not the minister has come to any conclusion on his views as to the wisdom of this proposition. I might just say, Mr. Chairman, that as far as residents in Fairview are concerned, I think it's also fair to say the staff as whole at Fairview - there is a certain amount of scepticism about the board. They fear that Fairview under this scheme would become little more than a satellite of the Grande Prairie College. It's almost certain with this kind of proposition that Grande Prairie would become the focal point of the advanced education system in northern Alberta. So I'd like you to comment on that.

The other consideration that I believe I should raise at this time relates to the Worth Commission Report. As you know, the report essentially says, to make a long story short, that Fairview should either shape up or ship out of the educational field. It suggests that if within five years the enrolment doesn't improve, perhaps alternatives should be considered, one of which was an alcoholic rehabilitation center, which I can advise the minister didn't go over too well with the local Chamber of Commerce or the churches or any of the other residents of my beloved home town.

In any event, the question that was raised to me by some of the staff, was all right, the Worth Report is saying shape up, but on the other hand the administration of the agricultural colleges is so tied and centralized in Edmonton that the college doesn't really have the latitude to make the changes which are necessary to really expand its horizons. So I'd like you to comment on that as well.

MR. FOSTER:

Mr. Chairman, this is a very interesting and very lightweight question. At least it is going to require a lot of time for me to answer it. I will try to be brief.

I indicated earlier in this House that I thought the Department of Advanced Education should not be involved directly in the operation or administration of a series of educational institutions. Now, I have done some rethinking on that and I recognize there may be, and are probably, some special institutions that government should continue to operate. But perhaps there are some institutions, and I would include in that NAIT and SAIT, who in time should become independent in the sense of having some governing authority. Now I don't think NAIT and SAIT are excited about a board of governors in the traditional sense. It may be that some other kind of governing authority is a possibility.

The agricultural and vocational colleges, the three of them are relatively high cost in one sense. They have, on the face of it, very few students. They have moved from agriculture to education, so they are involved with other colleges in a working relationship, I think, much more than they were before. The question remains, not so much with Olds, but with Vermilion and Fairview -- two very small colleges, fairly high cost, located in regions which don't really provide them with much of a future in terms of a substantial increase in students.

Within the same region of the province there are other educational facilities, two of them operated by government and one by a board of governors. I have a proposal from the Grande Prairie College Board -- which I have to take some credit, I suppose, in initiating because I had some discussions with Henry Anderson, the president of Grande Prairie College, before I got the proposal and it may be that is partly where it came from -- asking would we consider the establishment of an educational authority for that region of the province having jurisdiction over a number of institutions, small ones.

Now the immediate fear is that places like Fairview, Grouard or the forestry school in Hinton, which is currently with my colleague in lands and forests, will lose their identity in their role because they are going to become part of Grande Prairie College. However, it may be entirely possible that we create a separate authority, members of the public and representatives of the institutions themselves, for that region of the province. That authority would have jurisdiction over Grande Prairie College, Fairview, the AVC in Grouard and perhaps other facilities, and each college would, to some extent, retain its name and identity in its role but recognize that it is going to have to be prepared to give up some things and gain others in terms of providing educational services for that region.

To do nothing is to carry on today. Maybe that is what we will end up doing, but we have commissioned a study on this question of governance in those institutions. I know the Chamber of Commerce from Fairview is concerned and I know about the concern of city council. I have been in touch with both groups. We would like to look at this and have it examined. When the study is presented to us we will make it available to these institutions and the communities and we will discuss it further.

On this question of governance, it may be that that principle would apply to a major urban area as well. Let's take Edmonton for example. Perhaps Edmonton would have an advanced educational authority. It could have, of the style of a board of governors with jurisdiction over NAIT, the AVC and Grant MacEwan College -- one authority. That doesn't mean that the AVC joins NAIT. That doesn't mean that Grant MacEwan College is lost and becomes a division of NAIT. These institutions could retain their name, their identity and their role but be responsible to a governing authority which would coordinate their functions in the community along with the department. That is one alternative. I think it is something we should examine. If not we may be asked, in time, to have a separate board of governors for Fairview -- and I have been -- and a separate board of governors for Grande Prairie, which we have, and maybe in time for the AVC or in the Edmonton context NAIT, the AVC downtown, Grant MacEwan College, the university and a few others.

As you add authorities within a region you start complicating what you are able to offer. I don't have any answers, but I think we should examine these possibilities and see what we get back by way of recommendations and discuss them. I would hope that whatever the decision, we will have the cooperation of the people of Fairview with respect to their college. I don't underestimate their concern. We'd like to help them. We'd like to see that college function as a college. But with respect to the level of funding that it requires and the very few students, full-time students, who are in that facility, it's causing us some concern.

I don't think the answer is simply to add programs in the hope that you will attract more students. I can refer to Lethbridge University. The argument there is: really we have the problem solved if we add a whole bunch of programs,

because if we had all these programs, we'd gather in people from all over the country.

In point of fact, there are more people in the Lethbridge census division at the University of Alberta and the University of Calgary taking courses they can get at Lethbridge than there are students in Lethbridge University.

So, simply having all these programs doesn't guarantee that people in that community are going to go to that institution. And simply expanding Fairview is no guarantee that all of a sudden we're going to have 200 students there tomorrow when today we have many fewer than that.

MR. DEPUTY CHAIRMAN:

Thank you, Mr. Minister, for your brief reply.

