

LEGISLATIVE ASSEMBLY OF ALBERTA

Title: Tuesday, March 14, 1978 2:30 p.m.

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

PRAYERS

[Mr. Speaker in the Chair]

head: INTRODUCTION OF BILLS**Bill 19****The University of Alberta Hospital
Amendment Act, 1978**

MR. MINIELY: Mr. Speaker, I request leave to introduce a bill, being The University of Alberta Hospital Amendment Act, 1978. The principle of this bill is to change the fiscal year end of the University of Alberta Hospital to March 31 rather than December 31, consistent with the government year end and with other hospitals in Alberta, which are changing theirs as well this fiscal year.

[Leave granted; Bill 19 read a first time]

Bill 22**The Election Statutes
Amendment Act, 1978**

MR. McCRAE: Mr. Speaker, I beg leave to introduce Bill No. 22, The Election Statutes Amendment Act, 1978. The principle of the bill provides that candidates' election expenses shall be reported to and published by the Chief Electoral Officer under The Election Finances and Contributions Disclosure Act, rather than by returning officers under The Election Act.

[Leave granted; Bill 22 read a first time]

Bill 13**The Collection Practices Act**

MR. TESOLIN: Mr. Speaker, I request leave to introduce Bill No. 13, The Collection Practices Act. After the presentation of a like bill last fall, public exposure was extensive and input received was favorable. No major changes have been made. The industry views the bill favorably, that it does provide necessary guidelines which will eliminate the unethical type of debt collector. This bill also strengthens licensing requirements for collection agencies.

[Leave granted; Bill 13 read a first time]

MR. HYNDMAN: Mr. Speaker, I move that Bill No. 13, The Collection Practices Act, be placed on the Order Paper under Government Bills and Orders.

[Motion carried]

Bill 215**An Act to Amend The
Individual's Rights Protection
Act (No. 2)**

MR. R. SPEAKER: Mr. Speaker, I request leave to introduce Bill No. 215, An Act to Amend The Individual's Rights Protection Act. This bill prohibits discrimination against the physically handicapped in the provision of accommodation, services, and facilities.

[Leave granted; Bill 215 read a first time]

Bill 219**An Act to Amend The Dairy Board Act**

MR. COOKSON: Mr. Speaker, I beg leave to introduce Bill 219, An Act to Amend The Dairy Board Act. Basically the act is to place all red meat under the utilities board. The primary intent is to guarantee the consumer a fair supply of meat at a reasonable price, and to guarantee the producer a reasonable price.

[Leave granted; Bill 219 read a first time]

head: TABLING RETURNS AND REPORTS

MR. GETTY: Mr. Speaker, I'd like to table the reply to Motion for a Return No. 105.

MISS HUNLEY: Mr. Speaker, I'd like to file the annual report of The Public Contributions Act, as required by statute.

MR. CRAWFORD: Mr. Speaker, I'd like to table copies of the annual report of the Department of Labour for the period ending March 31, 1977.

DR. HOHOL: Mr. Speaker, I should like to table Motion for a Return No. 164. If the hon. member from the opposition side who requested this information reads it tonight, I'll be pleased to respond to questions in the Oral Question Period tomorrow.

DR. BUCK: If it takes as long to read it as it took you to prepare it, Bert, it'll be a while.

head: INTRODUCTION OF SPECIAL GUESTS

MR. ADAIR: Mr. Speaker, it's my pleasure to introduce to you, and through you to the members of this Assembly, a very distinguished group of visitors seated in both the members and the public galleries, representing the Girl Guides of Canada. Their visit here is part of their training in responsible citizenship, and was preceded by the distribution of Girl Guide calendars to all MLAs yesterday.

They are the members of the 11th Ranger Company, accompanied by guider Mrs. Pauline Izzard; members of the 86th Girl Guide Company, accompanied by guider Mrs. Eleanor Grundberg; and members of the 173rd Brownie Pack, accompanied by guider Mrs. Trudy Pope. They are all from Edmonton, and I would ask them to stand and receive the welcome of this Assembly.

DR. HOHOL: Mr. Speaker, I am pleased to present to you and to the Assembly 20 grade 6 students from St. Matthew elementary school in Edmonton Belmont. They are seated in the public gallery, accompanied by teacher Mrs. Petaske. I had the pleasure to meet them at the noon break. I would like to ask them to stand and receive the welcome of the House.

MR. JAMISON: Mr. Speaker, it's my pleasure today to introduce to you, and through you to the members of the Assembly, 62 grade 5 students from the Katherine Therrien school, located in the Castle Downs community of the city of Edmonton. They are seated in the members gallery, and I'd ask that they stand and receive the welcome of the Assembly.

head: **ORAL QUESTION PERIOD**

University Financing

MR. CLARK: Mr. Speaker, I'd like to direct the first question to the Minister of Advanced Education and Manpower. Could the minister indicate to the House the purpose of a meeting held last weekend between the minister and the Premier and certain representatives of the University of Alberta?

MR. LOUGHEED: Mr. Speaker, I'd be delighted to answer that question, since the request for the meeting came to me initially.

I was called by the chairman of the Board of Governors of the University of Alberta on Saturday last while I was in Calgary, with a request as to whether or not I and the Minister of Advanced Education and Manpower would be prepared to meet with them to review the matter of university financing. We acceded to that request and held the meeting in my office on Sunday afternoon — I believe it commenced at 4 p.m. At the meeting were Mr. Geddes, the chairman of the Board of Governors; the vice-chairman, Mr. Schlosser; the chancellor, Mr. Ron Dalby; and the president, Dr. Gunning.

MR. CLARK: Mr. Speaker, a supplementary question to the Premier. Was this the first opportunity the chairman of the Board of Governors had asked the Premier for such a meeting on the question of finances for the University of Alberta as it relates to this year?

MR. LOUGHEED: Mr. Speaker, it certainly was. Of course that would only be natural, first of all because the nature of the funds being provided was provided only a short time ago by the Minister of Advanced Education to the various universities, which had their opportunity to assess that data; and of course it's given to them in advance of the budget information. So I suppose it would be a natural thing, if they had some concern with the information, to consider requesting a meeting such as that; but obviously also very natural that it would be the very first meeting they'd have.

MR. CLARK: Mr. Speaker, a supplementary question to the Premier. Was it the decision of the chairman of the Board of Governors of the University of Alberta or a request by the Premier that in fact not all

members of the Board of Governors were asked to be present at that meeting?

MR. LOUGHEED: Mr. Speaker, the meeting was entirely organized, in terms of its attendance, by the chairman of the board.

MR. CLARK: Mr. Speaker, a further supplementary question to the Premier. In the course of the discussion, did the Premier discuss with the chairman of the board and those present the action of the president of the University of Alberta in . . . I relate directly to his announcement that he planned to take part in the march on the buildings tomorrow.

MR. LOUGHEED: Mr. Speaker, we did not raise the matter. The matter was raised by the president, and there was no discussion from the government representatives on that point.

MR. CLARK: Mr. Speaker, a supplementary question to the Premier. Was there discussion on the question of the decision by the faculty to dismiss classes, I guess the term is, tomorrow afternoon for the purpose of the march? Did the government raise that issue?

MR. LOUGHEED: Mr. Speaker, the government did not raise the issue. The matter was raised by the representatives of the Board of Governors.

MR. CLARK: Mr. Speaker, following the Board of Governors raising that issue, what was the attitude of the government of Alberta to that action taken by the faculty?

MR. LOUGHEED: Mr. Speaker, it would be as it should be: that that was a matter for the Board of Governors.

MR. CLARK: Mr. Speaker, then to the Premier. Is it fair to assume that the government of Alberta expressed no regret to the Board of Governors of the University of Alberta at either the faculty cancelling classes tomorrow afternoon or Dr. Gunning taking part in the protest?

MR. LOUGHEED: Mr. Speaker, those are matters internal to the University of Alberta campus and, in our view, appropriately dealt with by the Board of Governors and not by government representatives.

