

LEGISLATIVE ASSEMBLY OF ALBERTATitle: **Monday, May 16, 1977 2:30 p.m.**

[The House met at 2:30 p.m.]

PRAYERS

[Mr. Speaker in the Chair]

head: **INTRODUCTION OF BILLS****Bill 242****An Act Respecting the
Withholding or Withdrawal of Treatment
Where Death Is Inevitable**

DR. BUCK: Mr. Speaker, I wish to introduce Bill 242, being An Act Respecting the Withholding or Withdrawal of Treatment Where Death Is Inevitable. The purpose of this bill is to provide a means whereby an individual may limit the effect of a general or implied consent to medical treatment to prevent the use of life-sustaining procedures while in a terminal condition.

[Leave granted; Bill 242 read a first time]

head: **TABLING RETURNS AND REPORTS**

MR. LEITCH: Mr. Speaker, I wish to table the response to Question No. 108.

head: **INTRODUCTION OF SPECIAL GUESTS**

MR. LEITCH: Mr. Speaker, I have the very real pleasure today of introducing to you, and to the members of the Assembly, 40 grade 9 students from St. Bonaventure school in the Calgary Egmont constituency. They are accompanied by their teacher Mr. Dave Beatty and are in the members gallery. I would ask them to rise and receive the welcome of the Assembly.

MR. YURKO: Mr. Speaker, I have a great deal of pleasure today to introduce through you to the Assembly a grade 4 class from the Capilano school, 35 students and one teacher. They're seated in the public gallery. I'd ask that they stand and receive the applause of the House.

MR. STROMBERG: Mr. Speaker, it's a privilege for me to introduce to the members of this Assembly some 30 students from my constituency, from that great town of Forestburg which, by the way, the Premier's wife also grew up in and attended. They are attended by their teacher Mrs. Art Bunney. I believe Mrs. Bunney has been bringing her students here for the last 20 years. Mrs. Bunney had an interesting experience this morning. They had no school bus driver, so she drove the students here.

They are in the public gallery. I would ask them to rise and be welcomed by this Assembly.

DR. McCRIMMON: Mr. Speaker, it's a privilege for me today to introduce to you, and through you to the members of the Assembly, an outstanding citizen from my constituency: Mr. Halvar Jonson, the president of The Alberta Teachers' Association. He is sitting in the members gallery. I'd ask that he stand and receive the welcome of the House.

head: **MINISTERIAL STATEMENTS****Office of the Premier**

MR. LOUGHEED: Mr. Speaker, a report of historical significance to western Canada, and to Alberta in particular, was one hour ago released in the city of Saskatoon, being the report of the Grain Handling and Transportation Commission, otherwise known as the Hall commission report.

Mr. Speaker, the report is of a nature to have profound and positive impact for Albertans now and in the future. In its implications, it is in fact a much more significant report for Albertans than the Berger report released last week on northern pipelines.

The western premiers and ministers of transportation were fortunate to have a prebriefing by Mr. Justice Emmett Hall in Brandon on May 6. I've had an opportunity to peruse the document, which I will be filing today, and will in due course provide all 75 members of the Legislature Assembly with copies of it. I haven't had an opportunity to thoroughly assess it, but certainly to peruse it.

Overall, the recommendations of the Hall commission are very positive for the province of Alberta and its future. Frankly, I'm excited about it. Naturally there are a few of the recommendations about which the provincial government has reservations, but the vast majority of the recommendations are supportive of the Alberta submissions and, if implemented, will strengthen the agriculture industry, economic diversification, and reduce transportation obstacles for this province. It confirms many of the positions taken by this government relative to transportation at the Western Economic Opportunities Conference and since.

Mr. Speaker, we were delighted to see that the commission accepted Alberta's proposal, which was described as imaginative, for operating the major rail lines northwest of Edmonton under one operating authority. This recommendation will have immense value in facilitating northern Alberta's development of agriculture and other resources. The commission recommends the establishment of a northern development railway department of the CNR. It would encompass the present Northern Alberta Railway, the Great Slave Lake Railway, and the Alberta Resources Railway together with other portions of the Canadian National Railway. In fact, it would require the Canadian Pacific Railway to sell its interest in the Northern Alberta Railway. It requires the establishment of an open interexchange point at both Edmonton and Dawson Creek. It visualizes construction in the future of a rail line from Fort St. John northeast, connecting the British Columbia Railway to this new system, with a junction at the Manning subdivision of

the Great Slave Lake Railway. It involves construction of a rail line to Valleyview.

The recommendations of the commission for rationalization of the rail network will allow upgrading of remaining lines to occur immediately and to be planned with certainty. The farsighted proposal of the prairie rail authority for management of light density branch lines deserves support by the western provinces. Alberta would suggest that the prairie rail authority envisioned by the Hall commission should have provincial directors.

Mr. Speaker, we are also pleased to see the commission accept Alberta's recommendation that abandoned rail line rights of way be vested in the provincial government. The commission recognized the important principles of compensation which we put forth when it recommended federal assistance to the provinces and municipalities — that the higher incremental road costs we will face as a result of any branch line abandonments. Further, the commission recommended that an amount equal to five years taxes on lines recommended for abandonment be made available to the provinces from the federal government for distribution to the municipalities.

We support the commission's view that further hearings by the Canadian Transport Commission are unnecessary for lines recommended for abandonment by Mr. Justice Hall. On balance, on the important question of rail line abandonment, the recommendations are generally satisfactory to Alberta, taking into consideration all the diverse factors involved.

Its recommendations regarding rail-car utilization, allocation, and producer-car program, all should improve rail transportation for western Canada, particularly with regard to grain traffic.

The commission made many recommendations to improve grain throughput at Canadian ports which are important to this province. For example, Alberta was pleased to see recommendations for more construction and additional utilization of Prince Rupert. The commission recommended that rates to Churchill be established from CP Rail points and that CP Rail be required to interchange its cars and hence serve Churchill. For Vancouver the commission recommended a Westac task force to co-ordinate rail operations, and a stronger role for a grain-car co-ordinator appointed by the Canadian Wheat Board.

The commission noted that grain presently stopping off for storage or milling in western Canada has been subject to a stop-off charge. It noted this stop-off charge inhibited full utilization of interior government terminals, inland cleaning, and secondary agricultural processing on the prairies. The commission recommended that this charge be eliminated immediately and that the railway costs associated with stop-off be a part of the total costs of moving grain on the basic rail network.

With regard to the question of user pay, which has been the basic philosophy with regard to freight rates in this country, at page 52 of its report the commission noted that historically,

the railways facing competition on only some commodities and in some regions were forced to make the most of their rate increases in the remaining commodities in the remaining regions.

It went on to say,

unfortunately, the Prairies and the Maritimes not only missed out on the benefits of competition,

but in fact, were penalized because of it.

This underlines the basic position presented by the Alberta government at the Western Economic Opportunities Conference, that the user-pay principle presently incorporated in the National Transportation Act has been detrimental to western Canada and Alberta in particular.

Mr. Speaker, the commission's recommendations are extremely important for diversification of Alberta's economy in terms of agricultural processing. In its section relative to the production and processing of agriculture products, it notes it should take place in the regions of this country which have a natural geographic advantage for such activities, and specifically in the prairie region of Canada. It states that transportation policies should not detract from this position, but should recognize its importance in the national interest. It gives some very important recommendations to strengthen the flour milling industry, the rapeseed crushing industry, the livestock processing industry, and the malting industry in western Canada.

Mr. Speaker, I have no doubt that the commission's report will be vigorously resisted by the railways and may even be subject to attempts by certain bureaucrats in Ottawa to bury, so to speak, the commission report. I would like to assure you, Mr. Speaker, and members of this Legislative Assembly, that the government of Alberta does not propose to allow the federal government to shelve or ignore this important document.

Mr. Speaker, in his speech in Winnipeg on April 18 the Prime Minister noted the importance of the Western Economic Opportunities Conference, and particularly transportation and agriculture in a diversified west. He admitted there is much more work to be done. He said he was looking for specific responses and initiatives from western Canada. Well, Mr. Speaker, he has one. It involves this government's endorsement of the majority of the recommendations and the basic thrust of the report of the Grain Handling and Transportation Commission, released today in Saskatoon. We trust that the Prime Minister and his government will respond positively to the recommendations made by an eminent Canadian and an outstanding commission.

Mr. Speaker, in closing let me say that in many ways this is a day of triumph for the Deputy Premier and Minister of Transportation of this province. It is unfortunate he is not in the Legislature this afternoon, but is completing a fact-finding tour in Europe, emphasizing urban transportation technology. Therefore, Mr. Speaker, for the record — and I'm sure you will permit this word in this statement — I would like to congratulate Dr. Horner, those within the Department of Transportation, and other provincial departments who worked with him for the outstanding contribution and submissions they made to the Hall commission on behalf of the citizens of Alberta. In all, the Department of Transportation, on behalf of the government of Alberta and the citizens of this province, prepared and presented five separate submissions to the Hall commission. Of those five, Dr. Horner personally participated in the presentation of three, an indication of his devotion to the citizens of Alberta and of the further growth of transportation facilities that will assist the government in reaching its goal of economic diversification. A word, too, for

the Member for Calgary Currie, who started all of this four years ago at WEOC.

Mr. Speaker, this Hall commission report can be a milestone for each member of this Legislative Assembly, wherever he sits. Let us now press on to assure that its basic thrust is not thwarted, but in fact implemented.

MR. CLARK: Mr. Speaker, in responding to the ministerial statement by the Premier — without having read the report or had an opportunity to look at it — let me on this side of the House say that we commend the report, especially with its emphasis on the area of agricultural recommendations.

Secondly, Mr. Speaker, from the comments made by the Premier it appears that this report will lend a great deal of credence [to] the [representations] made by western Canada to the federal government for a large number of years about the transportation difficulties that western Canada, especially Alberta, labors under.

Thirdly, Mr. Speaker, I would suggest to all members of the Assembly that we make the report prescribed reading during the recess. In the fall session hopefully we'd spend one or perhaps two days, or more if need be, looking at this report in considerable detail. That, it seems to me, would add pressure on the federal government not to let the report get on the shelves and gather dust.

head: ORAL QUESTION PERIOD

Native Land Claims

MR. CLARK: Mr. Speaker, I'd like to direct the first question to the Attorney General and ask if it's the intention of the government to compensate the seven Indian chiefs and headmen for the legal costs incurred in filing the caveats which, under Bill 29, would be ruled outside their jurisdiction.

MR. FOSTER: Mr. Speaker, in some instances the government has worked out arrangements to pay the legal expenses of certain native groups in the advancement of certain claims. To my knowledge, those arrangements have been worked out in advance of any proceedings being taken. In the case in question, such was not the case.

Mr. Speaker, I think it would be inappropriate for me to make any response at all to the specific question, because the matter is before the court and the effect of Bill 29 when proclaimed may continue to be before the court, that is up to the court to determine. I would not want to be in a position of indicating a response on the matter of payment of costs, because I think it would be improper.

MR. CLARK: Mr. Speaker, then without falling into the field of impropriety: given the fact that with this legislation before the House, sizeable costs will certainly be involved, can the Attorney General indicate to the House whether the government has decided not even to consider the possibility of any compensation?

MR. FOSTER: Mr. Speaker, for the government to determine we would not make compensation sug-

gests that we have been invited to do so. I would not want to leave that simply hanging out there. I would suggest if the hon. member wishes to inform himself by consulting with the solicitors for the individuals in question, that he do so. But I would not want to leave any impression in this House or with the news media that the native people have or have not approached the government on the issue. The matter is before the court. As I said before, other matters where we have agreed to pay such costs have been agreed to in advance. However, such is not the case in this particular matter.

Hall Commission Report

DR. BACKUS: Mr. Speaker, my question is for the Premier with regard to the Hall report. How will the ARR fit into this northwest rail network recommendation?

MR. LOUGHEED: Mr. Speaker, from the cursory reading of the report, as I understand it, the Alberta Resources Railway in essence will become a part of this separate division or department of the CNR. In short, the implications of the report are that the ARR in terms of its ownership and its operations, its total function, would flow into a CNR network. That of course envisions, as I would see it, pretty extensive negotiations because it brings in the Great Slave Lake Railway, the NAR, and the ARR, and so have some very important major implications, particularly with reference to the city and constituency of Grande Prairie. But obviously there will be a degree of negotiation, assuming we can get the federal government to support that recommendation.

DR. BACKUS: Supplementary, Mr. Speaker, for clarification. Although the Premier talked about connections between the British Columbia Railway and this network, would it be advantageous for Alberta and British Columbia to get together and bring the total British Columbia Railway in with this network?

MR. LOUGHEED: Mr. Speaker, it's a very important point for us to consider by way of follow-up. At the meeting in Brandon the Minister of Transportation for Alberta and the Minister of Transportation for British Columbia set a date — I'm not sure what that date is — to review the matter as to where there can be a higher degree of co-ordination in the area.

I presume the hon. member is referring to the existing system. I did mention that in addition there is the proposed rail transportation line going from Fort St. John to Manning in due course, which would be a very expensive proposition but would have a tremendous impact for northern Alberta.

MR. HYLAND: Mr. Speaker, my question is also to the Premier on the Hall commission report. After his initial reading of the report, would the Premier say that the report would have an effect on the increase of income to the farmers of Alberta and, if so, how?

MR. LOUGHEED: Mr. Speaker, that's a very complex subject, and I can only deal with it in a cursory way. I might respond to the Leader of the Opposition's suggestion that the matter would need appropriate debate in the fall session. We would put a resolution

on the Order Paper to that effect.

The number of the aspects of the report in terms of the way it refers to the various charges, such as the stop-off charge and others, all in my view will flow back to improve a net position to the producer. Anything that cuts down on the delays in the system — and there's quite a thrust in the report in that regard — would, I think, be helpful. Perhaps the Minister of Agriculture may want to respond further, but that is the basic thrust — to improve the transportation system.

MR. SPEAKER: There's no question of the extreme importance of the report. But I would suggest, with great respect to hon. members, that questions during the question period which seek to obtain opinions about the recommendations in the report would not conform to our ordinary practices and rules, and that questions which seek to get at the contents of the report should perhaps be postponed until after all hon. members have had a chance to read it, inasmuch as the hon. Premier has said that it will shortly be made available.

The hon. Member for Highwood, followed by the hon. Member for St. Paul.

MR. WOLSTENHOLME: Mr. Speaker, I think my question would come under the parameters you just mentioned, so I'll wait a while.

MR. FLUKER: Mr. Speaker, my question would go under the same parameters, so I'll wait.

Provincial Museum Films

MR. TAYLOR: Mr. Speaker, my question is to the hon. Minister of Government Services and Culture. Since many parents take their boys and girls to the Provincial Museum for the films, and since the four films advertised for May are all adult or adult restricted, my question is: who chooses these films, and why aren't more family films shown?

MR. SCHMID: Mr. Speaker, the great majority of these films are family films. But usually in a series some may be adult or even restricted adult. I will look into the situation, but I can assure the hon. member that most of the time — I would say 80 per cent of the time — family fare is being shown at the Museum.

Hall Commission Report (continued)

MR. NOTLEY: Mr. Speaker, I'd like to direct this question to the hon. Premier. I hope I can keep it within the strictures you've outlined with respect to the Hall commission recommendations tabled today. While my question relates to that, it flows back to the user-pay discussion at the prairie premiers' conference. Is it the position of the government of Alberta that the user-pay concept should be modified, eliminated, or completely changed?

MR. LOUGHEED: Mr. Speaker, I think the basic position we have is that user pay, as an overriding position for policy in this country, is not appropriate. In our view, there are certainly areas of modification. I think the hon. Minister of Transportation has dealt

with this in a number of cases. We of course have the question of the Crowsnest Pass rates and the need for preservation of the benefit that arises from them. There is considerable scope for open debate in that particular area. But I think that generally what we look at is the view — as the Hall commission report refers to it, and as we argued at WEOC — that user pay really is detrimental to western Canada in the aggregate sense. We would like to see it withdrawn as a basic policy thrust, although there may be appropriate areas of rate establishment that do reflect a competitive factor.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. Premier. In light of the modification of the user-pay principle enunciated by the Deputy Premier in debate several months ago with respect to the specific suggestion of the government of Alberta that the federal government acquire ownership of the roadbeds, where does that now stand in light of the Hall commission report?

MR. LOUGHEED: Mr. Speaker, when the western premiers met with Mr. Justice Hall a year ago in Medicine Hat, he was already well launched on his commission study. We asked him to look into the question of the approach the four western governments made at WEOC, that the roadbed could become an ownership of the federal government and that from that point on, with public ownership of the roadbed, the operation of the railways would occur in terms of the variable costs. The issue was dealt with in the Hall commission report. But I think he concluded quite fairly that it was such a vast undertaking to assess it — and it was truly not a western point of view; it's really a national question — that he suggested it should be referred for further consideration by some national body.

I think one of the follow-ups we have in the Legislature and in the government is to continue to press this matter forward. Perhaps it's conceivable to have another commissioner appointed nationally who can respond to that issue. I think we have strong endorsement on this matter from the government of Manitoba and, I believe, support for it by the governments of Saskatchewan and British Columbia.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. Premier. Is it the intention of the Premier to formally place this question on the agenda for the next premiers' conference — all 10 premiers?

MR. LOUGHEED: Mr. Speaker, we considered that and have made some tentative plans to have a further discussion of western premiers informally before the meeting in New Brunswick. It did occur to us that a preliminary discussion on the very issue we're now discussing, that is the public ownership of the railroad beds, might be useful for discussion at the premiers' conference in New Brunswick this summer.

MR. NOTLEY: Mr. Speaker, a further supplementary question to either the hon. Premier or the hon. Minister of Agriculture. In light of the prairie premiers' conference and the report of the Hall commission today, does the government of Alberta see any opportunity to extend the Crow rates to other commodities?

MR. MOORE: Well, Mr. Speaker, if the recommendations of Mr. Justice Hall were put into place, indeed there are some areas where the Crow rate would be extended, most notably in rapeseed crushing, perhaps in livestock feeding and processing.

Additionally, I think it's important to recognize the benefits that Mr. Justice Hall's recommendation on stopover charges would bring to the agricultural processing industry. As hon. members would probably be aware, Mr. Speaker, stopover charges are presently charged against grain which is upgraded or processed in Alberta before it moves on to a port. The recommendations contained in the report would do away with those charges.

MR. NOTLEY: Mr. Speaker, I have one final supplementary question. It is awfully close to a legal question, but I'll see if I can try to sneak it by because it is of importance to people in northwestern Alberta. That's the question of the new northern rail authority under the control of the CNR which would necessitate the CNR purchasing the ARR. My question, Mr. Speaker, to the Premier is not to obtain a legal [answer] on who would do the selling and the power of the federal Parliament over the CNR in fact to buy the ARR, but what specific moves will be made now to open discussions to facilitate the legal problems that are obviously going to exist?

MR. LOUGHEED: Mr. Speaker, the Minister of Transportation and I discussed that matter and we felt that one of the most important matters we can raise is by making a direct communication very quickly to the Canadian National Railway and to the Canadian Pacific Railway, saying that we would encourage the implementation of this and, with regard to the specific question asked by the hon. Member for Spirit River-Fairview, therefore initiate, if you could put it this way, the commencement of negotiations with regard to the ARR in a way that would follow the recommendations in the report. So step one on our part would be communication to the Canadian National Railway endorsing the particular position, anticipating of course some considerable resistance.

MR. MILLER: A supplementary, Mr. Speaker. I would ask what other plans the government has to overcome the obvious resistance of both the CN and the CP railways.

MR. LOUGHEED: Well, Mr. Speaker, I think step one — and this is just a quick reaction off the top of my head — would be to write to the Prime Minister tomorrow with a copy of this document enclosed, refer to the Winnipeg speech of April 18 and say, the ball's in your court.

Benzene — Carcinogenic Effects

DR. BUCK: Mr. Speaker, I would like to address my question to the hon. Minister of Labour. This relates to the industrial health and safety division and is a follow-up to a question I asked about the carcinogenic action of benzene and its derivatives. Is the minister in a position to indicate that?

MR. CRAWFORD: The answer is yes, Mr. Speaker. I have for the hon. member an overview of what is

presently being done in that regard in Alberta. I just can't find it at the moment; I'll try to find it before the end of the question period.

Hall Commission Report (continued)

MR. WOLSTENHOLME: Mr. Speaker, my question is to the hon. Premier. I'm quite concerned about agribusiness loans, particularly where they concern agricultural processing. Would the Hall commission report have any bearing on the holding . . .

MR. SPEAKER: With great respect to the hon. member, this is an outright request for an opinion, which perhaps might be sought in another way.

Consultants' Contracts

MR. R. SPEAKER: Mr. Speaker, my question is to the Provincial Treasurer. Has the Provincial Treasurer had the opportunity of reviewing the agreement between Rune Associates and the Minister of Hospitals and Medical Care, specifically with regard to the advance payment clause?

MR. LEITCH: Mr. Speaker, as members of the Assembly would know, it's the Auditor's function under his preaudit responsibilities to form an opinion on whether payments ought to be made. That would include payments made under the contract to which the question refers.