MR. NOTLEY:

Mr. Chairman, first of all I can take it then that there will be no action at all on setting up this 'super-board' or whatever you want to call it until there is consultation. And I can take that back to the local Chamber of Commerce and other interested groups.

The suggestion that I think merits some support, if we do get to the point where we are looking at a board of governors for Fairview, is to make sure that we draw onto the board of governors representatives of both the farm organizations. I think that while the agricultural part of the Fairview College is not a large portion of it, nevertheless, I think there probably would be some opportunities to expand it slightly.

One of the concerns, again, the staff expressed to me is the recommendation in Master Plan No. 1 that agricultural courses at Fairview be restricted to one year and that for the second year, students be sent out to Olds. Of course, if the course is not a terminal course, what will happen is that the students will simply go to Olds in the first place and just won't bother going to Fairview at all.

That really leads me to the view that in some of these smaller institutions we've got to provide courses that start and go all the way through to a final conclusion rather than just representing a step on the way. If we just start them out and then they have to come down to NAIT or SAIT or to other institutions then what happens is inevitable. Many of them will just simply come to NAIT in the first place. And there are people here in NAIT today from the north Peace area who could very easily go to the Fairview school, who would have gone to that school, had there been terminal courses available in their particular pursuits.

I'd like the minister to consider one specific suggestion. Whether we are going to have a great debate in Canada over whether we have a railway or pipeline to the North and I'm not going to get into that debate, but whatever happens, there is going to be a tremendous demand for skilled people, welders, et cetera. I'm wondering whether or not there isn't some real opportunity here to do something with Fairview College; make it the NAIT of the north and zero in, in anticipation of some of the jobs and skills which are going to be demanded.

I was talking to some of the principals behind the natural gas pipeline. They haven't convinced me of the merits of it, incidentally, but they did convince me that if they go ahead with it, there are going to be an enormous number of short-term jobs created. And I doubt, at the moment anyway, that we have enough skilled and trained people to take up those jobs. And I would think a school like Fairview could perhaps fill a role in training on a fairly large basis many of the younger people in northern Alberta who will be interested in taking up these jobs.

Appropriation 3014 agreed to: \$53,280

Appropriation 3015 Olds College

Fees and Commissions: \$251,500

MR. CLARK:

Mr. Chairman, to the minister. Mr. Minister, will the decision with regard to the future of the college at Olds be held until you get this report you alluded to earlier?

And secondly, I'm sure the minister is aware that the people at the college at Olds are less than enthusiastic about the proposal in the Commission on Educational Planning about the college at Olds becoming a satellite of SAIT.

MR. FOSTER:

Yes, I don't see us making any decision with respect to the future of Olds before we receive the report concerning the northwestern region of Grande Prairie and Fairview.

I don't really want to comment too much further on Olds, except that Olds is obviously a very successful institution in agriculture and agri-business -- particularly in that area. We are very optimistic that it has a good future, a guaranteed future, a very special role to play. We shouldn't necessarily emphasize that it is a one-specialty college, but it is primarily a one-specialty college and it may be that that role can be expanded in future. There is no doubt about that.

MR. RUSTE:

Mr. Chairman, in the annual report of your department, it refers, with reference to this vote, to about 130 students taking a farm accounting course, and it makes reference to cut-of-province students as well. What percentage of Alberta students are taking that course?

MR. FOSTER:

I don't know, but I can find out.

Appropriation 3015	agreed to:	\$1,481,400
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<u>Appropriation 3016</u>	Vermilion College	937,240
	agreed to without debate	

<u>Appropriation 3017</u>	Fairview College
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Materials and Supplies: \$60,870

MR. RUSTE:

Mr. Chairman, getting back to the annual report again, there is reference there to: "The mechanics class is growing stronger, but Fairview College can meet this demand only as budget permits." I think there was some discussion of this earlier. Is this a serious thing in this coming year?

MR. FOSTER:

I don't understand.

MR. RUSTE:

Oh, maybe I should read a little more. I'm just referring to the annual report that was tabled in the Legislature --

MR. FOSTER:

That's old now. That's a year ago.

MR. RUSTE:

Yes, but it is referring to the situation then, and I'm just wondering what it is today. It's on page 19 of your annual report.

MR. FOSTER:

What was the question again?

MR. RUSTE:

There was reference there to "The demand for mechanics classes is growing stronger, but Fairview College can meet this demand only as budget permits." My question there is, what is the situation in this current year as it relates to this?

MR. FOSTER:

I'm not aware, Mr. Chairman, of having an over-supply of students who want to take that course and funds not being available to accommodate them. I don't think that's a problem. If it is, I'll check into it.

Appropriation 3017 agreed to: \$546,130

MR. HYNDMAN:

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

MR. CHAIRMAN:

Having heard the report by the hon. Government House Leader, do you all agree?

HON. MEMBERS:

Agreed.

[Mr. Appleby left the Chair.]

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[Mr. Speaker resumed the Chair.]

MR. APPLEBY:

Mr. Speaker, the Committee of Supply has had under consideration certain estimates, reports progress and begs leave to sit again.

MR. SPEAKER:

Having heard the report and the request for leave to sit again, do you all agree?

HON. MEMBERS:

Agreed.

MR. HYNDMAN:

Mr. Speaker, I move the House do now adjourn until tomorrow afternoon at 1:00 o'clock.

MR. SPEAKER:

Having heard the motion by the hon. Government House Leader, do you all agree?

HON. MEMBERS:

Agreed.

MR. SPEAKER:

The House stands adjourned until tomorrow afternoon at 1:00 o'clock.

[The House rose at 11:05 o'clock.]