MR. CLARK: Mr. Speaker, perhaps I should rephrase the question, because I know the Premier wouldn't want to skate around the edge on the question at all. Did the government express dismay or displeasure at the faculty having cancelled classes tomorrow afternoon and at the president of the university deciding to be actively involved in the protest?

MR. LOUGHEED: Mr. Speaker, I have already answered the question. The answer is no.

Research Council Structure

MR. CLARK: Mr. Speaker, I'd like to direct the second question to the Minister of Business Development and Tourism and ask the reason for the acting, direc-

tor of the Research Council of Alberta not having in fact been made the acting director. My understanding is that the procedure to be used is by an order in council. Does the minister plan to have such an order in council presented to the government shortly, or what is the status of getting a full-time director?

MR. DOWLING: Mr. Speaker, when Dr. Wiggins left after 15 years of noble service to the Research Council, he made two recommendations regarding potential appointees to the position of acting director until such time as we would be able to recruit one from the private sector. We've advertised extensively across Canada for someone to replace Dr. Wiggins. In the interim we have asked Dr. Hitchon to act in the capacity of acting director. It's only because we felt that we would be in a position to recruit a suitable person to be the director of research for the Research Council. It's just been delayed. It's just a matter of form that we haven't done it.

MR. CLARK: Mr. Speaker, to the minister: when might we expect a director of the Alberta Research Council to be appointed?

MR. DOWLING: Mr. Speaker, we now have a short list which we will bring to cabinet for examination very quickly.

MR. CLARK: Mr. Speaker, a supplementary question to the minister. Is the government actively considering the concept of dispatching certain portions of the Alberta Research Council to various communities in Alberta, in keeping with the government's decentralization plan? Are some segments of the Research Council in the process of being placed in certain centres across the province?

MR. DOWLING: Mr. Speaker, the Research Council is not. But of course it is government policy, as the hon. leader knows, to decentralize and try to bring about balanced growth through the entire province as best we can. As he knows too, the environment research lab is now located in Vegreville. There is an energy institute in Calgary and other things of this nature. They are not primarily — it's not a function of the Research Council to do that decentralization, but the Research Council does provide staff for each of those institutions.

MR. CLARK: Mr. Speaker, perhaps I should rephrase the question to the minister. Is the government now actively considering, really, breaking up the Alberta Research Council and locating certain portions of its activity in various locations across the province?

MR. DOWLING: No, Mr. Speaker, that is not being considered at the moment. However, we are aware that several facilities within the city of Edmonton are utilized by the Research Council for various functions, and our concern is that we might be becoming too widespread throughout the city. Our interest is to make certain that the council itself is functional. When I say Research Council, I'm talking of the research entity and not the actual Research Council, which is an appointed board.

MR. CLARK: Mr. Speaker, just one last question on the issue. I ask the question again because of the concern being expressed to me by a number of people who are actually employees of the Alberta Research Council. Is the government giving active consideration at this time to breaking up the Alberta Research Council? That's the actual council with its various programs including weather modification, the welding work that's going on — a whole variety of areas. Has the government under consideration at this time the idea of breaking up the Research Council and placing various research programs in various areas across the province?

MR. DOWLING: Mr. Speaker, with regard to the research organization which is under the direct responsibility of the Research Council, which is the board, that board is not considering a decentralized situation with regard to the functions now carried on by the Research Council. However, during the course of time the government may make that decision regarding any one of the entities that go into the Research Council.

MR. CLARK: Then to the minister: is the government at this time considering locating some of the entities in various areas outside Edmonton?

MR. DOWLING: Not to my knowledge, Mr. Speaker.

University Financing (continued)

MR. NOTLEY: Thank you, Mr. Speaker. I'd like to direct this question to either the hon. Premier or the hon. Minister of Advanced Education and Manpower. It flows from the hon. Premier's answer last week that Alberta "is by far the leader in Canada in its per capita support to university and postsecondary education". My question relates to Planning Secretariat data tabled in the Legislature last fall which indicates that Alberta, instead of placing by far in the first place, is in fact in second place on per capita expenditures, and being crowded by Nova Scotia and Ontario.

My question to the hon. Premier is: has he had an opportunity to read this data and, if so, can he reconcile this information with information given to the House last week?

MR. LOUGHEED: Mr. Speaker, I think that anticipates the debate of tomorrow, which I welcome, and certainly will deal specifically with that matter. I think there's no question on the data, and Statistics Canada have it clearly, that on a per capita basis more is spent on postsecondary education in Alberta than in any province in Canada.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. Minister of Advanced Education and Manpower. Is the minister able to confirm to the Assembly that on a . . .

MR. SPEAKER: Order please. There have been a number of these questions asking a minister to confirm or deny a news report. This method of putting a question, not today but since the session opened, is clearly dealt with in *Beauchesne*: that a question should be asked directly, and without asking a minis-

ter to confirm or deny a news report or any other kind of report.

MR. NOTLEY: Mr. Speaker, then I'll rephrase the question to the hon. Minister of Advanced Education and Manpower. In light of the fact that the per student amount puts Alberta sixth among the provinces, has there been any assessment by the department whether this relatively low expenditure reflects efficient use of resources by Alberta institutions or, in fact, will mean a lower quality of education in the province?

MR. SPEAKER: Order please. The question clearly is eliciting an opinion from the minister with regard to the quality of education, and it purports to circumvent the principle I mentioned a moment ago by introducing a preamble under a different guise. If the hon. member wishes to ask directly a question of fact, that would certainly be in keeping with the rules which the Assembly expects the Chair to apply to the question period.

MR. NOTLEY: Mr. Speaker, a supplementary question then to the hon. Premier, staying rigidly within the guidelines set out by you. Has the government of Alberta conducted a study looking at the per capita grants to students — that is, the per student grants — and assessing the impact of those grants on the quality of advanced education in Alberta?

MR. LOUGHEED: Mr. Speaker, the matter deals specifically with the debate tomorrow, and I'll be delighted to respond in debate to the hon. member on that matter.

MR. NOTLEY: Mr. Speaker, a further supplementary question to the hon. Minister of Advanced Education and Manpower. Have any discussions been held with officials of the University of Alberta on the question of concern expressed by the university that funding may imperil the accreditation of certain portions of the Faculty of Medicine and the Faculty of Dentistry?

DR. HOHOL: Not in the particular and specific context the hon. member suggests, Mr. Speaker. As peripheral or additional information with respect to financing over a period of time, relating to financing of research in the medical area by the federal government, that had been brought to my attention.

MR. NOTLEY: Mr. Speaker, a supplementary question to either the hon. minister or the hon. Premier. Was the question of the faculties of Medicine and Dentistry discussed at the meeting on Sunday?

DR. HOHOL: No it wasn't, Mr. Speaker. I should point out that my previous answer should include the information that neither faculty made direct representation on that subject to me or to the government.

Planning Act Regulations

MR. JAMISON: Mr. Speaker, I'd like to direct a question to the Minister of Municipal Affairs. It's in regard to the new Planning Act passed last fall in this Assembly and to take effect April 1 this year.

Have the regulations governing this act been com-

pleted and, if so, when would they be made available to the municipalities that will be carrying out this act?

MR. JOHNSTON: Mr. Speaker, the regulations will come into place at the same time, April 1, 1978.

MR. JAMISON: Supplementary, Mr. Speaker. The request made last fall by the MD of Sturgeon regarding first parcel-out on a quarter section: I was wondering if the minister would be able to inform the member here if this is included in the recommendations for the regulations.

MR. JOHNSTON: Mr. Speaker, a matter of that nature, which deals with a specific land-use concern, particularly specific to a municipality, can best be dealt with by the land-use by-law. It is true that the member requested some assistance from us, and we conducted a joint study for the member, the MD of Sturgeon, and members of my department. We do have before us a recommendation, which I know the hon. member is aware of.