To this date, there has been no communication that I've been able to ascertain between the Auditor's office and Treasury in respect of that matter. I have not had the opportunity to discuss it with the Auditor, as he has recently been in the hospital, and perhaps still is. So I've been unable to personally review it with him.

But I would again point out that before the cheque is issued, the responsibility for making the decision on whether payments comply with The Financial Administration Act is the Auditor's.

MR. R. SPEAKER: Mr. Speaker, a supplementary to the minister. Would the minister be able to review it with the Deputy Provincial Auditor? Also, would the minister indicate whether he has reviewed the various contracts made by government in the various departments?

MR. LEITCH: Mr. Speaker, I'm not sure what the hon. member's question is leading to. There is no practice by Treasury of reviewing contracts calling for payments. As I say, the preaudit function is currently with the Auditor and not with Treasury. We in Treasury would not receive these contracts as a matter of course, form opinions on them, or any of the things the hon. member's questions relate to.

MR. R. SPEAKER: Mr. Speaker, supplementary to the minister. Could the minister indicate whether policy guidelines are used in forming consulting contracts in government? Has the government some type of policy format that may be used by each and every minister?

MR. LEITCH: Mr. Speaker, I think the member would have to be more specific in his question: policy guidelines in what areas? Of course, whether they're hired is provided for in the budgetary process. So I'm just at a loss, Mr. Speaker, to know exactly what the hon. member has in mind.

MR. R. SPEAKER: Mr. Speaker, to be a little more specific to the Provincial Treasurer. Two principles are involved in the contract I've been asking questions about. One is payment for service prior to the service being provided. Number two, the contract has in it a mutual consent clause which, in effect, establishes that the individual or company hired cannot be fired unless they agree to be fired. I wanted to know if those two principles were embodied in contracts established between ministers of the Crown and persons or consultants hired.

MR. LEITCH: Well, Mr. Speaker, on the first question I repeat that the policy regarding payment is set out in The Financial Administration Act. The Provincial Auditor, under his preaudit responsibilities under that act, makes the decision as to whether the cheque is properly issued. That's what he does prior to the issuing of the cheque. As I indicated earlier, there was no communication from the Auditor's office to either Treasury or my colleague the Minister of Hospitals and Medical Care relating to that matter.

Mr. Speaker, on the second point, the hon. member is putting an interpretation on the contract which I'm simply not in a position to comment on.

MR. R. SPEAKER: Mr. Speaker, a supplementary to the minister. Is the minister advising that I go directly to the Auditor or assistant auditor for my own interpretation? Is that the conclusion?

MR. LEITCH: Mr. Speaker, the hon. member can seek an interpretation of the contract or the legislation from any source he chooses.

Hall Commission Report (continued)

MR. STROMBERG: Mr. Speaker, in light of your earlier ruling this afternoon, I'm still going to try to get an important question past you and ask the Premier, in light of the Arctic Gas proposal probably being postponed for the next 10 years, does the Hall report make any mention of the feasibility of an arctic railroad?

MR. SPEAKER: With great respect to the hon. member, if we're going to have questions to get out the contents of the Hall report during the question period before members have had a chance to read it, I suppose we might need several question periods. It certainly wouldn't come within the ordinary rules with regard to the question period relating to documents which are publicly available, and I would say in this case, about to be publicly available.

Dinosaur Remains

MR. TAYLOR: Mr. Speaker, my question is to the hon. Minister of Culture. A very short explanation is necessary. About 95 million years ago, a dinosaur

wandered from the Drumheller area into the Red Deer area. Last year Dome Petroleum ordered a survey along the 194-mile route of their proposed pipeline to ascertain if any dinosaur skeletons could be excavated before the bulldozers took over. My question is: has the hon. minister any information on the finds?

MR. SCHMID: Yes, Mr. Speaker. There is in fact information on the finds. Thanks to the excellent co-operation of a very responsible corporate citizen, I think we have been able even to divert some of the pipeline in order not to disturb certain discoveries of archaeological value. I would submit the report to the hon. member, because it's quite extensive, but I appreciate his interest.

MR. TAYLOR: A supplementary to the hon. minister. Will the skeletons be the property of Dome Petroleum or the government of Alberta?

MR. SCHMID: Mr. Speaker, it may be of interest to all members that any archaeological discovery is the property of the people of Alberta.

MR. TAYLOR: A further supplementary. Will Alberta museums have any claim on these skeletons?

MR. SCHMID: Mr. Speaker, I would think that publicly-owned museums in the province of Alberta could certainly approach us to obtain, probably, the exhibit of specimens that have been found or are to be found in the province.

MR. TAYLOR: One further supplementary. With reference to the large skeleton that was found, they found the entire body without the head. With all respect to the hon. Attorney General, I can understand that. Any dinosaur leaving Drumheller for Red Deer must have a very weak head; that's with respect. [laughter]

My question is: if the head of this dinosaur is not found, will you still be mounting the dinosaur?

MR. SCHMID: Mr. Speaker, of course in all our lives we leave certain things to the imagination of individual persons to make it more interesting. In this case we leave the head to the imagination of the individual trying to design and decipher the head, its beauty or ugliness as they may see fit.

MR. KIDD: Supplementary, Mr. Speaker. The questions today are 'Taylor-made' for this particular question. During those excavations were any bones of ancient politicians discovered and identified as such? [laughter]

Curriculum Policies Board

MR. CLARK: Mr. Speaker, to the Minister of Education. On February 28 the Minister of Education indicated that he would be pleased to share recommendations of the Curriculum Policies Board with members of this Legislature. When and how will we get the recommendations of the Curriculum Policies Board?

MR. KOZIAK: Mr. Speaker, during the course of my remarks later on this afternoon, I expect to indicate that my expectations are for recommendations from the Curriculum Policies Board sometime prior to the end of June this year. Once those recommendations are available, I would hope to share them with members of this Assembly in the method most expeditious at that time.

MR. CLARK: Mr. Speaker, a supplementary question to the minister. From the minister's answer are we to assume the board has yet made no recommendations to the minister?

MR. KOZIAK: I have not yet received recommendations from the Curriculum Policies Board in this very important area. When I mentioned earlier in my response that the method of distribution would be as expeditious as possible, it would have regard to such factors as to whether or not we are still in session on June 30.

MR. CLARK: We may be.

A supplementary to the minister, Mr. Speaker. Is the board currently discussing goals and objectives of education or is it looking at specific curricular decisions?

MR. KOZIAK: The board is doing both, but at the moment its primary attentions are focused on goals and objectives and priorities for those goals and objectives.

MR. CLARK: Mr. Speaker, in light of the minister's answer that the board is doing both, how often does the board meet?

MR. KOZIAK: Mr. Speaker, the practice has been for the board to meet approximately once a month for two or three days.

ORDERS OF THE DAY

head: GOVERNMENT MOTIONS

2. Moved by Mr. Koziak:

Be it resolved that this Legislature assess the goals and objectives for elementary and secondary education, and consider the priorities to be attributed to those goals and objectives.

MR. KOZIAK: Mr. Speaker, the questions of the hon. Leader of the Opposition were an excellent overture to the remarks I intend to make.

First of all, to refresh hon. member's minds I would like to refer them to the Speech from the Throne and in particular the first priority of this government which appears on page 2 of that speech, wherein it stated that one of the five specific priorities will be:

to reassess the goals and objectives of our basic education system and to consider the desirability of providing greater emphasis on the acquisition of knowledge and skills;

Mr. Speaker, I consider it a privilege to begin the formal consideration by this Legislature of the goals of basic education, as provided for in this resolution

in this motion. Many members have addressed themselves to related issues in the past. However, to my mind the priority attention presently being given by this Legislature is unique in Canada.

In providing the introduction, I wish to cover four specific areas: first, the need for a statement of goals; secondly, changes which affected priorities among previous statements of goals and the ways in which these were to be achieved; thirdly, the history and influences leading to the interim statement which is now before us; fourthly, important issues facing members of this Legislature as they perform the very significant function of establishing goals for basic education.

The first area, Mr. Speaker, is the need for a statement. When we consider the confusion and uncertainty being expressed about schools by some Albertans today, there is no doubt that a clear statement is necessary of what students must learn in school. We need a statement that leaves no doubt about priorities among the things we would want schools to accomplish. We need a statement that gives clear directions to the educators so that programs and courses reflect what we expect from schools. Finally, we need a clear statement so that students know if they are successful in school activities, and so that parents will expect neither too much nor too little from our schools.

In pointing out the need for such a statement, Mr. Speaker, I should indicate that such a statement is not needed if we are merely to reflect adversely upon our present school system. Members of this Assembly, including members of the opposition, during the course of study of the estimates of the Department of Education came to the defence of what I think is an excellent education system, one that is regarded as such by the public and educators around the world, as pointed out by the review of a year ago of the committee under the organization of economic and co-operation and development.

Nor should we be approaching this debate, or the need for a statement of goals and objectives, from our perceptions of student achievement in our schools today. There is a great deal of controversy over this particular area. I dealt with this to some degree during the course of my contribution during the throne speech debate, when I outlined the establishment, composition, and work and programs of the minister's advisory committee on student achievement.

When I say, Mr. Speaker, that we shouldn't enter this debate on the basis of our perceptions alone, I think it would probably be interesting for us, while we are looking at education and at the students in that system, to sit back and hear what the students in that system sometimes write and say about the politicians.

Recently a good friend of mine supplied me with a delightful little book which has quotations from the writings of some elementary school children. There are a few salient points I would like to share with hon. members. The book is entitled *Vote For Love*. Before I go into this, it's graphically illustrated. Hon. members of course recall that X is the way people mark their ballots. It may also mean a kiss, at the bottom of a letter or wherever it appears. So we have the two meanings for the letter X. This student writes: "When you vote you put a . . . kiss next to the

man you like best."

Another that should be of interest to hon. members: Elena, age 9, writes: "Politicians wave a lot when they tell you bad news." Then Jill, age 7, writes: "I think when you vote you have to do it in private. Its like swearing". Karena, also age 7, says this about voting: "To get a vote you have to kiss old women and babies and that spreads disease." But my favorite is by John, age 8, who writes: "When you grow up and get a job, the politicians make you pay for their taxis."

So sometimes the younger students have perceptions about us that are not necessarily correct. At the same time, we may have perceptions about students and their achievements which are not necessarily correct. I just outline this so that we do not enter this debate or presume that a statement of goals is needed to solve certain problems of student achievement, which is a separate issue to which the Minister's Advisory Committee on Student Achievement is now addressing its attentions, energies, and resources.

The second area that I'd like to address my remarks to this afternoon, Mr. Speaker, is the changes in goals and instruction that have taken place over the last number of years. The history of expectations for schooling in Alberta has been documented by various researchers. One major study by Dr. Hodgson, professor of the University of Alberta Faculty of Education, suggests that there has been little change in expectations in Alberta. Emphases among expectations have changed. Minor changes by adding or taking away topics have occurred. Teaching strategies have varied. But the basic purposes of instilling knowledge, skills, and attitudes have remained relatively constant.

Since the days of the Northwest Territories, the three R's — body of knowledge, physical health, fine arts, good character, social development, and citizenship — have been major concerns. Beginning as minor concerns, but becoming major, are reasoning power and clear thinking, religious development, vocational preparation, preparation for leisure, mental health, and family life. All of these are in some way reflected in this current statement.

Between World War I and 1935, the goals reflected basic skills at the elementary level and preparation for university at the secondary level. The emphasis was on rote memory of facts and on drill for skills. All problems had the right solution if you followed the proper steps.

In the period from 1935 to 1955, the means by which the goals were to be achieved were influenced by progressive education. The teaching strategies changed to a stress on learning by doing, in addition to learning by reading and talking about. Topics from various subjects were grouped together in enterprise units. For example, a country might be studied by learning about the music, culture, language, industry, life styles of the country, as well as its geography and history. Students — and probably some members of this Assembly will recall this — made salt and flour maps of countries, built models of homes, and sang the songs of the country.

At the close of this period the technical training for war service and the success of veterans in post-war study occurred. The success of these latter programs pointed out that academic schooling was not the only

predictor of adult success.

Sputnik, in 1957, caused a third shift in how goals were to be achieved. Modern math was developed for the space age and the computer. The emphasis was on understanding the subject. Knowledge, skills, and attitudes important to the mathematician were then used. The big ideas in mathematics were as important as the specific facts; understanding the skill was as important as using it. The symbols and technical language used by mathematicians were taught to students at an early age. Inquiry, the primary tool of the scientist, became an important way of learning all subjects. The learning of second languages also became important.

Another important world event, the Korean war and its challenges of brainwashing, caused educators to review the teaching approaches to values and to social studies.

Nationally, the concern for developing an industrial economy resulted in the development of vocational and industrial composite high schools. Today we have 171 vocational courses in our high schools in Alberta.

Although the goals have continued to stress knowledge, skills, and attitudes, there have been significant changes in the way those goals are to be met, and minor changes in priorities among the goals. The skills of acquiring knowledge and the feelings about knowledge have become as important as knowledge itself.

While the above changes in schooling were taking place, our provincial society was also changing. A territory became a province; frontier life was replaced by an industrial society. The population, once mainly rural, became primarily urban. Laborers had their place taken by skilled industrial workers and professionals.

Mr. Speaker, this short review demonstrates the social, economic, and political influences upon schooling of successive periods. The economic concern for productivity and the social concern for authority are continuing influences which must be considered in the current debate.

Mr. Speaker, the third area to which I would like to address my remarks this afternoon is the history of, and the influences leading to, the current statement on Goals of Basic Education, which I'm sure all members have in their possession. I won't dwell on the history to a great degree because I think the hon. Member for Athabasca did an admirable job during the introduction of his resolution in this Assembly last year. To refresh the memories of hon. members, however, a few points would be in order.

This interim statement of the goals of education for Alberta was conceived in 1962. A succession of committees has made contributions to the statement. A major conference in 1969 provided lay and professional input. A commission on educational planning provided further alternatives, and a committee starting in 1973 provided the interim draft. The statement received the curriculum committee's approval in 1974, and distribution in 1975. Advice as to the adequacy of the statement has been requested from the Curriculum Policies Board.

Mr. Speaker, I believe it would be to our advantage to have before us the trends which characterized the period in which the present statement of goals was developed. These are technological changes, popula-

tion patterns, social changes, and knowledge explosion. First, technological change provided increased automation and promised more leisure time. I'm sure members of this Assembly are still waiting for the fulfilment of that particular promise.

AN HON. MEMBER: Who isn't?

MR. KOZIAK: Initial emphasis upon leisure-time skills became balanced with a concern for increased productivity. People of all ages and at most ability levels began to request both emphases in education. Concerns about the condition of the environment increased as well.

Secondly, population patterns: as we're aware, population grew and concentrated in urban areas throughout the province and Canada. Increased stress in urban areas raised the need for greater social understanding. The loss of population in rural areas resulted in special needs both in finances and in programs. There was increased mobility within Canada and indeed around the world. The terms for residence were short; in some cases less than a school year.

The third trend, social changes — very important. In this trend we see the changing concept of social organization. Recent statistics indicate a breakdown of family and community, and may even suggest a changing morality.

The explosion of knowledge — of great significance to education. This placed a significant emphasis on what knowledge was of most importance. The big ideas and how to use them were stressed. Knowing where and how to find information was to help students handle the overload of new knowledge. Mr. Speaker, it is my perception that these influences must continue to receive attention in the current debate.

Finally, Mr. Speaker, of the four areas I wish to touch upon this afternoon probably the most important is the significance of the task before us. The questions about basics, which have been addressed many times in the past, are before us again. The decisions are so important that they cannot be left to the educational establishment. The public is invited to play an active role. Some have already done so. Others are preparing their representations. In fact, it was in search of a reasonable consensus on these matters that the government established the review of basic education as a major priority in the Speech from the Throne this spring.

The debate begun today, to which will be added the advice of the public, will continue this fall. At that time it is the intention of this government to clarify a statement of goals of basic education. This will include the establishment of priorities.

I would suggest there need be little debate about the place of knowledge, skills, and attitudes in communicating, including spoken and written competency. Nor is much debate required in the area of computing at a functional level for daily living. Critical thinking and the will and ability to learn and act responsibly in serving others and in caring for oneself are very important areas that I am sure we can all accept.

However, going beyond these items the choices become more difficult. In addition to the above, what knowledge, skills, and attitudes are going to prepare

our children to live responsibly now and in their adult life? In answering that question we must look at some projections about the future.

People who are studying the future — the next 10 years — raise four concerns: economic growth, democratic control, regional disparities, and meaningful life roles. First, economic growth. How much economic growth is compatible with our environment and society? How can depression, unemployment, and alienation of low-income groups be handled? What roles should consumer and environmental education play? What should students know about economic and social systems? How can history and geography help in decisions about these very important matters?

Secondly, how can the effects of technology be controlled without jeopardizing the free-enterprise and democratic system we have known? What should our students learn about control, about authority? What should students know about the law? Should they be able to complete an income tax return? Should they be able to complete an AIB form? What is the contribution of science?

Thirdly, what can be done about the have and have-not groups in Canada and among the nations of the world? Should our students learn about these differences? Are second languages important in this context? Should provision for religious studies exist in schools, to understand the contributions religions present?

Fourthly, how can people have meaningful work roles in industry which is becoming increasingly automated? What balance is needed between skills of productivity and leisure? What should industrial education contribute? Do fine arts and physical and mental health have a place in the curriculum?

Mr. Speaker, other questions flow from the above concerns. Do we want 12 years of schooling for all students or only for part of our students? Do we want schooling only in the fundamentals or are individual talents and personal needs worthy of attention by schools? In this whole analysis, how do we balance the needs of the individual and the needs of society? How do we take into account the pluralistic nature of society, the individual needs that certain students have, and the fact that students progress at individual rates, levels of maturation are different, ability levels are different, and background is different?

Do we educate for a growing industrial economy in Alberta? Do we also prepare for the risks of unemployment, economic recession, and austerity that may be consequences of decisions outside provincial control? Do we rely on the schools to compensate for family and community breakdown? Do we expect schools to train for prevention of future breakdown?

Finally, from the ever-increasing amount of knowledge and the ever-shortening span of time and distance from the rest of the world, what do we select as priorities? What balance should there be between learning specific facts, which often undergo rapid change, and generalizations which permit students to handle the exploding knowledge?

This is a time for a penetrating look into the future, to see what type of future we would prefer. It's also a time for a careful look at the hazards lurking on each side. It's a time to glance in our rearview mirror to remind ourselves of the barriers we have overcome.

Mr. Speaker, we are undertaking the charting of a

course for nearly half a million young people each year. The course they will be required to follow for 12 years will have to equip them basically for the threescore or more years that follow. The foundations we prescribe in the 1970s may have to be with us until the first half of the twenty-first century.

In my remarks, Mr. Speaker, I've posed many questions but have not provided answers. In doing so, I've attempted to remind hon. members not only of the importance but the complexity of the task ahead of us.

In raising these questions, Mr. Speaker, I'm reminded of a story I often share with school children in my many visits to schools in the province. It's a story I use to illustrate the prime importance of the need for their personal involvement and dedication for a successful and rewarding education. It goes like this: approximately 2,000 years ago in ancient Greece, there lived a very wise man, an oracle, a man who knew the answer to every question. In this particular little town in Greece, word came that this wise man would be visiting the town. One of the little boys in the town took a great interest in this. He thought to himself, if I can pose a question to that wise man that he is unable to answer, I'll be the biggest little big shot in this whole town. So he sat down on the back porch of his home. He started to think and plan, and the idea came.

This is the plan he conceived. He said to himself, I'll go out into the woods and catch a little bird, one so small that I can safely conceal it in the palms of my hands. After I've caught the bird I'll seek out this wise man and ask him this question: "What have I got in my hands?" Being very wise, the man will of course say, "a bird". But then my next question will be: "But is that bird dead or alive?" If he says the bird is dead, I'll simply open up my hands and the bird will fly away. However, if he says the bird is alive, I'll just silently crush it. No matter what, I'll prove him wrong.

So, happy with his plan, he set about pursuing it and bringing it to fruition. He went into the woods and soon caught the little bird that was necessary to fulfil his plans. He then sought out the wise man, who was surrounded by a number of people. And there, fidgeting and moving around with great anxiety and a great deal of confidence, he was soon spotted by the wise man, who called him to the front and said, "Young man, you seem to be very interested in asking me something." The young man said, "Yes, wise man. What do I have in my hands?" The wise man of course answered, "Why, young man, you have a bird." Then the boy said, "Yes, but tell me: is that bird dead or alive?" The wise man was about to answer, when suddenly a great look of wisdom came into his eyes. He put his hand on the little boy's shoulder and said, "Young man, the answer to that question is in your hands."

Mr. Speaker, during the course of this summer, we will be seeking the assistance of many people in answering the complex and important questions that have been posed. But the answer to those questions will ultimately rest in our hands as we make the decisions, very important decisions, this fall.

Mr. Speaker, daily you call on the assistance of our heavenly Father for His guidance and enlightenment in the decisions we are about to make. On that

particular day when we answer these questions, His guidance, His enlightenment will be most welcome.

MR. STROMBERG: Mr. Speaker, may I have your permission to revert to Introduction of Visitors?

HON. MEMBERS: Agreed.

head: **INTRODUCTION OF SPECIAL GUESTS** (reversion)

MR. STROMBERG: Thank you. Mr. Speaker, we have with us today grades 8 and 9 from Round Hill in my constituency. They have their teacher Mrs. Ilnicki and their school bus driver Mr. Banack. They are sitting in the public gallery. I'll ask them to rise and be recognized by this Legislature.

MR. CLARK: Mr. Speaker, might I make the same request of you. I'd like to introduce to you, sir, and to the members of the Assembly a group of grade 10 students from the Carstairs high school in the constituency of Olds-Didsbury. They are accompanied by their teacher Mr. Brinton and by a parent Mrs. Sutmoller. They are in the members gallery, and I'd ask that they rise and be recognized on this occasion.

head: **GOVERNMENT MOTIONS** (continued)

MR. CLARK: Mr. Speaker, it's my pleasant opportunity to take part in the debate on this resolution this afternoon.

Mr. Minister, I would say that with the enthusiasm you as the Minister of Education and the Premier had around the first of this year with regard to making pronouncements as far as education was concerned, I had really hoped, Mr. Speaker, that the minister today would perhaps take a bit of time and give us a bit more insight into his thinking as we are now involved in this period of reassessment of the basic goals and objectives of education. I can appreciate why the minister attempted to lay the thing before the members of the Assembly and say to the people of Alberta, we have until the fall of this year until some very important decisions are made. I would say, Mr. Minister, it is extremely important that these decisions are made by the fall of this year, because I think in the last number of months — either on purpose or inadvertently, and I think it's the latter — a great deal of uncertainty has developed in some quarters of the educational community in Alberta.

There has been a great deal of talk about moving back to the basics. As I've said in this Assembly before — and I believe I said so just two weeks ago when we were studying the minister's estimates — one of the real difficulties I have with people who talk in terms of going back to the basics is to get them to explain to me what their perception of the basics really is. It's so very easy for people to talk in terms of the old three R's. I don't plan to take a great deal of time this afternoon in the course of my contribution to the debate. But one of the points I want to make is that, for those people who look back to the time each of us went to school and think in terms of the three R's at that time, that isn't the kind of

educational direction we need for the future in this province.

I suppose that to oversimplify the real problem before us is for each of us to try to think, how do we view the education system? What are our perceptions as to the kinds of opportunities we want for the people of this province in the future? It's very easy not to oversimplify. But from my point of view — and I must admit it's a biased point of view; I'm a parent, extremely fortunate [to have] a son in grade 4 and a daughter in grade 2. I have a certain vested interest, I suppose one would say, in some aspects of education, because I was minister for three or four years. The more one looks at what is happening in the Department of Education, the wiser one becomes about the decisions one should have made, or perhaps didn't make, when one was there. I suspect that all ministers have that experience later on. Certainly from the standpoint of a taxpayer, then as the leader of a political party in the province . . .

But I think the simplest way I can place before the members of the Assembly my perception as to where we should be going in education is to say that one of abilities, one of the — let me use the term "skills" — certainly one of the objectives, has to be in the whole area of young people's abilities to communicate. That includes reading, writing, and so many other things. Too often, I think, people reflect on the time they went to school and forget how the body of knowledge has expanded in the past number of years, and how it's going to continue to expand.

One of the basic objectives we must give an extremely high priority to is that area of communication: to develop the ability within young people to communicate the written word, the spoken word. If we're not successful in developing that ability within young people, the possibilities of their being successful, participating members of the Alberta of the 1980s, 1990s, and 2000 are extremely limited.

The second area we have to place a high priority on has to be the whole decision-making process. It seems to me that another objective that has to rank very high is the ability to make reasoned decisions, the ability to pull together a great amount of information and then make reasoned and rational, intelligent decisions. That doesn't mean we're all going to agree on those decisions. It doesn't mean we're always going to agree even on the information we use for the decision. But that ability to make decisions. In developing that ability one has to take unto oneself a substantive body of knowledge, also how to organize and to research. So many skills are involved in developing that ability to make decisions.

Thirdly, the objective of knowing oneself. I know there are people both inside and outside the educational community who don't place nearly as high priority as I do on this objective of really knowing oneself — knowing one's abilities, strengths, weaknesses: really what a person can do. By the time a student leaves high school, at 17 or 18 years of age, it seems to me it's extremely important that he have a feeling of self-confidence, but also know what he can do, where his strengths are, and where his weaknesses are.

Fourthly, I'd place a high priority on the objective of being able to get along with the people you work with — your fellow man. In general terms those four areas — communication, decision-making, knowing

oneself, and being able to get along with one's fellow man — set a basis for some of the very high priority areas as far as the education system is concerned.

Mr. Speaker, in addition to this question of the objectives, goals, and priorities in education, it seems to me we also have to recognize that an important part of the discussion is the teaching methods used. The discussion now going on across Alberta isn't just on goals and objectives, but on the question: have we too many options or haven't we enough? What about the teacher/pupil ratio and related areas?

Mr. Minister, earlier I said it's important that some firm decisions are made by the end of this year. I think you have indicated November. I think it's very important that those decisions are made by then, because many other decisions have to follow. The decisions brought to this Assembly in the fall have implications as far as curriculum is concerned. They have implications as far as teacher/pupil ratio is concerned. They have implications for finance right across the board.

Mr. Minister, in the concluding portion of your remarks you talked of the need to have a penetrating look into the future. I believe the government missed an opportunity, perhaps in 1972, with the Worth report being made available. I think many people assumed the government was in basic agreement with the bulk of the recommendations in the Worth report. Whether or not that was the intention of the government, it's my best judgment that many people inside and outside the educational community assumed, when the government took Dr. Worth on as Deputy Minister of Advanced Education, that to a very great degree the bulk of those recommendations had at least a portion of approval by the government — I rue the word "portion" — basic approval by the government as far as direction of education for the future. In hindsight, I think it's unfortunate that we didn't spend some time talking about longer term goals at that time.

What's happening in Alberta today is part of what's happening all across North America. We can look back — if I may use the term — to the "small-c conservative" swing in education in the 1950s, the liberal wave in the 1930s, or the great wave of freedom in the educational system in the 1960s. Once again we're going through one of these reassessments. It isn't just in Alberta. It's going on across the continent. I'm sure there'll be a need for the same kind of reassessment a number of years from now.

But when that reassessment is completed, Mr. Minister, it will be incumbent upon you as the minister . . .

MR. SPEAKER: Would the hon. member please use the ordinary parliamentary form.

MR. CLARK: When the assessment is finished it will be incumbent upon the minister to give some firm educational leadership. Obviously we're going to have to wait until November of this year. But following November we should start to see a number of steps taken within the whole educational framework in the province of Alberta.

Mr. Speaker, I believe it's also important that we not think in terms of back-to-the-basics, the term I used earlier in my remarks. What has to take place

between now and November is really a consolidation of the tremendous number of good things going on in education today. A huge number of very excellent things are going on in the education system regardless of where they may be. As I see it, basically we need to consolidate those.

We can all look at available options that don't meet our particular fancy, and maybe we've gone too far in that area in some regards. If we've gone too far, we can blame three people: the present minister and the two former ministers, who happen to sit in this Assembly. The minister has to approve those kinds of courses. Maybe we've gone a bit too far in that direction. But what we need to do is talk in terms of a consolidation of the number of very good things going on in the system.

One thing we should do after November is reinstate grade 12 examinations. I recall some of the discussions I had prior to 1971 with officials of The Alberta Teachers' Association and the Department of Education. I think it's fair to say that many people in the educational community at that time were very keen on removing grade 12 examinations.

I believe a balance needs to be struck. I'm rather impressed with the balance of 50 per cent of the mark for the examination and 50 per cent of the mark for the year's work. I think that kind of balance is reasonable. But I do think we need to reinstitute grade 12 examinations on an across-the-province basis. I also think it's essential that there be benchmarks, perhaps at grade 9 and certainly as far as the latter years of elementary education are concerned.

Mr. Speaker, I am somewhat concerned about a letter that went out from the Deputy Minister of Education in January of this year. I think it went out to school superintendents. I don't have a copy of the letter with me — I'm in the same position as the Minister of Labour today; I've misplaced it. But I can get a copy for the minister if he so requests. That letter talked about what finishing grade 12 meant.

My understanding of that particular paragraph of the letter is that grade 12 and a high school diploma should be broad enough that virtually everyone can finish grade 12 and get a high school diploma. If that is the intention of the government, I believe we've watered down grade 12 and a high school diploma to the point where it is virtually meaningless. The minister may like to place some other interpretation on the letter. I believe the letter was dated January 19 of this year. I think it bears very careful examination. My impression from that letter was that basically we were talking about a high school diploma and a grade 12 that everyone was going to be able to complete. It seems to me that's watering down a high school diploma to the point where it's certainly meaningless.

Mr. Speaker, there are two other points I want to make. The first deals with this question of teaching styles. I suppose one can oversimplify the question of teaching approaches or teaching styles to a point where we talk in terms of formal and informal approaches. When I talk about the informal approach, I think in terms of all the things that have happened as far as open classrooms, field trips — all those kinds of experiences, and many others too numerous to mention. When I talk about the formal approach I think in terms of the lecture approach and base to be there.

It seems to me, Mr. Speaker, all members of the

Assembly must be conscious of the fact that we are dealing with approximately 300,000 young people across this province. Fortunately, no two of them are exactly alike. Each and every one is an individual. The teaching style or approach that will really turn one student on is an approach that won't work with other students. A number of members in the Assembly are teachers, and if I could revert to my teaching past for a moment and simply say this: I think likely the greatest thrill a teacher gets is, when you're trying to explain something to a student, all of a sudden the light seems to come on, and he develops an understanding, whether it's a mathematical equation or whatever you are trying to explain.

The point I'm really trying to make here is that we must be careful in establishing these goals and objectives, at the same time not to try to narrow too much the kinds of flexibility available to teachers as far as teaching approaches are concerned. Teachers are no different from any other group. There are highly successful teachers and there are teachers who aren't so successful. But that is true of every group in society. Basically I think we have an excellent group of teachers in this province. It's possible, I'm sure, for each member to be able to get up and talk about some teachers in his or her constituency who haven't measured up. But, at the same time, we can do the same thing as far as farmers or members of various professions are concerned. When we're doing this restructuring of education I think it's important that we don't constrict too much the educational techniques available to teachers.

From the standpoint of instruction, I suppose the best way one can really look at this area is to say, how can conservatives be made to understand that making school enjoyable does not subvert learning, and progressive to admit that enthusiasm over their ideas is not enough to make them work. That's the dilemma we must continue to face — to recognize on one hand there is a very conservative point of view, and on the other hand a very progressive point of view in education, and that neither side has all the answers. Neither side is able to hold the day. The educational pendulum swings back and forth, and that's a very healthy situation. I suppose the thing we must guard against in this Assembly is to see that it doesn't go too far one way or too far the other way.

We can point back to times during the '60s and '50s when it may well have swung too far one way or the other. I detect the educational pendulum now swinging back in a conservative direction. That's with a small "c" I hasten to add. When many of us talk about the basics, I think that's why politicians very often get a very, very favorable response.

I have just finished a questionnaire for my constituency. There is between a 20-25 per cent return. One of the questions I asked was: what do you consider to be the important aspects of a successful school situation? A high percentage of my constituents talked in terms very meaningful to them about the ability of young people to be able to read and write well, to have a high degree of respect, and to understand authority. But last time I checked, reading and writing were [in] over 50 per cent of the returns.

My plea — or my pitch — to members of the Assembly is that when we talk in terms of where we are going, to me we're talking in terms of the ability

of people to communicate, to make decisions, to know themselves, and to get along with those people they work with day in and day out. As members of this Assembly, if we can help the development of those abilities and skills in young people, so the young people who walk out of the schools in this province in the future have that kind of grounding for the future, then Alberta will be in extremely good hands, and the future of this province will be on very, very firm underpinnings.

The last point I want to make, Mr. Speaker, simply deals with this matter of going back to November when the minister will have these matters of objectives and goals tied down in priorities. I think it's important, Mr. Minister, that government give serious consideration to looking at a careful review of The School Act. Some sections of The School Act I think need to be reviewed. Basically, I think the review should be done after this period of soul-searching, if that's what we want to call it, is completed.

I think, also Mr. Minister, as I have said on other occasions in this Assembly, it will be essential for us at that time to look once again at the foundation plan. I've said before in the Assembly that I think the days of one plan serving the needs of all the province are past. It may well be that we will have to end up with either one plan, or three or four approaches to the various situations we face across the province from the standpoint of educational finance.

Going along with the decision to be made in the fall, it will be essential, in my judgment, that a careful look be taken at The School Act and at the foundation program to really gear it up for the new priorities and objectives that will be forthcoming in the fall.

I hope, Mr. Speaker, that the minister's advisory committee will meet just half the expectations that many people have for it. I think they have taken on an extremely challenging, difficult, and on occasions very frustrating job. I wish them the very best of luck in their endeavors. I am hopeful that they will soon have the opportunity to meet with the Premier. I think the Curriculum Policies Board — and I haven't spoken to them about this — would find it helpful.

I notice at the meeting on September 28, the minister indicated that the Premier would be meeting with the board in the near future. I would hope, Mr. Premier, it would be possible for you to meet with this board shortly, so that perhaps in addition to the feel the minister has given them as to what their responsibilities are and the importance of this board, they would have the opportunity to spend some time with the Premier of the province so the Curriculum Policies Board would better understand and appreciate the very difficult and challenging job they have taken on. Because, to a very great degree, the recommendations of this board could have a very sizable impact not only on the direction that curriculum takes but also on the direction of goals and objectives in the long term of the province.

I trust, Mr. Premier, in light of your statement around the first of the year when you said you were going to become very actively involved in the field of education in '77, that one of your next involvements in this area will be to sit down with the Curriculum Policies Board.

MR. NOTLEY: Mr. Speaker, I welcome the opportunity to participate in the debate. The Leader of the Oppo-

sition mentioned that over the last number of years we have seen a shift from a very conservative approach toward teaching to a progressive approach. We've seen attitudes change. I believe it was in the 1950s that Dr. Neatby's book, *So Little for the Mind* was written. These waves have come and gone for many years. It's perhaps important to recognize that at the outset of our discussions, Mr. Speaker. Because while at this point in time many educators, and certainly many parents, are talking about the return to the basics — and that definition of the basics tends to be rather narrowly defined, essentially meaning the three R's — it would be a little foolish of us to suggest that the mood five years from now will be the same.

What I'm suggesting then, Mr. Speaker, is that because education is constantly changing in a world that is constantly changing, no definition of the goals and objectives of education will be able to stand the challenge of unlimited passage of time. That is something which, I submit, will be an ongoing debate within our society for many years.

Mr. Speaker, I think perhaps one of the best definitions of what we should be seeking to do in our education system was contained in an editorial in, I believe, the March issue of the ATA magazine. The editorial looks at the debate which is presently occurring in Great Britain and then assesses the same debate in Alberta. It says:

The great non-debate has also been taking place in Alberta. The important question to ask about our schools is not, "Do they turn out enough people who can read, write, and count?" but "Do they turn out students who are intellectually disciplined and can think for themselves?" The old business of sorting, grading, and producing uniform products from our schools is a much easier task than helping students achieve their full potential as human beings.

It seems to me, Mr. Speaker, that certainly sets out one of the goals I believe should exist in our education system. We must strive to turn out students "who are intellectually disciplined and can think for themselves". That means obviously a certain amount of core program has to be provided which sets out much of the intellectual discipline necessary if a person is to be able to make full use of his or her education during the course of their lives.

The second point I'd like to make, Mr. Speaker, is that in my judgment anyway education can only really set — and perhaps not more than that — a framework for learning in a fast-changing world. I suggest the classic debate between facts learned, the old rote process, or a process of learning being stimulated, is one of the central questions that has to be addressed today.

As a consequence, Mr. Speaker, I just do not accept much of the back-to-the-basics rhetoric. It seems a yearning by many people for a simpler, less complex world. If followed in terms of rearranging our educational goals, it could very severely handicap and reduce the quality of education in the province of Alberta.

Let me take one example. Let's examine the question of the teaching of history in our school system. In years past, the teaching of history was a relatively straightforward process. One learned dates. And around the dates — whether it was the Quebec Act,

the Constitutional Act, the Act of Union, or Lord Durham's report — you learned by rote. Now, Mr. Speaker, I submit that a more valuable way to teach history is not to design an examination which the [question] is: when was the Quebec Act? If you have the right year, you get the right answer, and that's full marks. But in my judgment a rather more important part of the teaching of history is that one can understand the trends, the reasons why things happened, and the relevance of history.

When I first took history at the University of Alberta one of the complaints I recall of so many people in high school about history really questioned its relevance. Why should we learn all these facts? Why should we learn all these dates? What relevance is it to us that dates X, Y, and Z are contained in the history books?

Mr. Speaker, as I look at the present social studies program I believe it is a better program, quite frankly, than it was 20 years ago. And it is a better program than it was 40 years ago, because I think there is at least some effort to make the study of history relevant to the student, to make it something that is living, not something that is just dragged up from the past that we have to learn in order to regurgitate it in an examination so we can get a mark and then go on to the next level.

Mr. Speaker, we can talk about the definition of the basics. When one discusses this with some parents, it's very simple and straightforward: reading, writing, and arithmetic. You can go beyond that. I notice the minister talked about free enterprise. He'd be interested to know that this spring, the Utah State Legislature passed a bill which said that in Utah the basics are that their social studies program must teach the values and virtues of the free enterprise system. I'm sure that might meet with a fair amount of support in this particular Assembly.

But I submit, Mr. Speaker, that part of the process of learning, part of the process of challenging young people in education, is to have them examine different systems of organizing the economy, different systems of government. As a consequence they will learn to think critically and for themselves.

I rather like the definition of basics contained in the report which was sent to members of the Legislative Assembly — I'm sure we all received it — dated March 28, 1977 from the executive council of the ATA. Their definition of basics is:

The "basics" in education are those learning experiences that develop and modify skills and attitudes to provide for continued learning, self-fulfillment, social awareness and morality, adaptability to a changing society, productive employment and personal wellbeing.

Mr. Speaker, if you were to take that definition of the basics, which I find rather attractive, and discuss it before a group of people who see basics as essentially doing away with most of the options, getting back to the basic core program, there would be some real difference of opinion. Yet, if we are going to look at the importance and the role of education, if that's the definition of basics, the one contained in this report, then I'm in support of the basics. But I would not want to see us revert to the rather simplistic definitions we've [heard] expressed in some quarters.

Mr. Speaker, part of the education system as well, one of its goals, must be to stimulate a love of

learning. I mentioned this when we debated the estimates of the Department of Education. Things are changing so rapidly today that we can't go back to the good old days when a student could digest *The Book of Knowledge*. You look at the geography textbook . . . and you've got the map of the world, and in *The Book of Knowledge*, the sun never sets on the British Empire, and all that sort of thing. One looks back at some of the textbooks of 1910, 1915, 1920. It may perhaps have made a little more sense, but in a world where there is literally a knowledge explosion it is less important that facts be acquired than that the process of learning, of intellectual discovery, be stimulated.

I submit, Mr. Speaker, that one of the arguments for options in our high school system is that options do contribute to a love of learning in many ways. Not every student is primarily interested in the study of social studies. Not every student is turned on by English, or mathematics, or science. I believe those courses must be there to provide intellectual discipline, as I mentioned before, but I would argue that options do contribute to a dimension of interest which contributes to the overall attitude of the student to the process of learning.

Mr. Speaker, there's one additional point I'd like to make when we address the question of the goals of education. I say to members of the House that we've heard a lot in this country in the last few years, in the last few months in particular, about how we're going to keep Canada together. I don't believe the so-called bilingual policy in the federal civil service has contributed a great deal to Canadian unity. But I am strongly of the view that if we are to keep this country united, English-speaking Canadians are going to have to learn to speak French; the place where that can develop is not with many of us who have gone through the system and may have built up a million emotional reasons we're not going to learn French. The place where it has to develop is our school system.

The money spent on teaching French in the school system and encouraging younger people in Alberta to learn French — and the same is true of Newfoundland, or Saskatchewan, or British Columbia — will contribute far more to Canadian unity than all the money we've dumped into retraining or trying to educate civil servants 50 or 55 years of age to speak the French language so they can obtain advancement in the public service. I submit, Mr. Speaker, that one of the goals we have to look at in our education system is how that system can be developed to contribute to Canadian unity.

Mr. Speaker, when the minister introduced the subject today, he talked about looking in the rear-view mirror. Perhaps we should do that, because it is easy to criticize the education system. I think a number of people have been taking rather cheap shots at the education system in this province. The number of students who complete high school is way up, compared to 25 years ago. It might be of interest to members to look at the statistics. In 1951, only 30 per cent of students who started school 11 years before would complete grade 12. In 1974, that increased to 86 per cent. In 1951, while 30 per cent would reach grade 12, only 14 per cent would complete the necessary requirements for a high school diploma. In 1974, that had risen to 60 per cent. In

1951, only 5 per cent of the students entering the system would obtain senior matriculation. In 1974, 31 per cent obtained senior matriculation.