MR. JAMISON: A further supplementary, Mr. Speaker. The study that was carried out, as the minister mentioned — would the recommendation be included in the regulations on the first parcel-out? This is a request from the Sturgeon council in that area requesting information regarding the regulations. Will municipalities be treated differently throughout the province, or will this be an across-the-board type of regulation?

MR. JOHNSTON: Well, Mr. Speaker, I could perhaps clarify for the House and the hon. member. In following the broad objective of attempting to take most of the regulations out of the conditions for subdivision, following the announcement of the Premier and the other first ministers across Canada, we will attempt in this broad objective to remove some of the specificity which now exists in the regulations, and to allow most of the decisions to be made by the municipalities, specifically in the area of land use. In following that recommendation, Mr. Speaker, the regulations will provide for broad guidelines, but will not deal with the kinds of specifics the hon. member has outlined.

NDP Nomination Meeting

DR. McCRIMMON: Mr. Speaker, my question is to the Minister of Education. The Saturday edition of the *Red Deer Advocate* stated that Julian . . .

MR. SPEAKER: Order please. With great respect to the hon. member, perhaps he could come to the question directly instead of basing it on a news report.

DR. McCRIMMON: Well, Mr. Speaker, the question is a statement. I want to know whether the minister did or did not make the statement.

DR. BUCK: Ask him in caucus.

DR. McCRIMMON: Mr. Speaker, am I free to go ahead? It's a statement . . .

MR. SPEAKER: My understanding of the traditional rules of the question period is that it is not intended for the purpose of confirming or denying news reports. But if there is some matter of substance in the news report concerning which the hon. member would wish to ask a question directly, of course that's obviously in order.

DR. McCRIMMON: Thank you, Mr. Speaker. The Saturday edition of the *Red Deer Advocate* stated that Julian Koziak would be the guest speaker at the NDP nomination meeting tomorrow in Rimbey, which is in my constituency. My question, Mr. Minister: is this correct or not?

MR. KOZIAK: Well, Mr. Speaker, those in attendance at the meeting, who I imagine will be few in number . . .

AN HON. MEMBER: As usual.

MR. KOZIAK: . . . will not have the benefit of my words of wisdom nor of the words of wisdom of my 7-year-old son, who also bears that name. I understand there is an error in the copy and that the individual will be one Julian Kinisky, who makes a habit of attending political meetings of both the Social Credit Party and the New Democratic Party.

DR. BUCK: And I might say he does a better job than the Minister of Education. [interjections] At least he tells the truth.

Sugar Factory Closure

DR. WALKER: Mr. Speaker, my question is to the hon. Deputy Premier. Further to the negotiations with B.C. Sugar factories and the federal government, could the minister please advise the House if a sugar policy for Canada is any nearer to formulation?

DR. HORNER: Mr. Speaker, representations by my colleague the Minister of Agriculture, and others, have been made to the federal government, but no response has yet been received.

DR. WALKER: Might I make a supplementary to the minister. Are any arrangements being made to assist the town of Picture Butte since the closing of their factory?

DR. HORNER: Yes, Mr. Speaker, a variety of programs are ongoing through the Department of Business Development and Tourism, my own department, and the Minister of Agriculture.

Water Supplies

MR. LYSONS: Mr. Speaker, I'd like to direct my question to the Minister of the Environment. Have any studies been done relative to supplying water to towns and villages in east-central Alberta from a central source?

MR. RUSSELL: No, Mr. Speaker. The only studies that deal with the matter of a regional approach to utilities supply deal with the metropolitan regions of Edmonton and Calgary.

Hog Marketing

MR. STEWART: Thank you, Mr. Speaker. I'd like to direct my question to the Minister of Agriculture. Is the minister aware of any change of procedure of marketing hogs in Alberta by the Alberta Hog Producers' Marketing Board?

MR. MOORE: Yes, Mr. Speaker. I am aware of those changes.

MR. STEWART: A supplementary, Mr. Speaker. Did the minister or his department assist the producers' marketing board in the new procedures of marketing hogs?

MR. MOORE: Mr. Speaker, for the benefit of all members, indeed I have been involved directly in working with the Hog Producers' Marketing Board in the development of a new selling system which is a different concept than has existed before in the marketing of hogs in this province. I had the pleasure yesterday afternoon of assisting the Hog Producers' Marketing Board and presenting this new selling system to the meat packers of Alberta.

MR. STEWART: A supplementary, Mr. Speaker. How will this affect the price of hogs in Alberta?

MR. SPEAKER: The hon. member is asking for a market report, which may not be within the responsibilities of the minister.

Alberta Energy Company

MR. MANDEVILLE: Thank you, Mr. Speaker. My question is to the hon. Minister of Energy and Natural Resources. Could the minister indicate whether he has had recent discussions with the officials of the Alberta Energy Company with regard to paying a dividend to the shareholders?

MR. GETTY: No, Mr. Speaker.

MR. MANDEVILLE: A supplementary question, Mr. Speaker. Could the minister indicate when the dividend is going to be paid, and if it will be allocated the same to the common shareholders as to the government shares?

MR. GETTY: Well, it's a hypothetical question, Mr. Speaker. I draw the attention of the hon. member to the prospectus of the Alberta Energy Company, which specified that purchasers should not expect dividends in the near future. However, I've never discussed it any further with the company.

MR. MANDEVILLE: One final supplementary question, Mr. Speaker. Could the minister indicate whether the government will be assigning its proxy to the president of the Alberta Energy Company at the meeting held on April 13?

MR. GETTY: Yes, Mr. Speaker.

Mobile Home Park — Airdrie

MR. KIDD: Thank you, Mr. Speaker. My question is to

the hon. Minister of Housing and Public Works. It concerns the Bighills Springs estates, which is the Airdrie modular home subdivision. Could the minister inform the House in a general way as to the present status of lot sales in this development?

MR. YURKO: Mr. Speaker, the lot sales are going very well. As a result of a very recent advertisement, I think about 311 were sold. Some are being retained for senior citizens, others are being retained for possible evictees from other mobile home parks in the Calgary area, and very few are left for sale. The board of directors of the Alberta Housing Corporation will be giving serious consideration to going ahead with phase two of the development in the near future.

I might indicate that the mobile-home builders are very pleased with the project. We'll be looking forward to it being a model for other projects of this nature in both Alberta and Canada, as this industry is quite depressed in the rest of Canada at this time.

Dependent Adults Act

DR. BUCK: Mr. Speaker, I'd like to address my question to the hon. Minister of Social Services and Community Health. The Dependent Adults Act was passed in this Legislature on November 4, 1976. Can the minister indicate if this act has yet been proclaimed into law?

MISS HUNLEY: No it has not, Mr. Speaker.

DR. BUCK: Mr. Speaker, can the hon. minister indicate to the Legislature the reason for the slight delay?

MISS HUNLEY: I would also like to indicate that I'm pleased and surprised that the hon. member is suddenly interested in that very important bill, because he hadn't indicated very much at the time of debate. We will be proclaiming it — I am feeling very optimistic about this — before the end of this calendar year.

DR. BUCK: The hon. minister can be as smart as she wants to be, Mr. Speaker. My question is . . . [interjections] Well, fine. Touchy. We certainly expect more of a minister than that. [interjections]

MR. SPEAKER: Order please.

DR. BUCK: Can the hon. minister indicate to the Legislature and the people of this province the reason for the bill being held up and not being proclaimed this long?

MISS HUNLEY: Yes, Mr. Speaker, I'd be pleased to do that. The bill is very dramatic in its impact on the lives of many of our citizens, and it's important that we have the mechanism in place — the legal mechanism as well as the professional expertise to make the system work. I've explained that to many of the groups with whom I've met. I'm feeling optimistic that the administrative design is in place, and that the legal design will also be adequate when it's in place, so that the bill will indeed work the way we envisage it.