Let's look at it from the viewpoint of numbers of students attending university. In 1955, 1,620 students entered university; in 1969, almost five times as many — 7,925, or 27 per cent of the grade 12 class 12 years before — entered university. A fivefold increase.

I know there have been a number of comments by certain people, including some people in the education establishment, that when students graduate from high school they don't have the necessary skills. I was interested to see a report compiled in the city of Calgary which indicated that employers apparently don't share the criticism of high schools: 73 per cent of the employers in this particular survey were satisfied with applicants' communication skills and basically felt the high school system was doing a good job.

Let me stop here for a moment. If one could take this time frame — 1977 — and go back 25 years, you would have all the arguments applied against the system 25 years ago that we hear today. If you took another time frame — 25 years further back — and posed the same questions, you would have all the criticisms: our system is going to the dogs, the students can't read or write or do arithmetic, and what have you. I'm suggesting, Mr. Speaker, that when one looks, there does not seem to be any real evidence to indicate there has been a deterioration in the standards of our education system. If anything, it has improved.

Mr. Speaker, the argument has been raised by a number of people that we have shifted too much from a traditionalist to a progressive approach to education. As the Leader of the Opposition pointed out, this too has been a part of the old argument. It seems that for a few years we move in one direction and then for a few years we move in another direction.

The report contained in the March 1977 edition of *Saturday Review* on the British system looks at what happened in that particular country. Members will know that moves were made in Great Britain to more open teaching styles. I think the Lancaster report makes some very important observations: this question of an open versus formal teaching method is not an

"either/or" choice between opposites. Instead of identifying just two diametric . . . teaching styles, the observers noted a variety of at least 12 distinct styles, and a mix of many more.

As has already been pointed out, the report suggests that much of the thrust for a more open system has an immense amount of merit. It's difficult for teachers in that system. It's much easier to teach in a formal method, in a lecture approach, than it is to stimulate learning through a more open approach. But the basic conclusion of this report is that one has to achieve a balance between the two basic styles, and that if there is to be a compromise in the emphasis, the individual teacher is to a large extent better able to cope with that. Some teachers can take the open approach and do an outstanding job, and the educational experience is very useful. On the other hand, other teachers are better to retain a more formal approach to instruction.

Rather than our system in Alberta in 1977 being

unbalanced in that we've moved far too much in the direction of the progressive as opposed to the traditional approach, I suggest that we have not a bad balance. We have a reasonable balance between core subjects on one hand and options on the other. That doesn't mean that we can't assess the balance through the curriculum committee. We're going to have to do that on an ongoing basis anyway. As one member of the Legislature, I want to say that in my judgment we have a pretty good balance to date.

Mr. Speaker, I'd like to make two other points before concluding my remarks. I'd like to take just a second or two to examine the structure of education in Alberta. I want to make it clear to members of the Assembly that I support both the public-public and the public-separate approach to education. That's part of The Alberta Act. In my view, through our financing we have to make sure that both systems are treated absolutely equally. I say that not because that's seriously in dispute among members of the Legislature, but because we have the submission of the private schools who are arguing that in order to diversify the educational experience we should have almost equal funding — not quite equal funding — for private schools in Alberta.

I submit that while private schools should be allowed to exist in Alberta — I'm not arguing that point — we should not move significantly beyond the level of funding we have today, which is 50 per cent of the funding for the public and separate school systems. The two systems already in place stem from the historical development of Alberta. They are part of the act which established the province. I won't go into the details; we've already discussed that several times in past debates in the Legislature. But I do not see us moving to almost equal funding for private schools. I believe those who want private schools just have to accept the accompanying financial commitment to dig up the extra money. If they wish to send their students for religious or whatever reasons, I think they have to find the extra dollars to send their students to that kind of educational experience.

Mr. Speaker, while society must define the goals, the question often arises as to what extent should we be attempting to say to the teaching profession, this is how we expect you to conduct yourself in the classroom. I suggest quite frankly that the process of establishing the goals is properly one for society as a whole, but teachers as professionals should organize the schools and the curriculum to achieve the aims of society. I feel quite strongly about the importance of that differentiation.

Mr. Speaker, the other thing I would like to say in concluding my remarks is while we can talk about the structure of education, the goals, the aims, [while] we can look back at some of the achievements that have occurred in the last few years, I submit we still have some work to do, Mr. Minister, in ensuring that every Albertan has equal access to education to the limit of that student's capacity.

One area I would say we should change, and provide the funding to make it possible, is The School Act, so that divisions will have to provide schooling for mentally handicapped children, so that it is a requirement of law — not a requirement of law [for] which the local taxpayer is going to have to pick up the burden one hundred per cent, but a responsibility which we in fact will fund from the province because

we are committed to equal opportunities for education.

Other areas too transgress the boundaries of this particular resolution: the question of tuition of post-secondary institutions or expanded adult education. Some of the moves we've made with Athabasca University are laudable and, in my judgment, represent an important experiment across the province in adult education in the home that will have to be expanded.

My final remark, Mr. Speaker, is related to what I've said. If we're going to ensure accessibility to all children, wherever they live, if we're going to make the improvements that we've talked about to date, I submit that education must be removed from the restrictions of the restraint program. We're going to have to provide the extra dollars necessary to improve and to continue the process of improving education in this province. One of the most interesting parts of the recent report by Dr. Hansen — I won't go over the details of it — indicates that the contributions from the school foundation plan have declined from 91 per cent in 1961-62, to 82.5 per cent in 1970-71, to 75 per cent in 1974-75. At the same time, conditional grants and supplementary requisitions — particularly supplementary requisitions — have increased in a commensurate way.

So, Mr. Speaker, notwithstanding all the rhetoric we've heard about spending more per capita than any other province in Canada, that's only true if one adds the local expenditures. If you take a look at the expenditures of the provincial government itself, I believe we still rank third. What I'm saying is that there is no point in us talking at length about the goals and objectives of education unless we are prepared to make the necessary changes so that education will be able to move forward. And that means lifting the restraint program from education. Just as we did not apply restraint to the administration of justice and other areas last year, I would argue that as we move in the future, education must have that flexibility so we can continue basically to make what is a good system even better.

DR. PAPROSKI: Mr. Speaker, I'd like to congratulate the minister for bringing this motion to the floor of the Assembly and the teachers, who have done a tremendous job in this province for many, many years — not only have done, but in fact are doing — for such a very important area which is the central core, the essence of our society, that is education. I'm sure it's acknowledged by all members in this Assembly that education, being as difficult as it is, indeed poses many problems. I'm sure the teachers, parents, and our society generally recognize this fact. I would also like to agree generally with the base line the hon. minister has set down. I think it certainly sets the stage very well for this type of discussion and debate, if you wish, not only in the Assembly [but] beyond this Assembly too. The comments raised by the hon. members opposite regarding learning how to learn, organize, and so forth are certainly worthy of consideration by those who will be involved in setting goals and objectives.

Mr. Speaker, the sorting of priorities is an unbelievable task. I suggest it should certainly be introduced on a gradual basis after those priorities are in fact set down, maybe in the next year or so, because I

feel very strongly that priorities, after they're set, may require that so-called fine tuning or readjustment if something else comes on the horizon after they're set down.

Mr. Speaker, in discussing in the throne speech the goals and priorities of basic education or, as we are today, the goals and objectives of elementary and secondary education and priorities to be attributed to these goals, we have, as I indicated, a major task — a major expenditure also, if I may say so. If we were to recall, in 1971 I believe we spent \$387 million for Education and Advanced Education together. In 1977-78, as we've just passed through the budget, Education itself is \$564 million. I understand Advanced Education is \$335 [million] — a very substantial increase in this very important area, which I suggest the government recognizes.

Mr. Speaker, there is no doubt that the end of Alberta's education is to turn out students who are mentally disciplined. But I suggest that mental discipline will be something less if we don't in fact achieve physical discipline as well as mental discipline.

Mr. Speaker, at first blush we can talk about the basics. I suggest the basics — there's nothing to be ashamed of because they are the core subjects. If one reviews the annual review, we see that most of the students are in fact centred in English, reading, writing, arithmetic, social studies, history, science, and health. For the purpose of this discussion and debate, I'd like to call them the "big five". I suggest that these basics — reading, writing, arithmetic, social studies, science, and health and safety — should be very carefully taught to assure optimal performance, optimal knowledge, and optimal flexibility to think and use that knowledge; and not to turn out carbon copies or so-called robots — a concern very strongly expressed by The Alberta Teachers' Association and others. I agree with that statement.

Mr. Speaker, our professionals, our teachers, our students are not on trial here. I suggest we're all on trial. For the decision we will [make] in the next while, be it in the next six months or the next year or two, will certainly set the stage for future societal action.

Mr. Speaker, when in fact a certain direction is taken and is not producing a desired result — as I suggest, the goals and objectives have served their purpose and served them well. But if they are not serving their desired result — and we hear that out on the hustings — then I suggest it's the noble and the strong who admit they are wrong. As a result, we are reassessing and reappraising it. I suggest that it's truly fools who persist if in fact we are not satisfied with it.

These are strong words, Mr. Speaker. They're meant in a very sincere way. We have to delineate where we are going for the next few years. But at the same time, I am suggesting to the members of the Assembly that this delineation should not be extreme in one way or another. Let's not be extreme. Because we've had extremes over the past generation or two: the child-centred classroom; progressive education; the classroom where the teacher must not fail normal children if the student has not achieved an adequate level of achievement, because the poor student may feel rejected; the teaching of courses so they will be fun, so our students will not be

discouraged.

A generation where courses are geared to the lowest common denominator in a normal classroom [is] a serious concern, Mr. Speaker. A system which has taught many students that education can be attained even without effort. A system in which the teachers in large numbers are losing empathy from the public — not because they are not first-class professionals and teachers in fact, not because they are not well trained, but because they are part of these front-line workers who are really doing the job for us — and thank God for them — they are caught in the whirlwind of the system and in fact must receive the criticism, as all of us do when we're in the front line, even as politicians.

Mr. Speaker, a system, I suggest, which has frustrated many teachers causes them to quit because the teacher knows what in fact should be done. Yet he cannot carry out this task because the system has pushed him into that item. Finally, Mr. Speaker, a system has developed for the sake of progress, a so-called 'progressivist' which is in many ways diametrically opposed to the structured, traditional education we know.

Mr. Speaker, of course there are good and bad on both sides of the fence. A system which many educators have stated, after \$40,000-plus now, produces a student after a B.A. degree who has difficulty in fact to write, to spell, to talk, to think straight, to get a job, and to communicate adequately. A system where 400,000 students and their parents are certainly concerned more and more as time goes on and are asking for some correction or redirection — but not extreme.

Mr. Speaker, today we are offering this fresh direction. I hope it's fresh. Not new — I emphasize that — but fresh. Not extreme — again I emphasize that — but moderate, tried and proven, recognizing in spite of all these problems that a good majority of our students have achieved well, are good students, and will in fact serve well, and that teachers are truly doing a first-rate job. The concerns I have indicated in the past few paragraphs certainly must be answered, and answered adequately.

Speaking on this motion, Mr. Speaker, I feel that the Legislature realizes there is no way any of us in a 20-minute dissertation could ever hope to cover the whole field of goals and objectives and set the priorities for elementary and secondary education. So I hope all of us in our way will contribute to some of these points. But there is no doubt that the complexities of our society, as the hon. minister has indicated — be they the shrinking world, the advancement in technology, computerization, the challenge regarding values of work, leisure, and so forth — are items [that] merit concern and certainly reassessment.

So such an assessment of goals and objectives, Mr. Speaker, if it is to be translated in fact into programs, and essential programs . . . As I have indicated before, I hope other members will indeed participate and I am asking societal members, be they parents or whoever out there is concerned about this.

In speaking on the goals and objectives in a more specific sense, Mr. Speaker, my first offering to the Legislature and to the minister and his department is that I hope we set down the first, basic goal or prime goal. I emphasize this, and I'll repeat it two or three times as I go through my statement. I feel this prime

goal is of course the individual's needs: his needs for food, clothing, shelter, health, education, jobs, and the freedoms. He must understand that. He must understand that that educational program is for him and his future family.

The second portion of this first and most important goal, Mr. Speaker, is societal needs. He must recognize and appreciate the relevancy of his activities in relationship to society, for order, for protection of that society, to ensure continuity, and the need that society must in fact fill the gap where the individual fails. The other portion of this first and most important goal, Mr. Speaker, is the traditional values — be they the family, church, school, community, and the country — which reflect tolerance, justice, and honesty.

Mr. Speaker, if the student and the teacher do not grasp this type of relevancy of the whole educational system, I suggest education will be something less. The student must honor, respect, and know these factors. If he doesn't honor and respect them, he must answer why he rejects them, and must go through the system recognizing that in fact he's going diametrically opposite to a system which is just and good.

Mr. Speaker, as quickly as I make these remarks, I again emphasize that parents, churches, and all those involved play a very important role in adding to this, in contributing to this educational basic weave. I'm saying that one of the basic weaves in the prime objective is the individual, the family, and societal values.

Mr. Speaker, I'd like to turn to the "big five" again. But there are other basic weaves in addition to the big five I have mentioned; that is, physical fitness and career information — all interrelated. So if we understand and accept that fundamental prime objective of the individual and the society — and the value is the prime and most important thing of education — then I suggest all of it becomes relatively easier, except that those definitions have to be clear. I suggest that certainly the relevancy has to be reinforced and constantly framed to the teacher as well as to the student, so that education will in fact become relevant.

Mr. Speaker, when we talk about the "big five", I read in countless articles like this: "a university study shows English capability decline". A report prepared by the Association of Canadian University Teachers of English indicates that it finds an increasing number of students are coming to the nation's universities deficient in English training. The deficiencies are at the pre-university level. It just illustrates one of the big five of the basic core subjects, if you wish, that there is certainly a concern [about]. My stand is very definite regarding more emphasis on the core subjects of reading, writing, arithmetic, social studies, history with religion, and another language under reading and writing, science, and fitness, health, and safety, because for the teacher to project, rationalize, and influence the youth of the future in this area alone commands the full resources of our educators, parents, and students.

Mr. Speaker, we know what we're talking about when we talk about frills. And if we don't, maybe we should just review some of the 200 to 400 subjects taught in elementary and secondary education. I'm saying that the frills are unnecessary for normal students. They're great, but they're unnecessary.

They're costly, Mr. Speaker. In some measure they add, as one member has indicated. I can't debate that; they do indeed add. But they're not necessary in the scheme of things. If you have too many frills, they damage the basic program, because the basic programs become ineffective. The teacher hasn't the time. The student hasn't the time. He becomes frustrated and as a result doesn't do as well. Apart from the dollar cost. I suggest that extracurricular activities and other courses should be provided for those students who need it. Here I'm speaking of handicapped or special students with special needs for special programs during the summer and so forth. But for the average student, the time allotted in the school system, the dollar spent is a difficult proposition with the rising cost of education.

Mr. Speaker, let me review at this juncture, because time is limited. I indicated there are specific programs — the big five — not 300 or 400 courses. I'm talking about the academic portion, not vocational programs or special programs for the handicapped or mental patients. I'm suggesting this flow into our basic and prime goals for the individual society in our value system has to be clearer for the teacher and student. The students should be properly educated in those areas. Having said that, Mr. Speaker, we know that reading, writing, arithmetic, and all those courses — for example, reading teaches listening, speaking, reading, viewing and so forth — are [among] the most important human traits. They have to be emphasized. There's no argument with respect to the importance of arithmetic in a complex society, the financial world, and technology. With respect to social studies and the importance of knowing man in his relationship with other governments and municipalities and on provincial, national, and international levels; again there is no excuse for any student getting out of grade 12 without a proper grounding in social studies, history, and the cultures of other worlds in our complex world — a very prime objective. Mr. Speaker, in science: man and his technology, how the world has been made by man and how he can destroy himself. Again there is no excuse.

Mr. Speaker, I'm going to zero in on something dear to my heart: health, fitness, and safety. I obviously have a bias toward this area. I feel one area that has been very deficient — and it's a non-budgetary item, Mr. Speaker — is fitness, health, and safety in our school system.

DR. BUCK: Got an example?

DR. PAPROSKI: I'll give you many examples, hon. member opposite.

Mr. Speaker, it is common knowledge now — research and literature have confirmed this — that health and fitness attainment on a physical basis is so important that the performance of every student, all things being equal, is improved substantially. At this point I'd like to thank Janette Vallance, an associate professor in the Faculty of Physical Education, who had a meeting with me regarding this item. She served on the National Report on New Perspectives for elementary school physical education programs. Mr. Speaker, I can assure you that this report, plus the numerous other reports substantiating the importance of physical fitness throughout our school system, merits reading by all members. In fact I suggest

to the hon. minister that this is an area that should indeed be emphasized and is a strongly deficient factor. The report says in part:

Informed opinion indicated that individual recreational and future oriented activities would help persons adjust to modern society, levels of stress would decline, with resulting improvements in self-image, self-confidence, and general overall performance.

Mr. Speaker, there are many items I could read. I chose that at random.

The problem here, Mr. Speaker, is optimal time. With optimal time for physical fitness, the child becomes more alert, more attentive, more able to perform, achieve better, and increase his attention span. That is a tremendous item. That crosses all the basic courses. The converse is true, if fitness decreases. We must start early in the elementary educational system and pass right through grade 12 and onward.

The other problem regarding physical fitness in our system, Mr. Speaker — this is directed primarily toward elementary education but also the secondary level — is optimal type of activities. We need no bleacher students. We need students who will all be involved. We need to decrease the stress on competition. Mr. Speaker, we need adequate facilities. I mean "facilities" in the equipment sense. The equipment is inadequate for most elementary students. They are in fact handed down from senior high school students. That equipment is just not good enough for elementary students so they can be properly motivated and start their physical fitness program early.

With respect to teachers, Mr. Speaker, the average teacher can do the job very well, providing he's properly motivated or has in-service training at least. I suggest that 12 minutes in two periods, averaging 12 minutes a day or two half-hour periods a week, is just not good enough. It should be half an hour a day. So I'm making my plea here for physical fitness, by and large a non-budgetary item. I suggest the system could do this by trained teachers in the school system going from school to school to properly motivate the teachers, not to take physical fitness in a casual way but in an enthusiastic, determined way.

Concluding this item, to carry out the goals and objectives circumscribed by health, safety, and physical fitness and emphasis in this area, I suggest the student will express his anger in a different setting and will be able to control his anger and show how to handle it. He'll learn how to handle other types of feelings rather than a suicide victim or [in] a mental institute.

Mr. Speaker, as the final item, I'd like to zero in on the need for career information in our school system. At this juncture I'd like to thank my brother Carl Paproski, who is the director and/or consultant for career information and work experience in the Edmonton separate school system. Mr. Speaker, I'm sorry I'm speaking so quickly but I'm trying to cover a lot of area. Having said that, I feel that in addition to physical fitness we need a very, very important dominating, connecting weave, if I may use that expression, with all the courses we have: career information. Career information should be connected to these courses in a very practical way so that the courses in fact will be practical, relevant, important,

and the student can feel and understand why he's taking that course. Otherwise, his motivation is decreased.

Mr. Speaker, if I may read a definition of career information for the hon. members, to increase knowledge in this area, and in fact mine, it may become clearer:

First, career education should be part of the curriculum for all students and not just some. Second, that it will continue right throughout the youngster's stay in school from the first grade through senior high and beyond, if he so elects. Third, every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family even if he leaves before completing high school.

Mr. Speaker, career education is an approach to education which stresses the instrumental value of all education in helping an individual become a participating, contributing, and fulfilled citizen. Recognizing that there are thousands of occupations and a myriad of options, there are about 11 points regarding the concept of career education — again basically a non-budgetary item. One, to prepare the student for working careers should be a key objective of all education. Two, every teacher in every course should emphasize the contribution that subject matter can make in a successful career. Mr. Speaker, the third point is: a hands-on, occupationally-oriented experience should be used. The fourth one is: preparation for a career should be recognized as evolving and interrelating work attitudes, human relations skills, orientation to the nature of the workday world. Number five, learning cannot be reserved for the classroom; learning has to go out beyond the classroom into the home, the community, and the teacher should be involved. There are many, many more items in this area.

Concluding, Mr. Speaker, regarding the goals and objectives of education I suggest [we] evaluate these items calmly, deliberately, and change very gradually. We've had a society . . . we had a change before, and I think this gradual change should take over two or three years after the priorities have been set in a positive way with maximal emphasis on the basic core subjects which are still the foundation of a student's background, recognizing the special courses, vocational, arts, and so forth are still necessary and certainly very human, but not to overemphasize that area.

We should surround our whole program, Mr. Speaker, with a fitness program second to none. It costs so little but does so much for their overall performance, increasing their total human performance. Surrounded, Mr. Speaker, and connected with career information, so that as a student in grades 1, 2, 3, and on, I will know the relevance of trigonometry, algebra, or social studies and know I could do this or that with that, and [that] my motivation is so much stronger.

Mr. Speaker, if we keep these items in mind I'm sure with the contribution from those members in the Assembly who will contribute, the prime goal which is the individual and our family, our society, and our values, I'm sure that we will achieve what we want.

Thank you.

MR. TESOLIN: Mr. Speaker, any analysis of education should be preceded by a cursory examination of its historical perspective, a brief glance at the roots of educational development. For if we were only to review the education system as it exists today in the province of Alberta without relating it to its historical progression and universal scope, we would undoubtedly be contributing little to the constructive criticism we are now participating in.

Mr. Speaker, the powerful influence exerted by history on educational development as a necessary function of social evolution was also considered by the International Commission on the Development of Education established by the UN. Education is a natural characteristic of mankind. Its precise beginnings cannot be pinpointed. But it was posited by UNESCO that it has contributed to the destiny of societies in all phases of their development. It has been the bearer of humanity's most noble deeds. It is inseparable from the greatest individual and collective exploits in human history, the course of which it reproduces with its strong and weak periods, its times of striving and times of despair, its harmonies and discord.

If indeed education has been an integral part of man's development then by deduction education was a part of primitive society. Of course we readily understand that no formal structure existed, that the learning experience was a symbiotic process; that is, the individual absorbed what he could from the functions of his immediate environment.

The major influence in primitive society was provided by the extended family and the roles which each member performed. This unstructured process also gave rise to the very traditional aspect of education: that of passing established concepts from generation to generation.

Mr. Speaker, the institutionalization of the educational process was inevitably connected to the advancement of written language. Its systemization resulted in a few members becoming familiar with and master of the symbols used to give a semblance of structure to the spoken word. It also entailed that these masters would be called upon to transfer their talent to some individuals, thus giving rise to the first pedagogical relationship and also to its original, selective nature.

This authoritarian tradition — the master/pupil — continued for the thousands of years of scholastic evolution. The Greco-Roman aristocratic conception confirmed its acceptance for the benefit of an elite minority.

The advancement of education was literally suspended in medieval Europe. The onus for preserving the educational standards common at that time was left almost entirely on the church. Monastic seclusion guaranteed that education would remain the privilege of a minority of society.

The Renaissance was the major impetus for the rise of western civilization, tearing away the restrictive nature of monastery schools and opening up new horizons for the promotion of education. The coincident invention of the printing press has to be one of the most important events affecting the historical development of education. The printed word and its influence on cultural achievement and advancement is a pivotal point in the history of education.

The rudiments of universal education were accept-

ed — and not too grudgingly — by the wealthy class soon after the industrial revolution. Rapid industrialization placed a greater demand on the market for a better educated labor reserve. It was realized that future human resources could be provided by a school system which initially accepted the major portion children able to attend. This of course did not lead to the opening of more advanced education facilities but embedded the concept that accessibility to primary education was a right and not a privilege.

The late nineteenth and early twentieth centuries saw this right being translated into compulsory attendance in the form of legislation to the point that now, for example every child in this province must stay in school until the age of 16. It is curious that the transformation of the elitist posture of education to it as [an] inherent right took numerous centuries while its implementation, of necessity, took less than a century.

The effective democratization of the pursuit of knowledge is now a well-entrenched principle in the modern era of education. That the achievement of this principle occurs in the same era in which we have witnessed unprecedented scientific advancement is not coincidental. What faces us now is the ability to continue this pace or, indeed, if the continuation of this pace is desirable. I think we must treat this choice with utmost care for, as was stated, the democratic institutionalization of education took centuries and a return to the aristocracy of intellect is not now, and never should be, under consideration.

Mr. Speaker, having given this brief examination of historical precedents, I don't want to [infer] the discussions under way in this Legislature are the seeds for grandiose developments in the field of education similar to the great epochs which are part of the past. But we must heed the words of Dr. Bronowski who, in his *Ascent of Man* series, held that the pursuit of knowledge is always in a state of uncertainty, on the threshold of great events or quite possibly under such great pressure that its destruction is imminent, as is characteristic of great civilizations of the past.

Therefore, what we discuss and consider in this House may not have the least imprint in the historical analysis of education. But it may very well have considerable bearing on the future generation of children entering our primary schools. For we are now taking stock of the effect of decisions made just over a decade ago. Undoubtedly decisions that arise out of this debate in the Legislature will be under scrutiny in another decade. Whether their assessment is favorable will be determined by the priorities that we seek to establish.

Mr. Speaker, the past has also taught us the importance of the child in the gradual evolution of education. In man, before the brain is an instrument of action it has to be the instrument of preparation. It depends on the long preparation of human childhood. The specific consequences of the goals and objectives on the children as future members of the educational system must be the prime concern of our actions as legislators.

Will these goals and objectives allow those children to realize their potential, or will they only act as pacifiers to permit attainment of specific standards, yet limit development beyond this scope? We must see to it that we do not permit the injustice of debilitating those children who have vast potential and,

equally important, do not permit the injustice of allowing those children with learning disabilities to be stigmatized. Oh yes, it is a difficult balance to maintain, but if we wish as legislators to become actively involved, it is going to be something we must face.

The decisions made will also have a bearing on the future society of Alberta. The children affected by the objectives we prescribe for education will be the leaders tomorrow. It must be realized that education is engaged in preparing people for a type of society which does not yet exist. This concept, of course, is based on the optimistic belief that social development will continue to be innovative. On the other hand, if the desire is to maintain the *status quo*, our task is simplified a great deal.

Having listened to a group of pupils as they move down a hall from one part of a school building to another, or from a building to a playground, removes any doubt that they do not react to what is happening. They react to teachers, to learning experience, to classmates, and school groups. These pupils, who are the reason for the curriculum, possess a large amount of active energy which they expend one way or another each day. One of the major tasks of schools and teachers is to attempt to build curriculums that will enable the pupils to channel their energies into constructive living and learning experiences whenever possible.

Recent articles referring to the increase of incidents of illiteracy among graduates of our public school system are probably the major concern of this debate and the basis for the establishment of certain goals and objectives. It is also very likely that in the assessment of priorities the desire to ensure that every student who graduates from secondary school is functionally literate will head the list. One need only recall that the teaching of language gave rise to the first institutionalized form of education to understand the significance of ensuring that this is still the basis for the establishment of our modern facilities.

Mr. Speaker, the spoken and written word is a unique characteristic of man. Modern technology's impact on the cybernetic revolution has yet to be fully comprehended. But without a doubt, language will continue to be the fundamental aspect of the communication process. Thus, our concern to see that academic standards and the use of language remain high is very well founded.

But should our concern necessarily entail placing the entire education system as it presently exists under suspicion? Certainly not, I say. We must admit that the literacy crisis has led to a great deal of controversy, resulting in numerous clichés and slogans. Those that are immediately recognizable are back-to-the-basics, and let's swing the pendulum back. But if the analogy of the pendulum is maintained, it must be realized that the further it is brought back, the further it will go on the return swing.

To radically support the extreme back-to-the-basics or extreme permissiveness serves only to cloud the issues, and will assure that no consistent educational policy is ever formulated. Those who contribute to these polarized positions will immediately term this as defending the errors in the present system. Of course that is their prerogative, even though their accusations would be groundless. Reactionary ten-

dencies must be overcome if we sincerely desire to create an atmosphere which is conducive to sound, educational development.

Admittedly, there are some problems which must be rectified. But at the same time we must realize that there will be imperfections in any system which is contrived. The historical movement is interspersed with Utopian prescriptions which include the idealized descriptions of learning environments which will never exist. We must realize that the education system will be the centre of constant evolution, trying to attain a design that will enhance the interests of all concerned.

To understand the problems which now confront the school system — they are not necessarily new problems; they could be ones to which no comprehensive solution has yet been found — we should investigate factors affecting the learning process and the operation of the schools themselves. For this is the realm in which any prescribed goals will be implemented.

Conditions which affect the learning environment are innumerable. It is an environment which consists of several subsystems, including everything from public policy formulation to peer pressure groups. An overriding influence on student attitude and work habits is the home, as was the case in primitive education. Factors which affect home life indirectly affect school life. Even though all children are enabled to attend public school till 16 despite the economic position of the family, this does not mean that wealth no longer has an effect on both preschool-aged children and those already enrolled.

The home must play a supportive role in aiding the education of children. The neglectful attitude of some parents is easily discerned by the continual decline in pupil attendance. Inextricably bound to this, yet very reliant on personal attitude, is student motivation. There is a tendency of a few to generalize that students of today do not display the same commitment to furthering their education. Of course this will be true, but undeniably in very few cases; probably a no greater percentage than [those] who had a similar attitude in the past.

This does not mean these students should be ignored. Undoubtedly some of their attitudes might be changed by a greater degree of strictness in the schools and in the home, but this will not be the catchall solution. In some cases these students took advantage of, and in others could not cope with, the permissive aspects of schools in the '60s and early '70s.

Some will immediately claim that the importance of a proper view of the total learning environment is hogwash and unnecessary. The cry will be raised that this was not considered in the '40s, '50s, and '60s, so why now? Because the problems which affect education, though they may differ in some aspects, have been common throughout the years. They were not solved in the past in a highly restrictive learning atmosphere and have not been totally solved to date in a more permissive atmosphere. So a return to the past will not suffice and neither will the reliance on present aspects, for that will only promote the *status quo*.

In examining the learning environment, the third major participant — the co-ordinator of public policy, parent demands, and student needs — is the teacher.

The ambition and dedication of the teacher is a very important determinant of his effectiveness in the classroom. The rapid expansion of school populations led to a sharp increase in the size of teaching staff in the '60s. Because the number of full-time teachers grew more rapidly than student enrolments, pupil/teacher ratios have improved from 25.7:1 in 1960-62, to an estimated 20:1 in 1975-76. Though there are definite advantages to the lower ratio, we must maintain the quality of teacher training while also promoting a greater quantity. In school the teacher acts as the main intermediary of education, the transmitter of knowledge. Therefore the training of future teachers must not be just adequate. It must be the best possible.

The increased role of the teacher heightens the need for a more vigorous in-service training program, which will require necessary funding. If our desire is to ensure that the teacher is fully prepared to undertake one of the more important roles in the formative years of our children's lives, we must be willing to ensure he has been able to acquire the best training to undertake that role. In the ever-expanding world of knowledge, this will require all teachers to follow a lifelong course of training. The transition to training in several phases is an absolute necessity today.

Professionalism amongst the teaching community must be enhanced. One aspect of this is greater individual participation in their professional organization. It provides them with a forum where they can review common problems and provide possible input to provincial policy-making. The political efficacy of such organizations is not a liability of any government, but is necessary in the determination of sound public policy, and education is no exception.

One particular aspect of increased professionalism amongst teaching staff is the consequent possibility of less rigid bureaucratic structure. More professional autonomy will be possible when training is the best, and trust is placed in the teachers. If teachers are unable to act independently within their classrooms, and with personal confidence, serious consequences of apathy may arise in which the loser will ultimately be the student.

Basically, Mr. Speaker, there is an upheaval in thinking out the objectives of education, and hazy answers to what our schools are for. My response is one I think an overwhelming majority of our society would also give. The basic answer to the question, what are the objectives and goals of education — put more basically, the question will be: what is the reason for the existence of schools? I believe that schools are for learning, and that mainly what ought to be learned is useful, practical knowledge. This I believe to be the priority of education for Albertans, basically general in nature: this is what schooling or education is all about.

For instance, Mr. Speaker, communication has to be the main objective of our education. Surely we are not too far off target if we ask a school graduate to be able to read the newspaper, follow an instructional manual, comprehend correspondence, and most of all to be able to exchange ideas. The rudiments of communication, then, must be the three Rs placed in their proper perspective. They are important. We must be able to read; we must be able to communicate by writing or otherwise; we must comprehend that which pertains to arithmetic.

I would be remiss if I did not say that in the past, schools have been far too willing to accept the responsibility for solving all the problems of young people, of society, for meeting or attempting to meet those needs which society suggests are immediate concerns. The schools have failed to discharge these obligations successfully and completely. There is little need to spend time in considering why not.

I must reiterate that the major objective for a school should be learning, and all efforts should be geared to the facilitation of learning useful knowledge: basically, that knowledge which is needed to exist wisely in our society. Thus schools should concentrate their efforts on cognitive competence.

Knowledge is a structure of relationships among concepts. The learner builds a repertoire of understanding from numerous facets of learning and knowledge, from the information he has gathered in school. Affective learnings are very important in human development, but this should not and cannot be the primary objective of the school.

Educational objectives must be concerned with knowledge. This in itself will tend to create an atmosphere whereby human experiences toward adulthood can and will take place. Therefore schools should be held accountable for providing a good learning environment which consists of ambitious, enthusiastic teachers with real concern for professionalism, proper instructional materials and development of an atmosphere conducive to learning, respect and support of parents for doing the job the schools are supposed to do.

In consideration of establishing curriculum, a possible model will be a core curriculum interrelated to a number of optional courses — not a plethora but a sufficient number, especially in secondary schools. The core program could include courses on language, social studies, mathematics, scientific analysis, and an increasing importance for a sound physical education program. The present system lends itself well to this mold, and adaptation would not be that difficult.

Mr. Speaker, in conclusion I must say there is a dire need for increased public relations work in our school systems, beginning with the department, continuing to the regional offices, continuing to the school divisions or counties or school boards, and right into the schools. In the past, the school, parents, and other lay citizens of the community have not worked together as closely as possible. Schools have often been justly accused of being little islands or ivory towers. Schools, all too frequently, have invited citizens to visit only when there is a special program such as a band concert, art exhibit, or dramatic production. The things adults have missed have been those that take place in the classroom, and help to show new ways of working with pupils and new content. One of the most pressing needs, as we strive to design and build better curriculums and better learning environments, is for educators and lay citizens of communities to learn to work together successfully. The late Henry Ford in reference to human relations stated this need very succinctly. "Coming together is a beginning, keeping together is progress, and working together is success."

Thank you, Mr. Speaker.

MR. BATIUK: Mr. Speaker, in view of the time, I beg leave to adjourn debate.

MR. SPEAKER: May the hon. member adjourn the debate?

HON. MEMBERS: Agreed.

MR. HYNDMAN: Mr. Speaker, this evening we'll continue with debate on this resolution until about 9 o'clock or 9:15, then move to the Order Paper for second readings and committee.

I move we call it 5:30.

MR. SPEAKER: The Assembly stands adjourned until this evening at 8 o'clock.

[The House recessed at 5:29 p.m.]

[The House met at 8 p.m.]

head: **GOVERNMENT MOTIONS** (continued)

[Adjourned debate: Mr. Batiuk]

MR. BATIUK: Mr. Speaker, after perusing the book, Goals of Basic Education, which was produced in 1975 to review the goals outlined there, it is within that framework that I wish to address my remarks this evening on the motion proposed by the hon. Minister of Education.

Mr. Speaker, the book made it clear the goals were not dealt with in any order of importance but were open to interpretation and change by individual school systems. Further, those goals were broad enough that they were not going to tread on the toes of any specific religious, ethnic, or organizational group. I would like to make a few comments on those goals, and in doing so indicate which I think are more important than others, although they all have their merits.

Learning to be a good citizen is very important. I believe this is one of the most important [goals] of all. A student coming out of school with the elements of a good citizen is going to be the basic way of our life and is going to determine our standard of living in the future. A good citizen naturally takes an active interest in community and government affairs; respects others' property, religion, language, and cultural heritage; and recognizes his roles and responsibilities to his community, province, and country. Through good citizenship he would realize some of the other goals such as planning, learning about, and trying to understand the changes that take place in the world, and learning to respect and get along with people of varying beliefs and lifestyles. All these things are important to a society that hopes to live in harmony.

Mr. Speaker, to my mind, another important goal is to learn about the world of work and develop a pride in achievement and progress. For too many people in the adult world and many entering adulthood, the rage [is] to get a job, any kind of job, work for a while, and then qualify for unemployment benefits or social assistance. In terms of young people, this is copping out of responsibilities and taking the easy way out. In a country where unemployment is at a high record, we have a double responsibility: that is, to ensure

that those who can work do so, and those who want to work should be able to have jobs for them to do. We must discourage the reliance of young people on government social assistance and dispel the mentality that there is always welfare. But no doubt that is another topic that could be dealt with at length.

Learning about work and developing a desire in students will develop management skills, organizational skills, and knowledge competence as outlined in some of the other goals.

Another area is learning to use leisure time. Here is another vital skill in our society where fewer and fewer hours are spent on the job. Coupled with earlier retirement and a longer life span, this leaves a lot of free time to the individual. He must learn in school how to use that time effectively, to develop the skills and appreciation needed in leisure time activities. It is in an important era like this, however, that we must be very careful.

Many people would call these frills of education. Increasingly the public outcry is to do away with these frills and get back to the basics, reading and mathematics, which children are having difficulty with. Are they suffering, or have our standards been raised so high that we expect more from them than we ourselves know or learned when we went to school? Some comparative testing in schools to see if changes in ability and achievement have been created should answer this question.

Practising and understanding the ideas of fitness, health, and safety are also very important goals not only to students but to all of us, as is the goal of appreciating culture and beauty in the world.

Mr. Speaker, I have offered a few brief remarks concerning anticipated goals of the education system. Now we must decide the priority of these goals. We must decide whether these goals are what we expect our schools to meet. For the most part, most of them are goals of values as opposed to strictly skills. With educators and parents calling for a return to basics, it is incumbent upon us to settle this issue, to define basics, and then decide if that is what we want. Furthermore, we must make our decision quickly, so the education system can get back to what it is best at: teaching our children.

Before I start another area, the role of the teacher, I must say I really enjoyed the hon. minister when he told that little story of how the very skilful person of 2,000 years ago almost overtook the much less skilful student.

I would like to mention a little incident where a really skilful person was overtaken by one considered much less skilful. This was many years ago when I was riding a train from home to Edmonton.

Behind me, a couple of gentlemen were speaking. I learned from them that one was a university professor and the other a farmer. As they travelled, the university professor said to the farmer, "You know, we'll be on the train for a little while. So that the time will pass, let's play a guessing game. I'll ask you a question; if you can't answer it, you'll give me a dollar. Then you can ask me a question, and if I can't answer it, I'll give you a dollar." But the farmer said, "You know, you've got a PhD in Education. You're a professor at the university. You've got the world of knowledge in you. What chance would I have with you?" So the farmer suggested that when he asked a question of the professor, if the professor couldn't

guess the answer, the professor would give him a dollar. But if the professor asked the farmer, and the farmer couldn't answer the question, the farmer would give the professor 50 cents.

The professor quickly agreed, and said to the farmer, "You guess first." The farmer thought for a little while, and said, "What is it that has one body, two heads, three feet, two wings, and cannot fly?" The professor rattled his brains. Finally he said, "You know what, I give up. Here is a dollar." So he gave the farmer a dollar. Then he said to the farmer, "Well, what is it?" The farmer said, "You know, I don't know either. Here's 50 cents." [laughter]

Mr. Speaker, we must consider the role of the teacher. While we have some of the most highly trained professional educators in the province, we must ensure that they are committed to the goals we set down. For only they can sincerely develop the skills and values in our students. Are they willing to teach these goals of values and skills? Are they adequately prepared, and do they have enough resources? Are they confident in the tasks set out for them?

I am sure most hon. members have fixed ideas on what they believe our schools should strive to do, just as the citizens of the province do. Mr. Speaker, while we discuss all the other issues important to Alberta — oil, natural resources, employment, social assistance — let us not overlook education. It should be our number one priority, for the job our schools do today will be reflected in the citizens of tomorrow.

Thank you.

MR. DIACHUK: Mr. Speaker, I too want to share in the debate on the resolution presented by the hon. minister, but I still have to compose myself after that humorous incident stated by the hon. Member for Vegreville. As one who doesn't remember jokes, I was trying to write it down for my memory. But I'll resort to *Hansard* in future.

I think one of the things all of us as members of this Assembly have to examine is what our own goals and objectives would be for this education system we are sometimes so critical of but, thank goodness, I'm convinced more often we are complimentary about. I haven't had any real hang-ups personally, except that we take it for granted. I think one of the things we have to realize is that education, or our schools or institutions, can never accomplish everything we want alone without the other resources.

I have often looked at raising a young person from infancy, where possibly education begins, to adulthood as a tripod. You need a good base at home, a good foundation in the school, and a good community life. Other factors enter into each of those three tripods that balance this stool. The last one, the community, may be the whole environment one is raised in. It could be the community association the family belongs to, it could be church life, or it could be any other area the whole family is involved in.

The educational institution has made many changes, some for the better and some for the worse, but I really believe not without the hope of doing something better, even though we might say that at times some of the changes that came about were a trying experience. And the home is definitely a factor.