DR. BUCK: Mr. Speaker, can the hon. minister indicate when the bill will be proclaimed?

AN HON. MEMBER: Try the end of the calendar year.

MISS HUNLEY: I'm optimistic that the bill will be proclaimed before the end of this calendar year.

Weather Modification

MR. TAYLOR: Thank you, Mr. Speaker. My question is to the hon. Minister of Agriculture. What aspect of weather modification will be emphasized this year?

MR. MOORE: Mr. Speaker, members will recall that in 1974 this government implemented a five-year program of 100 per cent financing by the government of a weather modification program covering a certain selected area of the province, aimed mainly at reducing damage by hail. The final report of that five-year program, which incidentally was recommended by a select committee of this Legislature in 1972-73, will not be available until about mid-1979.

It's envisioned that we will likely continue the program we have now in place throughout 1979, pending a final decision on results of that five-year program and what direction weather modification should take after 1979. For that reason and for purposes of ensuring that we do have a report which can be depended upon in terms of new directions we go after 1979, Mr. Speaker, it's not envisioned that there will be any substantial changes in the weather modification program for the coming year.

I should say, however, in addition to our weather modification program, I do have a committee of the Weather Modification Board called the rain increase committee, which has been working over the last several months developing data, expertise, and knowledge in the area of snow-pack and rain increase. They have made an interim report to me. I had discussions only yesterday with the committee. I asked them to continue their work, Mr. Speaker, throughout the summer of 1978 and possibly early 1979 so that I might be in a position to consider, in 1979, whether or not it's beneficial for us to be involved in either rain increase or snow-pack increase programs.

PWA Merger Application

MR. R. SPEAKER: Mr. Speaker, my question is to the Minister of Transportation. I wonder if the minister could advise us as to the merger between PWA and Transair. Has he had any report from the Canadian Transport Commission with regard to this matter?

DR. HORNER: Mr. Speaker, for some unknown reason we still have not received the approval of the Air Transport Committee in Ottawa.

MR. R. SPEAKER: Mr. Speaker, a supplementary to the minister. Has there been an indication that objections have been raised by other air lines such as Air Canada?

DR. HORNER: No, Mr. Speaker. My information is that there were no objections at the hearing. That's why we can't understand the delay.

Calgary Civic Workers' Strike

MR. MUSGREAVE: Mr. Speaker, I'd like to ask a question of the Minister Without Portfolio responsible for Calgary Affairs. I'd like him to advise the House if he has been involved with the city of Calgary in helping to get the outside workers employed by the city back to work.

MR. McCRAE: Mr. Speaker, I have regular discussions with the elected representatives of the city of Calgary at the aldermanic and mayoral levels and, yes, we have had discussions on that very complex question.

MR. MUSGREAVE: A supplementary, Mr. Speaker. Could the minister advise if he has had requests by members of council for money from the heritage savings trust fund to help them have increased operating moneys with which to meet the wage demands?

MR. McCRAE: No, I have not, Mr. Speaker.

Welding Technique

MR. CLARK: Mr. Speaker, my question goes to the Attorney General and deals with a matter raised last Friday with regard to a new welding technique at the Research Council. Has the Attorney General investigated the possibility of laying charges against senior personnel of the Research Council, on the basis that those people may have exceeded their lawful authority in going beyond their function in establishing the means for a commercial development and marketing of the research technique developed at the council itself?

MR. FOSTER: I believe I indicated in my response to a very similar question a few days ago that we were looking into some matters affecting the Research Council and, until our look was concluded, I was not prepared to comment on the nature of the look, the extent of the look, or the results of the look. At some point, however, when our look is finished, I'll be prepared to do so.

DR. BUCK: I hope it's quicker than the EXA affair.

MR. CLARK: Mr. Speaker, we'll ask about a second look the Attorney General has also taken. Would the Attorney General indicate to the House if he caused a second investigation to take place, really a further report on the Research Council, prepared by the firm of Ernst & Ernst, chartered accountants. Has that investigation been completed, and has it exonerated the officials of the Research Council like the first report did?

MR. FOSTER: Mr. Speaker, the matter of our review of the activities of some aspects of the Research Council is continuing.

MR. CLARK: Mr. Speaker, has the minister received any additional evidence that personnel of the Research Council have exceeded their lawful authority, other than those representations made to the Attorney General by the Minister of Business Development and Tourism?

MR. FOSTER: Mr. Speaker, perhaps I could get off the question of the Research Council and try to make clear to the Leader of the Opposition what the role of the Attorney General's office is when it comes to possible breaches of the law. I've tried to say that in this House three or four times, but I'll say it again.

When a matter is under review, I am not prepared to talk about it in this Assembly or anyplace else. When the matter has been reviewed and concluded, one of two things will happen: you will discover the facts, because there will be charges in the courts; or there will be no charges in the courts, at which time I am prepared to discuss it in the House. But until that is concluded, I am not prepared to discuss the matter in public.

MR. CLARK: Mr. Speaker, then has the Attorney General any other investigations going on, on this particular matter, besides the two reports we referred to, because . . .

SOME HON. MEMBERS: Order.

MR. CLARK: Oh, order yourselves.

Mr. Speaker, it's great for the members to say, order. But the fact is that the sooner the Attorney General can either lay charges, if that's what has to be done, or announce the investigation is finished, if that's what has to be done — because it doesn't help the Alberta Research Council to have that kind of thing laying over its head.

AN HON. MEMBER: Right.

MR. FOSTER: Mr. Speaker, it doesn't help to have the Leader of the Opposition continuing to press the point in this Assembly, which I think is improper in view of the answer I've given on several occasions. I am keenly aware of the consequences of investigations touching upon the lives of Alberta citizens. I am keenly aware of the apprehension, uncertainty, and difficulty that people have experienced under investigation and, being aware of that, I attempt to expedite these things as quickly as possible.

So I am conscious of the concerns of citizens who may be under review, and I will certainly do everything I can to minimize that difficulty and delay. But I am not prepared to discuss the activities of an investigation or a review, whether it's done by the police forces or individuals in my office, until that review is finished.

MR. CLARK: Mr. Speaker, a supplementary question to the Attorney General. Can the Attorney General then indicate to the Assembly when he expects that investigation to be finished so he can make a statement to the Assembly?

MR. FOSTER: Mr. Speaker, all I can say is that I will endeavor to discharge my duties without undue delay, and to do so as expeditiously as possible. If the Leader of the Opposition finds that offensive and difficult, I regret that very much.

Hockey Helmets

MR. JAMISON: May I congratulate you, Mr. Speaker,

in expediting the question period so it gets around a second time.

MR. SPEAKER: With great respect, the congratulations should be directed to the hon. members and the hon. ministers.

MR. JAMISON: Thank you, Mr. Speaker. My question is to the Minister of Recreation, Parks and Wildlife, and it follows up my question yesterday. I believe the minister indicated he would be checking with the province of Saskatchewan on how they handled their problems of their two junior hockey teams. If he has, would he be prepared to intervene in the squabble in Alberta so we could have the best junior hockey team come out of Alberta?

MR. ADAIR: Mr. Speaker, if I may just clarify one thing: I did suggest yesterday that I would attempt to follow up with the Saskatchewan Amateur Hockey Association, and what their ruling was. I haven't got that back yet.

Seismic Operations — Compensation

MR. NOTLEY: Mr. Speaker, I'd like to direct this question to the hon. Minister of Agriculture. It flows from a letter from the Farmers' Advocate, dated January 31, indicating that he wasn't satisfied with the attitude of seismic companies in dealing with farmers. In view of the suggestion in the letter of the Farmers' Advocate that he would advise farmers not to sign any agreement with seismic companies, what discussions by the department have taken place subsequent to this letter?

MR. MOORE: Mr. Speaker, there have been a number of discussions with regard to the extensive operation of seismograph companies throughout Alberta during the course of the last winter. Members of course are aware that that's the result of seismograph incentive programs and the rapid increase in exploration activity in Alberta.

Mr. Speaker, I've had discussions directly with some of my colleagues, including the Minister of Energy and Natural Resources, and an effort is being made to ensure that both landmen and seismic operating companies, and those who work for them, are more respectful of individual landowners' rights.

I think that with the work of the Farmers' Advocate, the geophysical branch of the Department of Energy and Natural Resources, and the field staff of the Department of Agriculture, indeed the problem can be addressed in such a way that those responsible seismograph companies will not be endangered by individuals not allowing them on their land, and we're working toward that end.

Mr. Speaker, the Minister of Energy and Natural Resources may have some remarks to add to that.

MR. NOTLEY: I see the minister is shaking his head, so I'll ask a supplementary question to the hon. Minister of Agriculture. In light of the concern expressed by the Farmers' Advocate, is the government of Alberta considering any changes in the geophysical act? While The Surface Rights Act wouldn't apply directly in the case of seismic activities, are any legis-

lative changes in either the geophysical act or The Surface Rights Act being considered at this time?

MR. MOORE: Mr. Speaker, I'll just speak with respect to The Surface Rights Act. Yes, we are considering some amendments to the act, but as the hon. member suggests, they do not directly affect seismograph operations.

MR. NOTLEY: Mr. Speaker, I see that the hon. Minister of Energy and Natural Resources was trying to rise to his feet, so I'll defer to him.

MR. GETTY: Thanks. Mr. Speaker, when the hon. Member for Spirit River-Fairview mentioned the geophysical act or geophysical regulations, he was into an area of responsibility of Energy and Natural Resources.

We've had meetings with the various industry association groups, and with individual companies, where it appears there are problems with companies not fully recognizing the rights of landowners. While it's impossible to guarantee that there will not be some who break the regulations, I believe individuals and corporations will be much more alert to the rights of landowners in the future.

MR. NOTLEY: Mr. Speaker, a supplementary question to either of the hon. gentlemen. With respect to the concern expressed in the letter of the Farmers' Advocate about the payment, the compensation for seismic operations on the land of individual farmers, my question relates to his concern that payment for the initial right of entry is not made until a waiver is signed relieving the firm of all liability for damage done.

My question to the hon. Minister of Agriculture is: has any consideration been given of the point made by the Farmers' Advocate that in fact there should be a separation of these two payments? In other words, the initial compensation would be paid, then any subsequent damages would be paid afterwards, and the farmer would not have to sign a waiver before receiving the initial compensation.

MR. MOORE: Mr. Speaker, first of all, that matter is not subject to The Surface Rights Act or any other legislation that I'm aware of that this government has responsibilities for. The matter of the entry onto private land by a seismograph company is strictly one of negotiation between the landowner and the company which wishes to do the seismograph work. So in fact the way in which payments are made or the agreement is reached and signed between the operator and the landowner is a matter for them to consider.

Our Farmers' Advocate office, on my instruction, provides farmers with information in regard to those matters. Although I don't have a copy of that particular letter in front of me, I presume it was designed to ensure that individual landowners were knowledgeable of their rights in that regard.

MR. NOTLEY: A further supplementary question to either hon. minister, because perhaps the Minister of Energy and Natural Resources could answer this if the Minister of Agriculture doesn't wish to. During the discussions that have taken place with the seismic companies, has any specific suggestion been made

by officials of the government of Alberta that in fact this separation should be made? The Farmers' Advocate does make a very strong case in his letter.

MR. MOORE: Well, I can answer first of all, Mr. Speaker, by saying yes indeed, officials of my department have discussed this matter directly with those involved in the industry. The official of my department who carries out the bulk of those discussions with the industry is the Farmers' Advocate.

MR. NOTLEY: A supplementary question to . . .

MR. SPEAKER: Might this be the final supplementary on this topic.

MR. NOTLEY: Sure. Is the government considering any changes to clarify the position with respect to water wells? There is a provision in the geophysical act concerning 600 feet; there is some ambiguity as to just who pays the damages if a well goes dry. Again, that's referred to in the letter of the Farmers' Advocate. Is there any consideration by either the Department of Energy and Natural Resources or the Department of Agriculture to spell out clearly that the seismic operator is responsible for whatever damage is done to water wells?

MR. GETTY: Mr. Speaker, the problem in the situation referred to by the hon. member is whether or not damages can in fact be established. On many occasions, seismic operations do have an impact, regardless of the distance away from a water well, on the productive capacity of the well. In those cases it's clear that the companies are responsible to repair them and are responsible for damages. But in many cases it's impossible to know, or in other cases a well may merely be running out of productive capacity. In those cases, no one can establish who should be responsible. We are having some discussions between the Department of Agriculture and the Department of Energy and Natural Resources, if in this in-between area there is some area in which the government can assist water-well owners. However, those have not yet been concluded.

Freshwater Fish Marketing

MR. SHABEN: Mr. Speaker, I'd like to direct a question to the Minister of Recreation, Parks and Wildlife. Is the government considering withdrawing its support from the Freshwater Fish Marketing Agreement shared by the other western provinces?

MR. ADAIR: Not at the present time, Mr. Speaker.

MR. SHABEN: Supplementary, Mr. Speaker. Has the minister received representation from commercial fishermen asking that the province find alternative methods of marketing our freshwater fish?

MR. ADAIR: Yes, to a degree. We have a representative on the Freshwater Fish Marketing Corporation, and my understanding is that they have asked to look at all alternatives of marketing, including the possibility of some degree of subsidization of transportation costs for northern fish.

MR. SHABEN: Another supplementary Mr. Speaker. Is the minister considering changing the licensing regulations for commercial fishermen within the province?

MR. ADAIR: Mr. Speaker, that is one point that's under review by my department at the present time.

MR. SPEAKER: I believe the hon. Solicitor General wishes to supplement an answer, or to answer a question on which an answer has been reserved.

Highway Littering

MR. FARRAN: Mr. Speaker, yesterday the hon. Member for Clover Bar asked a question about The Litter Act. Only the city of Edmonton police keep accurate records on charges under The Litter Act, and they charged 169 people in 1977 and 182 in 1976. But all police forces say it's a good act. There's been a remarkable drop in the number of bottles thrown in ditches since the institution by the government of the very effective Beverage Container Act.

DR. BUCK: A supplementary question to the hon. minister. Just so I get this clear, the hon. minister says there were no prosecutions other than the ones in the city of Edmonton?

MR. FARRAN: No. They're lumped under an "other minor offences" category, and separate statistics are not kept except in the city of Edmonton. The city of Edmonton had 169 in 1977 and 182 in 1976. The Litter Act is regularly used by the Mounted Police and is considered to be an excellent act in Calgary, for instance.

MR. CLARK: Mr. Speaker, I wonder if I might just raise a point of order with you . . .

MR. SPEAKER: Could we officially close off the question period.

head: ORDERS OF THE DAY

MR. CLARK: Mr. Speaker, I'd like to raise a point of order with regard to the allocation of seats that we just received. My point of order, Mr. Speaker, is: could you, sir, give some possibility to making some seats available in the gallery tomorrow. I notice the board of governors and the president of the university have been allocated seats. It seems to me that student council should have been allocated some seats. Could you consider working out some sort of arrangement where that could be possible? After all, they are the ones directly affected.

MR. LOUGHEED: Mr. Speaker, as far as I know, in discussing it with government members, there's going to be a very sizable allocation of seats to the student union representatives.

MR. CLARK: Mr. Speaker, there'll be some allocation from this side too, smaller only because of the numbers over here. But if the board of governors and the president of the university are to be allocated seats by the Speaker, it seems to me the students

have every right to be able to expect seats also on the basis of representatives of the student council.

MR. LOUGHEED: Mr. Speaker, I can assure the hon. Leader of the Opposition that the largest number of the seats that will be distributed through government members will be distributed to the president of the Students' Union of the University of Alberta this afternoon.