During my preparation for today's debate I looked at

the goals of basic education. I also balanced them with a publication I was given just last week at one of the schools I visited and addressed. It is a booklet called *People Helping People, an Overview of Community Education*. Very well, it's an American publication. The author, a man by the name of Larry Decker, is from the University of Virginia. With the exception of one or two terms, everything I perused and compared could apply to us. I thought I would bring it into the debate here because it was being used in one of the schools in our education system in this province. They also say that a very, very important part of the whole education system is the educational philosophy the community brings about. They speak of the maximum use of resources to provide a comprehensive educational program for the entire community.

I reflect on the time I was first a candidate for the Catholic school board in Edmonton, some 16 or 17 years ago. I recall that one of my points was a greater utilization of our physical plant. A novice at what I was entering into in municipal government, at least I had the idea that we've got to utilize these facilities more.

Now I'd like to enlarge on that, Mr. Speaker. Something that troubles me is that at one time our educational system in this province and this part of Canada was predominantly a four-by-four school system. Everybody really felt a part of that institution. It taught from grade 1 to grade 9. They had an open-classroom atmosphere. There was no division of classes. The parents really felt part of it. As a matter of fact, from what I am told and recall, the only negative aspect was that the teacher wasn't the most welcome person there. He always had to bargain with the local school committee, and some of the bargaining was quite extensive.

I recall the story of Dr. Buxton, a trustee from Edmonton who at one time was on the executive of the Alberta School Trustees' Association. One day he lost a teaching position in northern Alberta over 20 hogs which swung the vote. But he gained another teaching position over 20 beers when he was drowning his sorrows. That was the kind of atmosphere we had at one time. The educator was not really totally welcome in his school.

In my opinion we have gone 180 degrees — not 360, but 180. I'm afraid what we're experiencing now is that the parents of children do not really feel part of that institution anywhere in Alberta. They feel that it is run by the school board; it is a provincially-funded institution in some way or other. The teacher and the administration run it, and the parents only come when there is a problem or for parent/teacher interviews. This is the concern I have. We've got to take a look at involving the whole community.

Part of our success in our early childhood program is definitely credited to the involvement of the parents. I would hope that we look at this and return to involving the parents. This is my pitch continuously to parent/teacher groups, to home and school associations, whatever group it is: that they had better get back and get involved, because that is their school, not the school board's, not the Department of Education's or anybody else's.

Now that, at times, is uncomfortable, Mr. Speaker, because you now have a different society. In those days I referred to, when Dr. Buxton lost his teaching

job and gained another job over 20 beers, the teacher had very few people who were educated [higher] than about grades 4 or 5 — maybe some were in grade 9. I can sympathize that in practically any school in this province, you've got the lawyer, the doctor, the farmer, the politician, everybody, telling the teacher how to do a more effective job in their school program. I can appreciate that that challenge to an educator is definitely greater, but I really feel the student will benefit if both parties can get together and work harmoniously toward one objective: that is the objective of gaining an education, providing an education, whatever the community desires for that student.

This very interesting American publication *People Helping People* goes on, indicating that "people of all ages together using a community school and community resources for ..." and they go on, starting with many of the aspects many of previous speakers spoke about. It could be the academics, languages, arts, social studies. It could be the vocational skills. These could be provided through co-operation with other people in the community.

Recreation: we have entered into a greater involvement in utilization of facilities, particularly here in the city, and I'm advised that many other areas of the province are utilizing their schools for recreation, sports, and playgrounds a lot more than they were 20 years ago. An example here in Edmonton: we have the agreement between the school districts and the city on the joint use of their facilities.

Also the social needs. You wonder why we have to build facilities for social needs when we have other large community facilities in this province that could be utilized. However, again, the most important part is to make the people who are part of that attendance area, are part of that school community, feel that it's part of their school.

I want to add some other areas I really feel would be of value to consider. Some of the former speakers indicated there is even concern over the moral, spiritual and responsible approach to educating our children. I think we have to do this in this nation. If we don't do it, where else will we do it in the world? We have a mosaic country. We have an ideal situation. We have people from many, many countries making our province their home.

Recently, on behalf of one of my colleagues, I assisted at the opening of a new school — not in my constituency — and I found the cosmopolitan population there provided such a challenge for those teachers. The principal was looking very excited. The school had opened. People from every corner of the world were working harmoniously. One of the things she pointed out to me was that she wasn't having any difficulty with the new Canadians coming to meetings, being involved, because they were just so excited about the opportunities their children were going to have in this country where they chose to make their home. But again, she was a little distressed that the Canadian-born were not getting involved. They were leaving it, they were too busy, they were involved in everything but their child's education. I sometimes hope that through all this debate we can motivate greater involvement. Maybe this is what we've been looking for. I haven't had too much correspondence about this subject from my constituency or the other constituencies, even though we've given it enough publicity. It's a ho hum. Every

time we have the opportunity, I think we've got to stir up interest to make people aware we are depending on them for some suggestions.

I can agree with some of the previous speakers. The hon. Leader of the Opposition indicated teachers are no different from any other professional group. I agree. Every profession has its challenges. The teaching profession has challenges ahead, particularly in improving what they are involved in, dialoguing, communicating with the parents whom they're teaching and communicating among themselves.

Recently I had the occasion to address what was called a professional in-service program at one of the schools in my constituency. I found it challenging. But what those teachers were really doing that afternoon, once in two weeks, was to call on a person of some other profession outside their walk of life, to speak to them on what they thought. Then there was a question and answer period.

I really agree that this province has one of the finest education systems. You can't just sit back and say it's well done. Also you can't listen to the belaboring complainers who feel that our educational system isn't accomplishing what could happen. Because when you really look at it, the number of people we're turning out — and I recall when I was on the school board the superintendent referring to an era of the drop-in, not the drop-out. For the last 15 years the school system was experiencing people who would leave for a year and then come back, and they were calling them drop-ins — getting back into the education system before they became 18 or 19. That was a challenge, because all of a sudden the administrators realized they were getting more people back into our education system. Possibly that is why some of the results indicate that we have a large grade 12 enrolment. You wonder where that grade 12 enrolment is from. It's students coming back to finish a semester or to complete two or three subjects. That we're now getting the students back to finish what they didn't do is a compliment to our outlook. They broke away for a year, maybe a year and a half, and got back to the education system.

One of the other points I would like to touch on is the outlook toward our whole education system. We have the public system, which consists of the public and the catholic systems. But we have the independent schools which are a very competitive viable force in this province. They are a constant challenge to the people in the public education system, because they are doing a very effective job. They are providing their students with some of the challenges that weren't available to them in either of the public systems. They chose to do it on that basis and, from my own experience, the two independent schools I have in my constituency — and I've visited others — are doing a remarkable job in educating their students. Really, Mr. Speaker, with not too much complaining and outcry, they are doing a very effective job for far less money than the two systems are doing. It is a challenge to the two provincial public systems — and I refer to both of them as public because they are funded publicly — to see whether they can do better because these independent schools are proving themselves very, very effective on far less money.

In closing, I only hope we can return to some of the objectives the parents in the different communities want. I'm confident from the background I have that

rural Alberta wants something different from an urban community downtown, in the constituency of Edmonton Centre, in the constituency of Edmonton Beverly, or in any other constituency. Rural Alberta may want to prepare its students for a program that will adapt them back into agriculture, into rural life. However, the urban setting may want to prepare them for a program in one of the post-secondary institutions to be able to prepare them better, whether for a career in some field, or a professional life, or even in the business community in which we have every opportunity in this city, in both cities, in all the cities now.

So I think we have to look at some of the overall goals for the whole province; but the objectives may differ [depending on] the community those students come from. I can sympathize that in some of the outlying areas, because of the lack of students, we can't provide the diversity of programs we have in the city. I would only urge that somehow we look at the exchange of, or a distribution of, the funding to provide these students with an opportunity to come to the urban setting. This really takes place in the high school area.

I'm advised that some rural areas have good early childhood education programs; some don't. From my understanding, we have never really said to any jurisdiction, you should do it. We've made it voluntary. Some of the rural areas have a program whereby the students go three days a week, instead of five. This is how those communities choose to provide their young students, their beginners, with a beginning in education. In the city we have a different approach. We may have them attend five half-days. That's how diverse our programs are in this province, and I hope we don't change them, that we continue them on this basis.

The last thing I would hope is that we do not overlook the tripod that it takes to educate a student — the home; the educational institution, which is the school; and the community — and we receive input from all three of them.

Thank you Mr. Speaker.

MR. TAYLOR: Mr. Speaker, I would like to say a few words on the resolution that aims to assess the goals and objectives for elementary/secondary education, and the priorities to be attributed to those goals and objectives. I want to do it under seven points.

I don't want to spend time tonight dealing with the wonderful things about education as it exists today. And there are a lot of wonderful, splendid things. Rather, I want to look at a field or an area where education appears to have failed. We will not make much progress in our lives or in our schools if we continue to emphasize the things that are good and successful. I think we have to take a look at the other side and see where we have failed, and what we can do to try to achieve success in those areas.

I would like to suggest we have failed in meeting the needs of a reasonably large number of boys and girls. Some of the members indicated that education is much better today than it was 20, 30, or 40 years ago by quoting statistics showing that more are graduating from grade 12. I don't think that's very meaningful, because we're living in different eras with different circumstances. I don't think they're comparable at all.

Many in my grade 9, 10, 11, and 12 classes left school, not because they didn't like school or there was any particular difficulty, but because jobs were available and they could get a real good job. They were enticed. They thought out whether they could make more money by leaving in 9, 10, or 11 or by continuing to go to high school and then to normal school or university. Many came to the conclusion they could make more money and a better success of things by leaving school. So I say many of those statistics are really meaningless. We could make figures say almost anything.

When I visit the prisons or correctional institutions today and find so many young people there, and then check their ages and what grades they went to, I am appalled at the number who left school before they ever got to grade 10 or even entered high school. A report in the '60s — I believe it was at Bowden institution — indicated that the majority of the young people at that institution at that time had quit school in grade 6. I don't think there were any who went beyond grade 8.

I believe in education. I believe education helps us to do the right thing. It helps us to think things out to a proper conclusion. In my view the object of education is to make us better citizens so we can play our part and contribute to a better country, a better community, a better province, a better nation, and a better world. If through all our learning we're not able to make a better contribution and cope with the circumstances of life, then what is education? Is it being able to solve intricate trigonometry or analytic geometry problems? That in itself is meaningless unless we can apply it and make it relevant to life.

When I look at the report tabled by the hon. Solicitor General on the number of people in prisons today, there were almost 1,000 men and women — mostly men — under 25 in our prisons as of December 31, 1976. I have to ask myself why they have failed to be able to cope with the intricacies of life in the environment in which they live. We have to come back to the home, the church, the school, or possibly all three.

I would like to see a study — because I'm guessing at some of this, but guessing on the basis of the reasonable number of people I know — and ask: where did we fail? Why were they unable to meet the environment in which they live and solve their problems? Their homes were good. Their church life was good. So I have to come back to the school. Why did they drop out?

I know a very limited number of teachers who, if he or she finds a boy or girl difficult to deal with in the classroom, will tell the boy or girl to get out of the classroom or the schoolhouse. This wasn't unusual in your day or in mine. I saw many boys and girls kicked out — told to get out of the classroom. Some of them didn't come back. I don't think that's teaching. I think that's a failure on the part of the teacher to understand the psychology of teaching boys and girls. Our teacher-training colleges give every teacher a course in adolescent psychology, in trying to help a boy or girl meet the environment in which they live. Never have I heard a professor of psychology say that the way to solve the problem is to get the kid out of the classroom. Yet how many times that is done.

I'm wondering how many young people in our prisons today were drop-outs for one reason or another,

then found the only place they could find friendship and comradeship was in the world of the thugs, where they could easily have peers and meet the problems, if there were any.

To the credit of the Department of Education, today and during the last few years there has been some concentration on learning disabilities. When I look over the 13 years during which I taught school, I wonder now whether some of the boys and girls were having a difficult time in the various grades because there was a learning disability I didn't analyse or diagnose. Many, I did. I can say with satisfaction that in all my teaching days I never told a lad to get out of the school. I tried to help the child who was having difficulty. With extreme patience and many extra hours, the child was sometimes able to respond, make his grade, and stay in school.

How many, I wonder, have had learning disabilities? I spoke to a boy in a federal penitentiary who was about 19. He was absorbed in working on a carburetor, so absorbed that he didn't even want to take time to stop to talk. As I asked him a few questions, he said to me, if only I could have had somebody to teach me this when I was at school, I would not be in prison today.

I commend the department for what they've done in diagnosing learning disabilities. But I think we've just touched the surface. I believe there are scores of people in our prisons today who had learning disabilities that were not diagnosed. So they agonized, couldn't stay up with their classmates, and became the clowns of the class. So they got out and found their consolation in going against society, society that gave them no help when they needed help most.

I would like to commend the number of associations in this province, people who are interested in diagnosing the learning disabilities of boys and girls who are not getting or responding to the education in the normal classroom. Some schools have appointed special teachers to deal with these, and other teachers refer. I'm not talking about people who are subnormal or retarded. I'm talking about boys and girls who are slow learners, who have learning disabilities that may involve the ear, eye, or head. But they have learning disabilities. If we could just keep those boys and girls so they feel happy and satisfied with their classmates, then I think they will [take] their place in society.

Yes, I believe in education. I believe education can make us all better citizens, and help us solve the problems of the environment.

When I was in grade 12 I missed three weeks of school at the beginning of a month because of a job I held. We needed the money, the mines weren't working, and things were tough. When I got there, by the middle of October I was talking about leaving school. I had missed all the fundamental teaching on trigonometry, analytic geometry, and algebra; subjects in which I thought I was really good. But I had missed the first three weeks, the first lessons, and I couldn't solve them. Finally I stayed after school one night and spoke to a teacher — his name was J. Mark F. Smith, he just recently passed away — and I said, I don't know what you are talking about in these classes. He said, well I know why. You missed the basics and I never thought about telling you what it was all about. If you'll come back to school an hour every night, I'll give you extra time and the lessons

you missed.

By the middle of November I no more thought of quitting school then I would of flying. I was enjoying it because I was keeping comparatively or relatively even with the boys and girls in the class. But when I wasn't able to do that, I became annoyed with myself. I began to think there was something wrong with me and that I'd better get out of there because I couldn't keep up. How many hundreds of boys and girls leave because of that very reason?

I don't want to spend too much time on this point but I want to emphasize that, in my view, the schools so far have failed to create in the minds of boys and girls who have learning disabilities the desire to meet the problem if they just get sufficient time, if they have patience and teaching, maybe extra teaching.

The hon. Solicitor General said it takes from \$27 to \$59 a day to keep these young people in prison. Hon. members and Mr. Speaker, if we could just spend some of that money diagnosing those who are having difficulty and keep them in school, let them benefit from education, find out what's bothering them, and then help them become good citizens — what a wonderful and much better use of the money we would be making than by keeping them in our prisons today.

The first thing is, where we have failed? The second point I want to mention is that I believe in diagnosing learning disabilities. We've started; let's continue and expand that splendid program. Let's get teachers who are specially trained to deal with this problem, the solution of which is still in its infancy.

The third point I want to mention as a target is the basics. I'm not going to say back to the basics. I say forward to the basics. I want to say that today I believe the basics are a definite requirement, the same as they were in any age, when you or I were at school or a hundred years before. Unless you get the tools, you are unable to go very far in school. It's the tools we need. If the boy or girl fails to get those tools in grades 1, 2, and 3, and to a lesser extent in grades 4, 5, and 6, they are not going to go very far in school. I can assure you of that.

Take the best carpenter in Edmonton today and ask him to build a house without a ruler, a tape, a hammer, and a saw, and what would he do? He hasn't got the tools. He might have the ability, but he hasn't got the tools to do the job. We say to boys and girls when they get into high school that if they can't figure, if they can't read, if they can't write, if they can't speak, they haven't got the tools to expand into other fields. So they are thwarted, become discouraged, and drop out; or they leave school and try to get a job, and they can't get a job that meets their desires.

I can't spend too much time in saying that we have to have the tools if we're going to go very far in education in whatever field. One of the biggest targets we should set in education is to make sure our boys and girls get the tools — reading, writing, arithmetic, and speaking — by the time they leave our elementary schools.

Teaching in a country school where I had 11 grades, I found boys and girls in grades 4, 5, and 6 who didn't have the basics, the tools, to meet the requirements of those grades. Instead of ridiculing them, I had a quiet little talk with them. I said, now we're all in the same classroom. When I'm teaching

reading to grades 1, 2, and 3, I want those having difficulty with reading, without anybody else knowing, to have that book in front of them and to listen just as if they were only in grade 3. Nobody will know except you and me.

To boys having difficulties in arithmetic, because they didn't know their separations and their combinations, I'd say, when I'm teaching grades 2 and 3, you listen and take the same homework I give to grades 2 and 3. It was an arrangement between us that nobody knew about except the boy or girl involved. Well, by the end of the year they were learning. They had learned the tools and were then able to go on. Once or twice they couldn't go on to the next grade, but they were getting happier because they could begin to see the light at the end of the tunnel, to see how you could solve the problems, how you could read, write, and speak. Mr. Speaker, in a school where you have separate grades, unless something is done to help them get the tools when they haven't got them, they are going to become misfits and are not going to be happy in school.

My whole thrust in education today is not toward those who are doing well, not those who are able to meet the challenge today. As the late Dr. Coffin used to tell us at normal school, don't feel awfully good because some of your boys and girls get really clever and are able to pass your grade 9 and 12 examinations; some boys and girls will learn in spite of the teacher. I'm not worrying about those able to learn and advance and meet the challenges. I'm worried about those failing to do it, who are having difficulty doing it. To save those boys and girls from themselves and from a life of uselessness in prison should be our big target.

Well, we talk about these tools. I think we should spend a major part of our time in grades 1, 2, and 3 on learning the tools, then less time in grades 4, 5, and 6, less time still in grades 7, 8, and 9, and less time still in grades 10, 11, and 12 when they've got the tools. Then we can expand to the other subjects. Then they can read, research, figure, solve problems, speak, and write. When they can do those things you won't have to worry too much about their moving into the subjects they like. Yes, I think the teacher should have freedom to expand the programs to meet the individual needs of the boys and girls, but I then come to the fourth point I want to mention.

There should be definite bench marks toward which the teacher must aim. By the end of grade 1, every parent and teacher should know what type of reading and arithmetic problem that boy and girl can handle with ease, what speaking and writing they can do. Perhaps in two or three sentences they can write one little story about their dog. That's fine, but whatever those bench marks are, let's aim at getting every boy and girl in grade 1 up to that bench mark; every boy and girl in grade 2 up to the grade 2 bench mark; every boy and girl in grade 3 up to the grade 3 bench mark.

If we could have these definite bench marks earmarked for each of these grades from 1 to 9, Mr. Speaker, we would be able to check those who are not meeting the bench marks. When a child was found to be dropping further behind every month, the teacher could then take remedial action either in that room or in another room. Sure, the finals in grade 9 and 12 are fine, but we need bench marks at the end

of every grade. If I were in the classroom today, I would want to know where the boys and girls were supposed to be at the end of the school year, so I could teach accordingly and spend the time necessary to get every boy and girl up to at least that particular standard. Yes, we need bench marks.

The fifth point I want to raise is: when they get to high school — and you have some who are not academically inclined, not because they haven't got the tools but because they are mechanically inclined — they want to do other things with their hands. I have to remember the trip I had to the W.P. Wagner School where they spend a half day with academics — even in grades 9, 10, 11, and 12 — and half day a with their particular trade, whether it's carpentry, mechanics, trailer building, printing, photography, or whatever it happens to be. I marvelled at what some of those boys and girls did. I saw a trailer that would be a credit to any carpenter in this country, splendid work, excellent work. The carpenter requiring expert skill would be pleased with the work he saw there, I'm sure.

But you know that program is aimed at making the boys and girls better citizens, so part of their work is to go out into the trade and learn by doing — a half day in the academic world and a half day in the world of work. If it's carpentry, the teachers go out and find a carpenter who will take them on and teach them for half a day while they're doing the work. I would like to see a target in our educational program that would have a co-ordinator so the teachers over there wouldn't have to go and spend hours of their own time trying to find employers; an educational program, a co-ordinator, so employers would be coming forward to have the use of these young people who not only have the tools of learning — reading, writing, arithmetic, and speaking — but who also have the basic tools of the trade in which they are wanting to spend their life.

That is another target I think we should aim at so the boys and girls can get some practical experience. Otherwise when they leave W.P. Wagner School or similar schools, the employer says: what experience have you got, we need somebody with experience. Well, if they could get a little more experience in the workaday world, they would be able to step out of school and into a job of the trade of their choice. Yes, that's another very important target, and I would like to see the Department of Education make sure there are co-ordinators for those programs so they can get out and get practical experience in the everyday world. Again we are going to meet the needs of many boys and girls.

The sixth point is the one mentioned by the hon. Member for Lac La Biche-McMurray. Schools and teachers should be accountable. That is a most important target. Today if a teacher gets "fed up" with a boy or girl — perhaps because they have a learning disability, or perhaps because they've missed the basics for a number of reasons and can't keep up, so they try to become equal to their peers by doing other things — the teacher tells them to get out of the classroom, get out of the school. Two or three times at that, and the boy or girl is gone. Many of them have gotten to the point where they've lost their interest in society, they become haters of society and try to hurt society. They spend their lives behind prison bars.