MR. R. SPEAKER: Mr. Speaker, speaking to the point of order, I think the point should be made that here's a body that should receive recognition equal to the other ones. To have them await the possibility of receiving a card from any of us here in the Assembly just isn't fair, and I think it takes a little objectivity away from it. So I would certainly call on your office, Mr. Speaker, to look at them being placed on the list so that they have one or two seats allotted for their own objective purposes.

MR. NOTLEY: Mr. Speaker, if I may just offer a comment on this matter, I think the point is well taken. While individual members of the Assembly may give passes to individual students, and a number of these students will no doubt be officers of the respective students' unions in the province, it does seem to me, Mr. Speaker, that it would be unfair if we had this hit-and-miss proposition.

It occurs to me that the suggestion made that you, sir, simply assign seats to the students' unions in whatever number would seem appropriate will ensure that at least the presidents of those students' unions will be formally allowed to watch the debate tomorrow afternoon. I don't think that would in any way mitigate against the fact that individual members will be handing out passes to students who come to them and request such a pass. But I think there should be some official recognition, in view of the fact that the board of governors will be given seats, that the students' unions will as well, and that those seats be assigned not by us as members but by you, sir, as Speaker of the Legislature.

MR. LOUGHEED: We on the government side would be quite prepared to allocate 25 of our seats to you, Mr. Speaker, to give to the student union representatives.

MR. SPEAKER: I'm sure all hon. members, or many of them, are aware that there has been some degree of consultation with regard to a matter which simply will not permit of any ideal solution that is going to make everyone ecstatic.

As far as the allocation of the seats in the Speaker's gallery is concerned, I question very much whether it would be appropriate for me to enter a debate in that regard. I do, as a matter of fact, attempt to allocate those with the interest of the Assembly as a whole in mind. I was under the impression that the students were going to be looked after quite well. I thought that in order to equalize matters I should pay some regard to the board of governors and the other officials whom I have invited to sit in the Speaker's gallery. I am confident the arrangements will work out so there will be a reasonable representation from all interested parties tomorrow.

HON. MEMBERS: Agreed.

MR. MINIELY: Mr. Speaker, on a point of order. I wish to correct a mathematical error in a ministerial statement issued March 6, 1978, regarding health care insurance premiums. In the statement, in paragraph 5, I said:

For example, this would correspond . . . to an earned income for a single person of [roughly] \$5,700, and for a family of four, to \$11,000 earned income.

The latter figure, Mr. Speaker, should have been \$9,200.*

MR. SPEAKER: I thank the hon. minister for the correction to the information.

Perhaps this would be an appropriate time to just say a few words about the reproduction or the printing of names in *Hansard*. I would respectfully ask hon. members that when they introduce either visitors or special guests, they be alert to provide the *Hansard* staff with the spellings of the names.

We want to be courteous to our guests and not misspell their names in the *Hansard*. But there have been occasions when *Hansard* has gone to considerable trouble to get correct spellings without getting them, and then of course we face the costly and time-consuming process of publishing errata and trying to make sure the bound volumes, at least, will be correct.

So when hon. members are introducing either visitors or special guests, I would be grateful, on behalf of the *Hansard* staff, if they might provide the spellings of the names very shortly after making the introductions.

HON. MEMBERS: Agreed.

head: **WRITTEN QUESTIONS**

MR. HYNDMAN: Mr. Speaker, I wish to table the answer to Question No. 107.

head: **MOTIONS FOR RETURNS**

MR. HYNDMAN: Mr. Speaker, I wish to move that the following motions for returns do stand: nos. 101, 111, 112, 113, and 116.

[Motion carried]

114. Mr. Clark moved that an order of the Assembly do issue for a return showing a copy of the lease agreement in effect between the government of Alberta and Mr. Gerhard Zimm of Grand Valley Forest Products Ltd. in regard to miscellaneous Lease Application No. 770118, Township 28-5-W5th, pt. LSD 14 of Section 7.

[Motion carried]

117. Mr. Taylor moved that an order of the Assembly do issue for a return showing, up to December 31, 1977, the number of people (a) who applied for, and (b) who received, the \$1,000 home improvement grant under phase one of the senior citizen home improvement

*See page 24, right column, paragraph 5

program; and (c) who applied for, and (d) who received, part or all of the \$1,000 home improvement grant under phase two.

MR. YURKO: I would like to propose a very short amendment and then present the data requested by the hon. member. The data I have available terminates on February 27, 1978. In fact it supplies a little more information than the member has asked for. So if the member would be willing, and the House would unanimously approve the deletion of the words "up to December 31, 1977" in the motion, I would then be able to table the data up to February 27, 1978.

[Motion as amended carried]

MR. YURKO: Mr. Speaker, I then table the response to question 117.

head: **MOTIONS OTHER THAN GOVERNMENT MOTIONS**

202. Moved by Mr. Stromberg:

Be it resolved that the Legislative Assembly of Alberta, in this year of the child, urge the government to reaffirm its respect for human rights and its commitment to strive for equality of opportunity for all people by supporting the principle that no child is ineducable. Be it further resolved that this Assembly urge the establishment of a committee, whose membership shall include Members of the Legislative Assembly, professionals in the education field, representatives of volunteer organizations, and members of the public, which shall receive the mandate of this Assembly to recommend just and practical means through which to provide quality education to all Alberta's children.

MR. STROMBERG: Thank you, Mr. Speaker. It's certainly my privilege to begin debate on the motion standing in my name on your Order Paper. May I begin my remarks by quoting from the February issue of the Alberta School Trustees' Association monthly paper, concerning the four Zone-MLA meetings and the trustees' reaction to these meetings:

In the four Zone-MLA meetings held to date . . . a positive response from trustees, MLAs were described as interested and attentive.

The article goes on, listing a number of their concerns, one of which is a major problem facing school boards today in rural Alberta:

A number of school systems are experiencing difficulties in placing students with certain learning disabilities. Although the systems have learning disability programs for a number of students, some students require specialized services not locally available. There is increasing difficulty in placing these students in programs only available in the metro areas.

Mr. Speaker, you may recall that I raised this issue of the education of handicapped children during the fall session, during the debate on the goals and objectives of education. I then spoke at some length as to the financial hardships incurred by parents driving their children over 100 miles to receive special education, at that time for the \$3.60 per day travelling allowance from the Department of Education. This

year, due to the generosity of the Department of Education, the travelling allowance has been raised to 40 cents per mile, or to \$4 a day for travelling 100 miles. But so much for the generosity of the department.

Mr. Speaker, the superintendents of the city and the county of Camrose, as well as the county of Flagstaff, tell me they have approximately 50 students who would qualify for an education similar to the A.Y. Kearns and Wagner schools here in the city. If that many students in the Camrose area are not reaching their full potential, I shudder to estimate how many more there are in rural Alberta. Perhaps we should be looking at half a dozen more Kearns and Wagner schools built in rural Alberta to serve the education needs of, say, the northeastern part of Alberta, the east-central, or the deep south.

But speaking to the motion, and from personal experience of watching with frustration the years that the parents of students in the Camrose retarded school raised money by charity through bake sales, teas, auction markets for the education of their children . . . Certainly, Mr. Speaker, the Department of Education funded the building of the Burgess School. But it was the parents and concerned citizens who had, in a sense, to go out and beg for funds to equip the school and subsidize the teachers' salaries. How many Albertans today, in 1978, in this land of plenty, still have to subsidize their children's education because their children were born abnormal?

A former minister of this Legislature once told me that governing always demands [thoughtful] analysis of the issue and leadership, and just as often tests a man's patience. Mr. Speaker, I am addressing your Assembly today as an MLA whose patience has worn a little thin trying to seek information on the education of handicapped and exceptional children in Alberta, and trying my level best to come up with a number of children who require special education has been a really trying experience.

But my research has convinced me beyond a shadow of a doubt of the need for a committee of this Legislature to investigate the whole issue of educating the exceptional child. I find that information is hard to come by and often contradictory. As legislators it is our responsibility not only to provide services but to provide information to make sure Albertans know how to assess these services.

To accomplish this objective, I urge members to support my motion to establish a committee which will be empowered to get information, transmit that information to the Legislature and the public, and recommend just and practical means through which the government can guarantee quality education to all Alberta's children. I believe no child is ineducable. I'm taking this stand on behalf of my constituents and my conscience.

Mr. Speaker, society owes the child the best education the state can afford. Yet Albertans who work closely with the exceptional children in our province claim that as a government we owe our children the best and are defaulting on our payment. These Albertans have asked me to speak for them, to pose a series of questions, to present a body of evidence, and to ask the government to explain the issues in a debate on educating the exceptional child.

Mr. Speaker, are you aware that in your city of Edmonton and the immediate area, 148 children are

on the waiting list for some type of educational facility? Thirty-one of these children are not enrolled in any educational program. In Alberta we have no mechanism, apart from voluntary registration through handicapped services, to enable us to determine how many children need special education services. The figures given may only represent the tip of the iceberg.

Estimates made by the Canadian Association for the Mentally Retarded on the number of mentally retarded people to be expected in a city as large as Edmonton tend to support this grim evidence. The calculations indicate that as many as 1,314 unidentified and unserved mentally retarded children could be living in the Edmonton area. If these estimates are correct, these children, whose education needs are not being met, could place such demands on Alberta's special education services that our education system couldn't begin to cope with it. The 148 children identified represent only 10 per cent expected incidence of all retarded individuals in the Edmonton area requiring special facilities, vocational training skills, or life planning programs.

Mr. Speaker, the figures are frightening. The evidence I have been presented with, if correct, is not only grim but downright discouraging. In 1970 we provided special education services to only 1 per cent of the school enrolment population. Most educators in the special education field agree that a minimum of 12 per cent of the population requires special education services. In 1970, of the provinces Alberta ranked ninth in the percentage of school enrolment population served by special education services. In 1970, to have served the estimated 12 per cent of the Alberta student population requiring special education, Alberta would have required an additional 2,356 special education teachers. Between 1971 and 1976 there was a rapid increase in special education teacher positions for the instruction of the handicapped pupil: from 584 to 1,250 positions, still 1,100 teachers short of requirement.

Figures and statistics? Perhaps. But evidence like this forces us as a government to re-evaluate our special education program. Without a doubt, great strides in the special education field have been made in Alberta since 1971. But when looking at the magnitude of the problem, we should feel less smug about our accomplishments. Achievement should be measured not by the distance we've come but by the distance we still have left to go. As a responsible government we've got to look at ourselves critically and ask if Alberta's education facilities for the exceptional child are adequate.

Perhaps we as a government should take some new direction and consider reassessing priorities and reallocating funds to implement a recommendation made by the Canadian committee of the council for exceptional children. Mr. Speaker, this committee recommended that each school should have at least one teacher who is prepared and equipped to carry out educational diagnosis and treatment; to work directly with children and be available to regular classroom teachers for evaluation.

Mr. Speaker, individuals and representatives from volunteer groups working with the handicapped have asked me: why hasn't Alberta followed the lead of the U.S. and other provinces in Canada, who have made education of the handicapped the responsibility of

local school boards? The question is a darned good one. As legislators it is our responsibility to examine the issue of mandatory education and answer their question.

Mr. Speaker, I recognize that the debate on the advantages and disadvantages of legislation which would make education mandatory has been inconclusive. Neither side has presented overwhelming, indisputable evidence to support its case. However, in 1978, the year of the child, the year when this Legislative Assembly will define schooling — education, and the role of schools in the education of Alberta's children — the role of the Legislature in this debate on mandatory education is clear. First, we must begin debate on the place of the exceptional child in the new society we're helping to reconstruct. Second, we must provide the means through which debate can continue, so we can build a sound information base on which to make decisions.

Those who work with exceptional children have asked me if the government is seriously exploring the possibility of delivering a range of educational services to the handicapped — I repeat, a range of education services — including the options of integrating the child into the regular classroom, and institutional care. I have to tell them I don't know. I have to tell them I have not uncovered a coherent approach, or philosophy towards educating the handicapped. Again, I'm told by those most closely associated with the education facilities now operating that the lack of vocational and life planning programs for the handicapped is a major shortcoming in government planning for the handicapped.

Albertans working with the handicapped have criticized methods of evaluating the handicapped for program placement. They justifiably argue that the evaluation should be done by an evaluation team who test the child in his home, school, or other familiar surroundings, where a strange environment can have less negative impact on the child's test score, and not yank the grade 1 student out of his classroom for an hour's interrogation by a bearded psychologist, a total stranger to the child, from the regional office . . .

AN HON. MEMBER: What's wrong with beards?

MR. STROMBERG: . . . and scare the bejabbers out of that grade 1 or 2 child. I'm not sure, Mr. Speaker, but if members of this Assembly were subject to the same evaluation under those same trying circumstances when we were 6 years old, we might have been labelled retarded.

I raised this issue of evaluation in last year's committee on estimates. Two grade 1 children from the New Norway school were evaluated by the superintendent and a psychologist from the Red Deer office, who recommended the children be sent to the Burgess retarded school. The parents arranged for their children to be thoroughly evaluated by the Glenrose Hospital, a private psychologist, and the centre for the study of mental retardation at the University of Alberta. All three evaluations came to the same conclusion: the children were not — and I repeat, were not — retarded. Thank God the two kiddies are now in an opportunity class in Camrose. A good example, Mr. Speaker, of the need for evaluation of the handicapped conducted by an evaluation team.

But workers tell me the Department of Education

and school boards argue that team testing is too expensive. I'm troubled by that response. How can we measure the cost of inappropriate placement to the child, his family, and society, which often pays the bill for expensive and unnecessary institutionalization? Mr. Speaker, volunteer workers with the mentally handicapped have asked me many times: who is going to be responsible for providing integrated services; personal and special education services to the handicapped. If the Department of Education defines the goals of basic education in terms of schooling, where does the handicapped child, whose success can't be measured by academic achievement, fit? Again I have to tell them I don't know.

Mr. Speaker, a former Governor General of Canada, the Rt. Hon. Georges Vanier, once said:

I throw out this challenge to all those who believe in the value of [human beings].

There are hundreds of thousands of inadequately cared for persons who need your scientific knowledge, who have need for your affection and your love.

They have already been waiting too long. How can such negligence be anything but a disgrace?

Mr. Speaker, I accept His Honour's challenge. If the case presented is valid, the problem is critical. If we have neglected the education of a single child, we as legislators must bear the burden of responsibility.

I believe Alberta can pioneer in this important field. Mr. Speaker, we have the talent, we have the funds, and we have a government committed to human rights. If we do not lead, it's the children of Alberta who are involved. Because of their futures and our future, it is vital that the decisions we make are sound.

MR. R. SPEAKER: Mr. Speaker, I would like to make a few remarks on this resolution, and certainly indicate my support for the concern and the matters that have been raised by the hon. Member for Camrose. Certainly we can recognize the problems with regard to learning disabilities, that we owe our best to the children of the province. A lot of questions that must be raised. In my experience, in my direct contact with many of these young people, I know there are a lot of things to be done and a lot of questions that must be answered.

Many people consider the incorrect definition when they talk about children with handicaps, often because they're not aware of the complete situation. The handicapped include not only the retarded but also those with exceptional abilities and above-average intelligence. But often there is a discrepancy between achievement and the actual potential these young people have in their lives. In looking at the problem of learning disabilities, we notice that such things as deterioration of perception, memory, association, and conceptualization do occur and are a problem.

As the hon. member indicated, we don't know how many such problems there are in the classrooms across the province of Alberta. Many people make estimates, such as 10 to 15 per cent. A survey was done by the Calgary Association for Children. The survey was conducted with the teachers. Eighty-five per cent of all teachers surveyed felt they had at least two learning-disabled children in their class; 65 per cent felt they had three or more, which indicates to

me, Mr. Speaker, that the problem is certainly there.