Schools and teachers should be accountable. Teachers should be highly trained and well paid, but the teachers should be accountable for what they're doing to the lives of boys and girls. No teacher has any right to destroy a boy or girl because that boy or girl happens to have an ugly personality, or there's a clash of personalities, or because they have a learning disability they themselves can't exactly diagnose or know all about. If we could make our schools and teachers more accountable, we would have a better school system.

Last is the operational part of our schools. Again I think we need targets and some changes. Today many boys and girls are spending too much time in buses and not enough in the classroom. A boy or girl who must spend two or three hours riding a bus every day is wasting two or three hours every day. As adults we would not want to put ourselves in a position where we would have to ride a bus an hour and a half or two hours every morning, and the same thing at night.

Boundaries are another thing. Today we're too hog bound with boundaries. Sometimes a boy or girl just happens to be over the boundary of another school, so they have to ride in a bus two hours a day to school and two hours home. Whereas they could be there in 30 minutes, or sometimes 15 minutes, if we could forget the boundaries and go to the closest school.

I think we have to be practical and sensible in regard to these boundaries. They're not the law of Moses, they're something we've created. Let's not be so bound up with boundaries that in the operations of those schools we're going to injure the lives of boys and girls.

One other point on the operation of centralization: I'm getting great representations that the basis of centralization shouldn't be that we can save dollars. The basis of centralization is that we can give a boy or girl a better education. That was the beginning of centralization — not to save dollars. Today we have centralization almost solely for the purpose of saving dollars. Well, saving dollars is fine, but I put more stock on saving boys and girls than I do on saving dollars!

Again I want to say in regard to dollar bills that we're spending an awful lot of money on education. Many of our boys and girls are getting quality education. I don't put my mark on education on the basis of how many dollars were spent; I put my approval of education or otherwise on how many boys and girls are made able to cope with the difficult environment in which they live, on how many are able to meet the challenge of today, on how many are able to be better citizens in our country. That is the aim. And when we get that percentage going up to 70, 80, 90 per cent of our boys and girls who become useful, happy citizens, then education is really achieving its objective.

MR. HORSMAN: Mr. Speaker, in rising to participate in this debate, I wish to say at the outset that when I read the terms of reference, the goals and objectives of education, I wondered whether or not there was a little duplication in the terminology. I had always thought goals and objectives were the same things. Perhaps even the resolution itself has fallen into the error so evident these days in the world of education:

using too many words to describe the same thing.

I look back on the original *Goals of Basic Education*, published initially in 1969 and again in 1975. I see it was just referred to at that time as the goals of basic education. Therefore I would hope the terms "goals" and "objectives" are interchangeable.

Of course this is a vast subject, and a vast quantity of material is available to every Member of the Legislative Assembly and to people in Alberta who wish to discuss the question of education. In addition, there is an unending flow of information by those who are particularly interested in this subject.

In this debate I am speaking as a legislator, of course, because that's one of the reasons I am here. I'm also speaking as a parent of three young children, two of whom are in school and one of whom is yet to go into the school system in my community. Therefore it is not just of concern to me as a member of this Assembly, it is of concern to me as a parent because the first and most important things that I have to consider as a father is how my children will handle their lives after I'm gone and how they will bring up their children.

I looked through this *Goals of Basic Education* on previous occasions. It seems to me, Mr. Speaker, that it has started out from a point when it defines the goals in the wrong place. I believe, and I wish to urge the minister to consider as a primary goal of our educational system, point No. 3, which is development of skills in communications. That is, I think that our education system in this province should teach children entering our schools how to read and write. I think that should be the first and primary goal in our education system; in other words, the question of literacy.

When we are dealing with the question of literacy, Mr. Speaker, we are dealing with one of the basic tools, and I wish to confine my remarks basically to that subject. The hon. Member for Drumheller referred to the basic tools. I wish to zero in on one of those basic tools: English. That is a tool at the disposal of every member of this Assembly, if not at the command of every member of the Assembly, including myself. It is a very basic tool.

I think all of us as politicians and members of the government of this province must admire the speeches and writings of Sir Winston Churchill, certainly one of the most influential men of our age, not only in terms of his service to the world during the war, but in terms of what he did in writing and speaking the English language. I'm sure all of us in this Assembly would consider it a privilege, an honor, and a great attribute to be able to use the English language as Sir Winston Churchill did.

One of the things that always impressed me about the late prime minister of Great Britain was the fact that he used simple English. The simple terminology he used in his speeches and writing impressed me, and I'm sure has impressed those who have read what he has had to say.

I think educators in Alberta and elsewhere have fallen into a habit of failing to communicate, in simple terms, to the people they are to serve what they are trying to do as educators. If I may, Mr. Speaker and Minister of Education, I wish to urge an end to acronyms in describing programs within the Department of Education.

AN HON. MEMBER: Or housing.

MR. HORSMAN: Or housing. Well, I'm discussing a motion dealing with education this evening. I think it would be unfair, hon. members, to bring into question the use of acronyms by other ministers who are not present this evening.

AN HON. MEMBER: How about municipal affairs?

MR. HORSMAN: Suffice it to say I'm tired of reading about EOF, MACOSA, AIT, and MACSF and others. I went back through my file on education during the time I've been here — just over two years — and I'm sure if I went back beyond that I'd have found dozens more acronyms to describe programs which may be familiar to educators but which are totally unfamiliar to the members of the general public in this province. Mr. Speaker, may I urge the hon. minister to caution his departmental officials to cease using those acronyms, because all they do is create a greater void between educators and members of the general public.

I also wish to say there have been many occasions when I have read documents from the Department of Education; the ATA, The Alberta Teachers' Association; and the ASTA, the Alberta School Trustees' Association, but have had a hard time understanding. I thought it would be useful — and I'm grateful to my colleague, the hon. Member for Calgary Bow, for providing me with this example of "educationese". I should like to read it as a bad example. It describes a parent in Houston, Texas, receiving a message from the principal of the school his children attended. It said:

Our school's cross-graded, multi-ethnic, individualized learning program is designed to enhance the concept of an open-ended learning program with emphasis on a continuum . . .

There are two double m's in there.

. . . of multi-ethnic, academically-enriched learning using the identified intellectually gifted-child as the agent or director of his own learning

Major emphasis is on cross-graded, multi-ethnic learning with the main objective being to learn respect for the uniqueness of a person.

The hon. Minister of Municipal Affairs says it makes sense.

DR. BUCK: That's not what you're supposed to say, Dick.

MR. HORSMAN: The parent replied. Mr. Speaker, I suggest to some members the parent's reply is worth noting:

I have a college degree, speak two foreign languages and four Indian dialects, have been to a number of county fairs and three goat ropings, but I haven't the faintest idea as to what the hell you are talking about. Do you?

DR. BUCK: That's how we got The Planning Act.

MR. HORSMAN: I also wish to quote briefly, if I may, from a recent issue of *The Canadian* in which an analysis was made of English today, as it might have been in the '40s, and as it was during the days of the translation of the Bible by the scholars available to

King James. Quoting from Ecclesiastes:

I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favor to men of skill; but time and chance happeneth to them all.

In 1940, George Orwell suggested it might be written this way:

Objective consideration of contemporary phenomena compels the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.

The writer of this article goes on to say that in 1977 it might be said this way:

Mass-observation techniques conducted within approved spatial-temporal and socio-political frameworks yield confirmatory data with regard to the hypothesis that there is no basis for assuming that allotropic egos oriented towards homologous-goal situations will necessarily attain the gratification . . .

DR. BUCK: That sounds like Warrack.

MR. HORSMAN:

. . . deprivation balance appropriate to the psychophysical integrative abilities of an individual subject; but that, on the contrary, a random-selection principle tends to obtain in such personnel programs almost universally.

MR. KING: A lawyer couldn't have done better.

MR. HORSMAN:

And finally, here's how one of our lower illiterates might [have] put it:

I trust that none of the hon. members will fit into this category.

Man, it don't matter how good you are or how hard you try, there's always some other dude around ready to screw you up.

Mr. Speaker, I use those examples basically to indicate, in all seriousness, that our educators have alienated themselves to a large degree from the members of the general public. All you have to do to understand what I'm talking about is pick up a publication sponsored by the ATA and the ASTA and read the articles in those learned publications. I don't want to quote any examples, although I might well have done so this evening, but I have been trying to read these articles with a great deal of care over the last several months. I'm grateful to the Premier for having appointed me to the special caucus committee on education, because during the past two and a half years I have paid particular attention to the question of education. I've tried to read everything I could on the subject, but much of it puzzles me.

Mr. Speaker, I say this to the minister: I hope the message that it will be useful to speak and talk and write to the people of Alberta in terms they can understand, particularly in discussing programs being offered to the pupils of this province, will get through to the Department of Education.

I recognize as well that the teachers in Alberta

have, over the past several months, expressed concern about their standing in the eyes of the general public. I've read in the ATA news magazine and papers that they are concerned that their status in the public has slipped. I suggest to teachers, as well as to the Department of Education, that part of the reason is that they are trying to speak to the people in terms the people cannot understand. As a lawyer I realize we do this all the time. But we are trying to confuse our clients, not the whole public. The same applies to engineers. I regret very much that the hon. Minister of Housing and Public Works isn't here this evening to hear my remarks, but he can read them in *Hansard*. The fact of the matter is that all professions do this, because sometimes they are dealing with very technical matters. But by and large when they are dealing in technical matters they are trying to speak to fellow-professional people who understand what they are talking about, and not to the general public as are educators.

I admire very much the work being done in Medicine Hat by both schools boards in my constituency. I received a letter the other day in which I was referred to an articulated language arts program, "English" in brackets so I could understand it presumably.

I regret very much that in the field of literacy there has been a downplaying of the role of composition. I think composition is very important to understand basic English. It was suggested earlier today that we should spend a great deal more money teaching the people of Alberta how to read French. I agree with that basic objective, but I also believe that before we do that it would be useful to spend a lot more money teaching the students in Alberta how to use, write, and read English, because they are getting away from it.

As I said earlier, I read a lot with regard to the question of literacy. There are a number of useful books. It has been my practice in the last few years in this Legislature to refer hon. members to the library of this Assembly, and I am going to do so again whether they like it or not. One of the most useful books I have read in some time is *In the Name of Language*, a very serious expression of concern by English professors and teachers throughout Canada about the decline of both English composition and literature.

In addition I have just read — or half read, because I only got it on Thursday — a very useful document entitled *Report of the Commission on Undergraduate Studies in English in Canadian Universities, December, 1976*, published by the Association of Canadian University Teachers of English. Do you know what they call themselves? ACUTE. Once again they have fallen into the trap of using an acronym. But it's a very useful document. It analyses the situation at the undergraduate level from one end of the country to the other with regard to competency of students entering Canadian universities.

It says that one of the most serious problems in general is that the community at large has no notion of what we do, how we do it, or why we do it. That just emphasizes what I said earlier in my remarks. They go on to say: it is the fault of the teachers at the universities and schools throughout Canada. If the man on the street thinks their sole concern is with spelling and grammar, they're wrong, that scientists have managed to create a feeling on the part of the

general public that what they are doing is right, and that somehow or other the teaching of English has fallen into decline.

In addition there is a very interesting book — and I'm sure educators of a progressive bent in the Assembly or elsewhere would be horrified that I would bring up the name of this particular document in the Assembly, but I thought it was very interesting — entitled *Why Johnny Can't Read* . . . This is an American publication, Mr. Speaker. Really it says Johnny can't read because he has never been taught how to read. I urge hon. members of the Assembly to take a look at that.

Before I was married and had children of my own, I had the occasion — I hope my nephew isn't listening and never reads *Hansard* — to spend a few hours with this young gentleman who was taught to read by the word recognition system. The poor young fellow in grade 3 couldn't read basic words like cat, dog, lamb, and pig, because he had never been taught anything about phonics. That's a regrettable thing. Somehow or other he picked it up along the way with remedial reading courses in junior high school, senior high school, finally private school, and university.

I think there's something wrong with our system when that is happening in the province of Alberta. All this took place here. So I urge members of the Assembly, and educators as well, to take a look at it.

I wish to say, Mr. Speaker, that on this subject I have had expressions of concern from constituents as I have never had before on any subject. That's understandable, because it really affects more people in Alberta than any other thing — even more than agriculture or irrigation. I have had letters, I have held meetings with school boards in my constituency. I wish specifically to refer to the goals and objectives report of the Medicine Hat School District No. 76. I am delighted to say the education plan of last year of the Medicine Hat School District No. 76 put the development of skills in reading, writing, speaking, and listening as the number one priority. I can assure you I applaud that.

In addition, the Medicine Hat Roman Catholic district in my constituency has provided me with a number of documents relating to this very question. A survey they conducted last year indicated that in the minds of the people being served by their school district, the number one item of importance was reading and English language skills. In the secondary system the number one item was English.

I have spoken to dozens of constituents, and every one of them has told me the number one concern they have is that their children are having difficulty with reading and writing; in other words, literacy. I have visited a number of schoolrooms and talked to the students, both at the primary and secondary level, and that is one of the concerns they express as well.

Finally, in regard to this question of literacy, I wish to say that my knowledge and my concern on this subject has been broadened immensely by the discussions that have taken place within our party. I don't want to be too terribly partisan on this subject. But it is significant that this subject was without question one of the basic concerns of the people who attended the policy conference held here in Edmonton last fall. In addition it received equal concern at the annual meeting of our party recently. The people attending these conferences and conventions are

prepared, as I have never heard them before, to discuss the question of literacy in our school system.

The other point I want to touch on briefly is the question of discipline. Mr. Speaker, to the minister: I really haven't had the opportunity yet to read the general report of the Alberta School Discipline Study filed with us last Thursday, except to say this. I think the second thing people are concerned about in our education system is the question of discipline within the school system. As I've said before, here and on other occasions, there is no doubt people are concerned about this matter. The survey seemed to indicate people feel that school discipline is too low or that there is not enough discipline within the schools.

I wish to restate what I have said before: it is entirely unfair to expect the schools to do it all. The basic responsibility for discipline comes within the home. If the home does not supply the necessary discipline, it is not proper for parents to come to the schools and say, you have not done the job. The homes must do the job first. That is not to say the school should avoid discipline. Far from it, because the term *in loco parentis* applies. That means the schools are there in place of the parents to supply the necessary discipline for the children within those school systems. But as I said a moment ago, it is not fair to place all the attention on the schools.

The question of evaluation of student achievement I will leave to others in the debate. I have my own views on that subject. Briefly stated, Mr. Speaker, they are that you cannot expect to get anywhere in this world without being evaluated on your performance in some way or another.

Finally, may I say this: I believe that one of the basic objectives of our system of education in this province and in this country should be the pursuit of excellence, not mediocrity. It's up to us as legislators responsible for education in this province of Alberta to put the spur wherever it has to be put to provide that pursuit of excellence.

So the argument rages, Mr. Speaker and members of this Assembly, as to whether we should have a progressive form of education on the one hand, or a conservative form of education on the other. Quite frankly, Mr. Speaker, I believe that with the guidance of this Assembly, we can provide a progressive conservative objective for education in Alberta.

MR. KIDD: Mr. Speaker, perhaps it's presumptuous of me to judge how long this session will last, but with due regard to the sharp, clear air of the fall, I beg leave to adjourn debate.

MR. SPEAKER: May the hon. member adjourn the debate?

HON. MEMBERS: Agreed.

head: **GOVERNMENT BILLS AND ORDERS** (Second Reading)

Bill 42 **The Alberta Income Tax** **Amendment Act, 1977**

MR. LEITCH: Mr. Speaker, I move second reading of Bill 42, The Alberta Income Tax Amendment Act,

1977.

I think it appropriate that I follow the Member for Medicine Hat-Redcliff with a speech on a matter that is couched in such clear, simple, and easily understood language as income tax legislation. The one way in which I can be logical in this speech is at least to go through the bill now before the House in numerical order.

In doing that, Mr. Speaker, I refer first to the proposed amendments to Section 2. Those amendments will increase the provincial income tax rate to take up the room that has been vacated by the federal government. That matter has been discussed on one or two previous occasions in this House. I don't think I need to say more on the principle involved except to reiterate that what is taken up here is merely the reduction being made by the federal government.

A further amendment to Section 2, Mr. Speaker, deals with the treatment of foreign tax credits. It recognizes the fact that the first \$1,000 of dividends, interest, and capital gains from Canadian sources are income tax exempt. That follows a similar amendment made by the federal government in early February 1977.

Important amendments to the legislation are proposed by Section 3 of the bill. The first amendment to Section 3 would enrich our selective rate reduction. Members of the Assembly will recall that was introduced two years ago in order to ensure that when there was no federal tax payable there would be no Alberta tax payable. The method of amendment proposed on this occasion will mean that we will not need to bring before the Assembly similar amendments each year as the federal government indexes its income tax legislation. Further indexing will be taken care of automatically by the formula now proposed.

Another very important change in the selective rate reduction is related to the recent change proposed by the federal government whereby a dependant's tax credit equal to \$50 per dependant, with a limit of six dependent children, would be granted in respect of federal income tax payable. As a result of that proposal it would mean that if we did not make a similar or comparable change, Alberta tax would be payable when there was no federal tax payable. As a consequence, we are proposing in the bill that there be a similar deduction on a similar basis, that is for dependent children up to a maximum of six children. The federal proposal would have the effect of reducing the income tax payable for persons earning up to approximately \$23,000 in taxable income. The proposal in the bill now before the Assembly would mean a reduction in provincial income tax payable for persons earning up to \$11,500 taxable income.

The total reduction in tax payable by Alberta taxpayers, as a result of the changes we're proposing to Section 3, will be approximately \$12 million annually. That is about the equivalent of a reduction of three-quarters of a point of a point of provincial income tax. I think it's also important to note that that reduction in tax payable of about \$12 million annually will be applicable to persons earning lower incomes.

Next, Mr. Speaker, an amendment is proposed by Section 4, which would provide for the averaging of farmers' and fishermen's income over a period of five years, despite the fact that they may not have lived within the province of Alberta during that entire

averaging period. This amendment has been suggested, and I expect will be made by all governments in Canada, so in that respect farmers and fishermen will be treated in the same way by all governments in Canada, if the suggestion is carried out.

Mr. Speaker, some important amendments are proposed to the renter's assistance credit program. The two amendments are designed to cure what we've regarded as some inequities in the way that program was operated. The first arises in those cases where a wife [and] husband are not living together. Most frequently it arises because the wife is not being supported by the husband. She's working and goes to claim the renter's assistance credit, but because she doesn't have a decree of separation or a separation agreement, under the current legislation she is not entitled to the credit. The change we propose is that she or the husband, as the case may be, be entitled to the credit on the basis of establishing the marriage breakdown.

The second area in that program in which we're proposing a change deals with persons who marry during the year. Under current legislation, if a marriage occurs during the year only the spouse with the highest income can claim the renter's assistance credit, and then only in respect of the ... I should put it this way: only the spouse with the highest income during that year can claim the credit. We're now proposing that for the period prior to the marriage, the spouse with the lower income can claim a credit; and for the period after the marriage, the spouse with the higher income can claim the credit, not only for the time during the marriage but for the time prior to the marriage.

Mr. Speaker, those two proposed amendments will cure what I'm sure all Members of the Legislative Assembly have felt were inequities in that program.

The next two changes proposed by the bill deal with the treatment of the Alberta royalty tax rebate program, which forms part of ALPEP. The first is merely a change to correct a reference to federal legislation. But the second would enable persons entitled to the rebate not to pay the tax in the first instance. Under the present system, the tax is collected by the federal government. The federal government forwards it to us, and we in turn forward it to the taxpayer. Rather than have the money go through that pipeline, if one may describe it as that, we're proposing that the taxpayer merely deduct it from his tax payable in the first instance.

The second amendment to the rebate program would enable a corporation that acquires another corporation with unused rebate to take advantage of that rebate with respect to income earned from the assets of the corporation acquired.

We're also proposing a change in the royalty tax credit element of ALPEP. This is really a technical change designed to carry out the intent of the amendment we introduced and passed last year. It determines that certain associated companies — that would be described as associated companies under the income tax legislation — are not treated as associated companies for the purposes of claiming the royalty tax credit. The particular situation we're dealing with is a Canadian-controlled public company.

Lastly, Mr. Speaker, two rather minor or technical amendments were requested by the federal government to meld our tax system with theirs.

The main principles involved in this bill are the significant reductions in tax payable that flow from the changes to the selective rate reduction, and those I'm sure all Members of the Legislative Assembly will support.

[Motion carried; Bill 42 read a second time]

Bill 50

The County Amendment Act, 1977

MR. BATIUK: Mr. Speaker, I move second reading of Bill 50, The County Amendment Act, 1977.

The amendments to The County Act will permit electors of a county to petition for and vote on the question of disestablishment of a county, also to eliminate a possible problem of duplication of a reeve and the chairman of a school committee. The school committee would be called the board of education. In a county there are many committees — the agricultural committee, the agricultural service board committee, transportation committee, and so forth. The school committee was not given the same recognition it probably deserved, and it was felt that "board of education" would be more significant. Also, a reeve would not be able to sit on the board of education if he is entitled to serve on a committee in a separate school within his boundaries.

A new method of representation of urban municipalities and rural school districts was a request of the Alberta school trustees at their annual meeting of November 8-13. Mostly, the reason was that the urban representation was not given the same privileges as some rural ones, particularly when we look at the county of Strathcona, where Sherwood Park is a hamlet. Because they are a hamlet they have no urban representation on the school committee. Maybe to eliminate this they could have actually incorporated into a city. But if they desire to stay a hamlet, I think they should be given that privilege. However, they have no representation whatsoever.

The town of Fort Saskatchewan, with almost 10,000 people, had only one representative. Here again my honorable colleague from Edmonton Ottewell has many times mentioned Sherwood Park having no representation on the school. Being on the Zone 3 school board for many years, I know the representative from the county of Strathcona for the town of Fort Saskatchewan mentioned many times the number of people and that they had only one representative, yet there were villages of 75 people which had equal representation.

I don't recall the hon. Member for Clover Bar bringing this up, but maybe he was more interested in the ice arena at Holden than the representation.

DR. BUCK: We got it, John, eh?

MR. BATIUK: But as I say, if this goes through the hon. member will be able to report that the town of Fort Saskatchewan will have the representation.

Also the urban representation is and will be entitled to the same rights, privileges, and remuneration as the county school members. The school committee, board of education, is given more powers. The county council — to reserve unto itself certain functions of the school committee will be removed.

Mr. Speaker, I would refer to an article in the

Journal of May 5. I want it straightened out for the record. It says:

Urban areas will have more representation on the county school boards, under the provisions of a bill introduced Wednesday by John Batiuk (PC-Vegreville).

The bill amends The County Act and provides that hamlets of at least 4,000 people, well hamlets with 5,000 people, will be given three representatives, but it says "4,000 people will be represented by three people on the county boards of education." It also says that Batiuk explained that hamlets such as Vegreville, population 4,200, have only one representative.

Well, Mr. Speaker, Vegreville was never a hamlet. In May 1906 it was incorporated as a village. In August that same year it was incorporated as a town. As I say, I don't know where the editor of this particular column got his information. It sure wasn't from me, unless he was under my bed and I was talking in my sleep.

Mr. Speaker, I would wish that members give consideration to the amendments.

MR. CLARK: Mr. Speaker, in dealing with second reading of Bill No. 50, I'd like to draw particular attention to that principle of the bill embodied in part 14. The hon. member who introduced the bill has talked about giving additional power and representation to some urban areas, towns, and villages. He talked about Fort Saskatchewan and a variety of other centres. But I would draw the attention of the hon. members to part 14 of the bill, which is a major departure from the authority and the power school committees or boards of education will have from here on. Dealing with this particular principle, Mr. Speaker, it says:

The county council shall administer and expend ... the portion of the budget of the county approved for the board of education on behalf of that board.

This legislation is giving the county council the control to administer and expend the portion of the budget of the county approved for the board of education on behalf of that board. Once the board of education approves the education budget, as I read part 14, it would then rest with the county council and not this more broadly based, more powerful board of education the honorable sponsor of the bill talks about. In fact after going through some shadow boxing and possibly putting more representation on the board of education, then once the budget is approved those people will be disfranchised from the standpoint of administering and expending the budget they've approved.

Now I urge the sponsor of the bill and the minister to have a very careful look at this. If it is the intention of the government to make this very major change, I think at least we should have told boards of education across the province that once they approve a budget the county council and not the board of education will have control of that budget.

This representation has been made to me on behalf of a number of counties. My colleagues have also received representation from boards of education or school committees in this area. The Alberta School Trustees' Association is concerned. I would ask the question either of the sponsor of the bill or the

Minister of Municipal Affairs: is it the intention of the government in fact to leave this in, so boards of education become virtually powerless? I see two or three members shaking their heads. I just hope one of the members, preferably the minister, will get up and explain that to us, because for the life of me I don't know why 14, subsection (4), has been changed at all. Whether some draftsman just tried to slide it through or what, this would be a very major slap in the face to boards of education if the portion under part 14 of this bill goes through. It would be a retrograde step rather than a broadening move.

Mr. Speaker, might I ask the minister or the sponsor of the bill if they are prepared . . . Is John getting up? Very good. I just hope he has the answer.

MR. BATIUK: Mr. Speaker, I would like to thank the member for bringing it to our attention, but I was made aware of this earlier in the day. I can assure the hon. member there will be an amendment before the Committee of the Whole.

MR. SPEAKER: I assume the hon. member is merely answering a question and not closing the debate, although that doesn't mean to say there must be further debate.

[Motion carried; Bill 50 read a second time]

Bill 53 The Rent Decontrol Act

MR. HARLE: Mr. Speaker, I move second reading of Bill 53, The Rent Decontrol Act.

This legislation will put into effect the announcement on April 25 concerning the rent decontrol program. At this time I won't go into the various details which I think were adequately covered in the announcement when it was made.

However, I would like to point out that as we indicated in the announcement, the major principles and content of The Temporary Rent Regulation Measures Act are continued forward in Bill 53, with five small changes which may or may not be significant depending upon who might be directly affected by these changes.

The first will be that as rents pass through the decontrol limit, Bill 53 will provide that the new rent will remain in place as the rent on those residential premises for a period of six months. This is to stop a double jumping of rents, as immediately a rent of residential premises might go through the decontrol limits which are contained in the legislation.

The second point is that in the past we have said two increases in a year or one increase in a six-month period. We provided for a possibility of two increases for the last six months of 1977. This is to avoid the problem that many small landlords have if they have already given a notice of increase, for example, below the 9 per cent figure; that that would prevent them from making an application for an increase over that 9 per cent if in fact they found their costs had increased.

In the past administrators of the program tried to point out the restriction of the one rent increase in six months, or the two in one year, so landlords would be aware of these limits and that if they were going to take an increase they had better seek more because

they would lose the opportunity of applying for an increase above the 9 per cent later on. So we will avoid that difficulty with many of the small landlords whom we really have no contact with and who may have taken a smaller than 9 per cent increase effective July 1. If it turns out they need to increase their rents in the last six months of the year, they will at least have the opportunity of doing so.

The third principle we've placed in the legislation is in the section that creates the regulation-making powers of the Lieutenant Governor in Council. We have provided for power to revise a base rent. This is to provide some mechanism in hardship cases. I would welcome suggestions of hon. members as to how this provision might be used in suitable cases.

The fourth small change is to make clear in Section 38 that a landlord may cease to rent residential premises if the landlord intends to use the premises. The new words that have been put in are: "as residential premises for himself or his immediate family". This is to avoid a possible anomaly where a landlord is a corporate landlord and would want to use the premises for some purpose other than residential use.

The fifth small change is to make it clear that in the prohibition of fees and other considerations landlords might obtain from tenants, exit fees — in other words a fee or consideration paid on the termination of a tenancy — are also prohibited.

I would just like to touch upon some additional statistics which I think hon. members might be interested in, and those are the progress of The Temporary Rent Regulation Measures Act to date. This is the latest report I have from the chairman, George McClellan, as of today. We have had some 1,433 landlord applications for increases in rents during the period of operation of the board. At this time there are no outstanding applications to be dealt with. That means we have issued some 1,252 orders and 181 applications were withdrawn, so we're right up to date with the progress of that program.

With regard to requests and complaints from tenants, we've had 6,719 and have been able to resolve 6,426, leaving 293 outstanding. I'm sure the board will be taking the opportunity to clean these up before the new program comes into effect.

With regard to the 1,252 orders issued, these affect some 17,673 rental units. There have been some 313 appeals — about 25 per cent of the orders issued — and 15 remain to be dealt with.

Thank you, Mr. Speaker.

MR. MANDEVILLE: Mr. Speaker, in making a few remarks on second reading of Bill 53, we want to say we appreciated the minister's announcement on April 25. I think it was something we had to deal with. I think the increases we had were sufficient as far as 1977 was concerned. We had an increase at the end of '76 and another 9 per cent in '77, which I felt were ample rental increases.

We are going to have to repeal two acts at some later date. I don't know why it wasn't possible just to make a simple amendment to the rent control act. It could have taken care of this just by extending it till the time was satisfactory, and they had the accommodations to take care of the supply and demand. However, we do appreciate taking some action in this area. I can see where we're going to duplicate some

of our staff as far as setting up the Rent Decontrol Appeal Board. I think probably our rent regulation officers could have handled this.

In one area I get many complaints, that is revising some rentals that weren't satisfactory when rent controls came in, some of the landlords who weren't gouging or didn't take advantage of increasing their rentals to a large degree. I have letters and complaints from many landlords who didn't increase their rents, and they are really low. One particular gentleman got in touch with me. His rent is \$100 on a two-bedroom house. However, there is no place in the act where they can increase these rents. I wouldn't like to see the minister make it that we would have to go out and appraise all these rental accommodations, because I think this would be too costly. The only way these could be handled is to put them in the hands of the rent control officers. They have been working in this area long enough that they would be able to upgrade the rentals that are too far out of line.

I'd like the minister, in closing the debate on decontrols, to explain why we have the decontrol limit at \$375 per month. When they get to \$375 per month, they're going to take their rent controls off — if that's for a three bedroom; a two bedroom is \$325, then down to \$275 per month. I really can't understand why we should take the controls off these types of accommodations, for if we don't have enough accommodation by this time they can still put their rent increases up and they won't be controlled.

I do agree with the rent control act where they're going to increase the fines. I think they are certainly substantial and will eliminate fraud or anyone not adhering to the regulations.

The minister mentioned one section where if landlords want to change a dwelling, if they want to put it into the family, they can do that. They can take it out as rental accommodation so long as it stays within the family. However, if they wanted to take it out of the rental market and use it for some other areas — a small business or something — they're not able to do that under this Rent Decontrol Act. I would like the minister to indicate the reason for putting this in, so they can't take rental accommodation out of the market now if the landlord wants to put it into some other area of business.

MR. TAYLOR: Mr. Speaker, I'd like to deal with two points in connection with the bill. The first one is on behalf of the group I'm going to call very reasonable landlords. Landlords haven't been praised very often in this Legislature, and one would get the impression they're all out to get every last dollar irrespective of what damage they do to other people. This isn't the case. I don't know what the percentage happens to be, but very reasonable landlords have kept the rent as low as possible. Then when rent control suddenly came in they were caught. Many of them decided they would live with it for a year, because that's how long the rental control was supposed to last. Now that it's been renewed they've become very discouraged, and some are putting their apartments up for sale because they are losing money. Their rents were very reasonable, and they were content to put up with it for a year. But they can't go on losing money and stay in business.

Some of the landlords feel that the rent control

board is for the renters, not the landlords. I don't think that's right, but it's certainly the impression some of the landlords have. They don't want to start hiring lawyers and going to court. But I think there should be some mechanism under which a landlord who has been very fair throughout the years and now can't raise his rent commensurate with his costs can seek redress.

For instance utilities have continued to go up. In the city of Calgary, I'm told, they've gone up about 14 per cent over the year. The interest on mortgage money has gone up. Consequently these landlords are finding themselves in a very precarious position. They just aren't making both ends meet; they're losing more money every month. One couple told me they're going to try to sell their apartments.

Now this type of thing isn't encouraging people to build apartments. I think of all the landlords in the province, certainly those who were the most reasonable shouldn't be hurt the most. I would think there should be some mechanism under which these landlords who were very reasonable, who have been caught now with their costs greater than their income, should have some way of getting that income up so at least they can make both ends meet. Surely we don't expect landlords to suffer a loss because of something over which they have no control: the increased cost of mortgage money, the increase in utilities, and the increase in labor to a degree — but utilities is one of the big items. I would like to have the comments of the hon. minister on this. I think we should be encouraging people to build apartments and encouraging those who have them to keep them rather than sell them because they're losing money every month.

The other point I would like to mention is a little different. That is the area in which a person owns the house or the improvement but doesn't own the land, and it is questionable whether the ground rent comes under this particular act. I have been in touch with the administrator of the act, the chairman of the rental control board. He is seeking legal advice on the point, but if it is not covered I would hope the hon. minister would bring in an amendment during Committee of the Whole, in which the ground rent is covered in a similar way to the apartment. A person who has been paying \$6 and \$8 per month for ground rent throughout the years and suddenly gets word that they're going to have to pay \$100 per month for ground rent is something I think is very, very unfair and completely out of line with the guidelines trying to control inflation. The landlord is simply trying to take advantage of a situation, and in my view it just shouldn't be permitted in that case.

Now there may be some argument that it was never intended to cover ground rent. But I would ask, Mr. Speaker and the hon. minister: what is the difference whether it covers the ground and the house, or it just covers the ground? The end result is the same. It's going beyond the guidelines and out of reason when the rent is suddenly increased from \$6 or \$8 a month to \$100 a month. It's exorbitant, it's taking advantage of a situation, and it's inflationary. In my view it shouldn't be permitted. If the hon. minister and his legal advisors come to the conclusion that it isn't covered in the act, I would hope the minister would bring in an amendment to make sure the ground rent is covered where the land is owned

by one person and the improvement owned by another.

MR. PLANCHE: Mr. Speaker, I would just like to make a comment or two about Bill 53. I think it's a very imaginative way to get out of rent controls, and I commend the minister for his imagination and hard work in putting this together.

But I'd like to add my voice also to the sentiments of those members who spoke earlier about the misfortunes some of the landlords find themselves in. In reading Part 6, Section 32, while I don't have anything constructive to offer in this difficult situation in terms of a precedent, still there must be some way, even if it's the Lieutenant Governor in Council making arbitrary decisions as best he can in the short duration of rent controls, to relieve the onus that some landlords in marginal circumstances have on them, at least to the extent that they cover their taxes and the interest on their mortgage. I would hope the hon. minister could find some answer to this very difficult problem that some of my constituents find themselves in.

Thank you.

MR. YOUNG: Mr. Speaker, brevity is order of the evening, at least at this point, and I shall try to continue in that vein.

I wish to speak to a couple of points. The first deals with the basic issue here: how we decontrol rents. We have a major problem in the first phase of decontrol. It actually began some time ago, because new construction has not been rent controlled for some time. So with respect to some observations which have been made in the debate this evening, I'd like to put that point on the record: that those persons building new rental accommodation have been able to do so in the knowledge that at the time it was built, it was not under rent control.

I think this move, The Rent Decontrol Act, clearly demonstrates the commitment of the government to decontrol. It removes, if you will, a degree of uncertainty which had probably existed. I think it will now be clear to people who may be considering building new accommodation that they should not expect to have any rent control on that accommodation. I think it's extremely important that the government has been able to make this kind of commitment. If we had failed to move from rent control at this time, we would surely have set in motion a situation which would have locked us even further into rent control. There is no question that there had to be a levelling of the housing rental market toward the true cost for new construction.

Now we may debate whether that market reflected expectations of consumers which consumers really didn't want to have fulfilled; in other words, construction costs higher than necessary. We may debate whether some of the cost was due to hot spots in the construction industry for a period of time. But the fact of the matter is that we have had inflation; that inflation in the building industry has not been kept apace by rental increases allowed for rent. At some point we have to see those markets coming together. If we do not, we'll be locked into rent control forever. If there is hardship — and there may be some hardship — as a consequence of decontrol, surely it's up to the social system, the transfer-payment system to

adjust for the individual circumstances. Let's hope they are few.

Mr. Speaker, I'd like to commend the minister on his approach to decontrol, beginning with those rents at a level whereby, in the assisted home-ownership market, persons paying that kind of rent may have some hope of being able to purchase.

I'd just like to add one other brief comment with respect to some of the difficulties certain landlords have found themselves in. As we knew at the outset, the legislation was drafted to deal with the average case. We had some landlords who were well above the average, and they were in a very fortuitous circumstance in dealing with this legislation. We had some who were below the average. I suppose one could say that neither group was the best of businessmen; one gouged, the other didn't go for what the market should have borne. That's really beside the point. There are a few problems out there. They have been mentioned. I would hope at some stage the control officers will be enabled to deal with some of those just situations.

MR. SPEAKER: May the hon. minister conclude the debate?

HON. MEMBERS: Agreed.

MR. HARLE: Mr. Speaker, first of all I would like to thank those participating in the debate. The Member for Bow Valley mentioned: why the need for a new piece of legislation. I think it's quite clear that it was and is the government's intention to get out of rent control. I can think of no better way to communicate that than to name the legislation in such a way that people generally are fully aware of the intent of the government to decontrol.

I might say that from a staff point of view it means the present staff and officials shift under the new legislation. Of course there will be some clean-up matters to attend to, but they will receive appointments under the new legislation just as they received appointments under The Temporary Rent Regulation Measures Act.

I was rather curious as to the methods that might be suggested by members with regard to the problem of landlords who, for some reason or other, find their rents are unduly low. I recognize there is a problem. It may well be that a rent regulation officer might be able to make that decision. It's one on which I think the rent regulation officers are going to have to have some guidance, because we have a number of situations; for example, where property has been acquired by the new owner who has discovered the apartment or unit rents being charged are in fact illegal. We have the situation where the rents in 1975 were to senior citizens, handicapped citizens, or family members for some reason even at that time were low. Those people have now left those premises, and the premises have come on the market. It seems to be a hardship to the landlord not to be able to raise those to more usual levels. I think a good case could be made in those circumstances.

We also have the situation where rents may have been lower. The landlord may have been charging low rents and for some reason did not take the 9 or 10 per cent. Again, if landlords did not take those percentages, it's rather difficult to suggest that a rent

regulation officer should be able to revise the base merely because the landlord did not take the steps which were available.

The Member for Edmonton Jasper Place mentions, I think very validly, the problem we have where rents in the older stock of houses, apartments, or walk-ups might well be up to \$100 less than what they would have been had the new stock of housing, which is exempt from rent control, come on the market and had there been the same relationship between the new and old units. We have to provide some mechanism of getting up the lower end of the scale. We have done that by providing the 8 per cent or \$20 per month increases in '78 and '79. Again, the whole objective is to narrow the gap.

Of course the decontrol limits are a matter of judgment. I haven't heard too much criticism of them. Some feel that they're too high. Some might argue they're too low. These limits are justified on the basis of the volume of statistics filed in this Legislature by the Minister of Housing and Public Works.

New housing stock has always been exempt. I don't believe the problem of landlords who are having trouble understanding the system and getting their rents up is really a factor discouraging new construction. New construction is exempt. This principle has been continued in this bill, and as the year progresses I think we should find a greater housing stock. I might say that tonight I took a look at the *Edmonton Journal* and when one sees the amount of available housing, one can certainly think there has been a great change occurring. We will no doubt see that change progress as the year progresses.

The problem of the reasonable landlord and whether that reasonable landlord should have his base rent changed is a difficult one, because I think all landlords would argue: well, there is some alternative accommodation exactly the same as mine that is being rented for a higher rent.

One of the principles we worked into The Temporary Rent Regulation Measures Act was that during the period of controls, whatever the differences in rents existing in 1975, those basic differences would continue through the system until we got out because the landlords were living with it in 1975. It was of their own making at that time, and certainly the increases allowed have been substantial. They have been the highest across the country. From a basis of actual cost increases there is no landlord who should be losing money.

Where I find a landlord having difficulty, it is either

because he has purchased the property, an illegal rent is being charged, he finds he has to lower his rents, and then says, the economics of the purchase are not there. Of course they are not there. The regulations passed under the old act will be continued and passed under Bill 53 and will not permit a landlord to buy a property and take the brand-new mortgage on evaluation based on something which isn't there from a point of view of the rents which can be charged. Otherwise we will have all kinds of property changing hands at ever-increasing values and the landlord just says, well, it's costing me more in interest, I should be able to charge the tenant for it.

If the rents are fixed and regulated, as we have, then surely the purchaser should make darn sure that when he purchases the property the rents are in fact the proper rents that can be charged. We have had several instances where people have purchased property where basically illegal rents have been paid, and of course the economics of the purchase are not there once the rents have been revalued.

I will certainly check into the question of ground rent and see what the situation is.

Thank you, Mr. Speaker.

[Motion carried; Bill 53 read a second time]

MR. HYNDMAN: Mr. Speaker, before moving adjournment for this evening, tomorrow we will continue with second reading of Bill 30. Bill 9 will remain on the Order Paper at its present stage of second reading until the fall and will not be debated until that time. Bill 15 will be called on Wednesday or Thursday. So Bill 30 will be the last remaining bill at second reading stage. Then members should be ready to review tomorrow all bills on the Order Paper under committee study, including those done tonight and Bill 30.

I move the Assembly do now adjourn until tomorrow afternoon at half past 2.

MR. SPEAKER: Having heard the motion for adjournment by the hon. Government House Leader, do you all agree?

HON. MEMBERS: Agreed.

MR. SPEAKER: The Assembly stands adjourned until tomorrow afternoon at half past 2.

[The House adjourned at 10:30 p.m.]