At the same time, we recognize we are not dealing with all those particular problems. Many of them are being lost in the shuffle of classrooms. Many problems are not raised, because teachers have not been trained to recognize all those problems, or to recommend that the children go to the few specialists we have available to examine the problem at hand.

Problems are faced by parents. Often doctors, teachers, and other professionals, as well as the parents, don't really understand the learning disability problem. There is little understanding and often little support from the parents or the school system. At present, remedial services are limited; and the hon. member has covered that particular point.

Mr. Speaker, if we review the problem and look at it, we are at a point in time when we as legislators, we as educators, we in the public field, must be able to recognize that we have a responsibility in this area. The responsibility relates, one, to funds and, two, to making available not only classroom space but also professionals who can carry on that responsibility.

I think we are of age and of development, and are at the period of understanding, when we can do just that kind of thing. Those people are a human resource in this province that we can rehabilitate and assist.

I recognize in my own community that two or three students are in this particular category. For the first one or two years in school, the problem was not recognized by the children. I think of one instance where the problem was recognized in grade 3. A specialist was brought in, and they examined the situation. The child had a terrible problem being able to interpret and read. With the work of a specialist and with patience, that problem was turned around, and today the child is able to go into the regular stream of education. Just in that situation, we saved one individual. I am sure the story can be told in many, many other instances.

In supporting this resolution I would certainly recommend that we look at and dig deeper into the possibility of preventive programs, processes whereby we can catch the problem in the earlier grades at school and deal with the problem as quickly as possible, and that we certainly look at adequate funding. This may take a reorganization of priorities, not only within the budget of the Department of Education but possibly through incentive and direction to local school boards, bringing about a better understanding of the responsibility of local government in this whole area of confronting and dealing with learning disabilities. We often turn to the Alberta heritage trust fund. When we relate that to the concept of saving human resources, or making better people for the future, maybe there is a place, in the early stages, to use the heritage trust fund as an example of a special area of research in the area of learning disabilities.

So, Mr. Speaker, the need is there. The evidence presented before us and the material you can read indicate we really don't know everything we should about the problem. We don't know all the solutions. We do know that many case examples illustrate we can have success. I think a committee, or the Department of Education being given more direction to examine this and present better statistics to us, should occur. Certainly I would have no hesitation in supporting that concept. And specifically, because

the resolution of the hon. member is before us, I think we should go ahead and support that as well.

MR. CHAMBERS: Mr. Speaker, I guess I'm not too happy with the wording of the motion. Perhaps it's my engineering background, but I had to read it three or four times to really attempt to understand what the Member for Camrose is trying to set forth.

In the part with regard to the fact that probably no child is ineducable, it seems to me that mental handicap can cover the whole spectrum from total disability to very limited mental disability. Possibly, somewhere in the province there is some person who really can't be educated in the normal sense of the term. I think also of special schools like the Winnifred Stewart School, which was set up many years ago to handle cases where children were not considered educable under the normal school system. I think it was recognized at that time that some children really couldn't be educated in any kind of normal school context.

So that part of the motion bothers me a little bit. It seems to me that really infers that the Department of Education has to assume all responsibility for the education of all mentally handicapped children. I think that would therefore tend to eliminate the need for the concept of a Winnifred Stewart type of school.

I also have some real doubts about the usefulness of a committee, as suggested by the hon. member. As I read it, the type of committee he's proposing would be very comprehensive and would require a great deal of effort and work. When I read that, I almost visualize another Worth commission at significant cost to the people, and I really wonder if perhaps a simple way would be for the Legislature to give direction to the Department of Education to, in effect, make the assessment and carry out any changes we think to be required.

Also, and I guess maybe I'm a little touchy on this point, early in the motion the hon. member talks about reaffirming respect for human rights. Well, you know, you look at that Alberta Bill of Rights on the wall, and the companion legislation, the Alberta human rights act. I don't think any jurisdiction in Canada is stronger on human rights than this province — or any jurisdiction anywhere, for that matter. So I think that wording is perhaps redundant. I found it a little — I'll have to say it; I'm perhaps touchy on this point — I found it almost irritating when I read it.

Not to say, Mr. Speaker, that I disagree with the basic premise of the hon. member's motion. I firmly believe in training each child to the maximum, commensurate with his or her ability. I have seen the good works of the Winnifred Stewart School here in Edmonton. In fact I was involved with fund-raising efforts for that school for a number of years. I became involved through a friend who had a mongoloid child in the school. After the first visit to that school, when I saw what was being done with those children, how much they were able to learn in terms of overall living, and the happiness I think it brought them, I became a firm believer in what Mrs. Stewart was doing. In fact it was marvellous to see how many severely mentally handicapped children were able to be taught there.

Those who are familiar with that school know an annual blitz was conducted every year to raise funds. Hundreds of people were involved in going to the

neighborhood, knocking on doors, and raising money. And large sums were raised. A significant portion of the financing for that school for many, many years was through that kind of endeavor. Again it was a good example of what the volunteer can do in the community.

In my own constituency there is a school called the Western Industrial Research and Training Centre. It's located on the St. Albert Trail, north towards the city limits. It's a very unusual institution. The school contains much industrial equipment: printing presses, various sorts of offset machinery, plastic extruding machines, electronic equipment, and so forth. Students of many ages — in fact there are many older persons who came to the school and who stay and work. Many students are graduates of Winnifred Stewart, and they are trained to the maximum possible extent in the performance of tasks which can be useful in the industrial experience.

For example, students were working with a plastics machine, stamping out plastic parts, doing all the various jobs. As I saw it they were being trained essentially to perform a specific industrial task to the limit of their ability, whether it be to push a button, pull a lever, or do something a little more complex. The school actually has an economic side to it, in that they are available for work under contract. For example, when I was there they were assembling phone sets, a fairly comprehensive electronic job: soldering, wiring, welding, assembling electronic boards for phone sets. This, of course, was an economic endeavor; they were paid for it, and it helped support the school.

I think that sort of institution is performing a tremendous role in training and educating people, often with severe mental handicaps, to perform to the limit of their abilities.

For students who aren't so severely handicapped, I guess they would be referred to as moderately handicapped — and I'm thinking of a paper I picked up today, which is a summary of the Alberta special education study; it would appear to have been concluded about 1976. As I recall, the paper refers to moderately handicapped as being in the IQ range of 50 to 80, but the information seems to conflict with what my hon. friend from Camrose said. In special education teacher positions for the instruction of moderately handicapped pupils, they talk about a rapid increase between 1971 and 1976, from 584 to 1,250 positions. That would seem to me quite a significant increase in the emphasis put on teaching the handicapped.

One other item I noted in the report is that they found no significant relationships between the amount of services provided and such factors as remoteness, size, wealth, the level of expenditure for education, population density, the status as between urban and rural, public and separate, the type and level of staff training, and any other manpower factors. They concluded the service was remarkably uniform across Alberta. They concluded that areas that had greater needs did receive greater amounts of service.

If I'm reading correctly, they also concluded that the academic objectives for the moderately mentally handicapped tend to be served best in non-segregated classrooms or resource rooms, rather than in special institutions. I recall a further conclu-

sion was that possibly the best way to implement this sort of instruction to moderately handicapped students was through more or less normal classroom procedure, but with specialist teachers in the training of handicapped children as resource persons to help the normal classroom teacher achieve adequate instruction of the moderately handicapped.

My reading of this was that really the service was better than we've heard, although I'll admit I'm certainly no expert in this area. I did want to comment on the great benefits of educating the mentally handicapped, and even the severely mentally handicapped as they do in the Winnifred Stewart school and the Western Research Centre. As the hon. Member for Little Bow pointed out, they are a great human resource. I think a large percentage of these people, even the severely mentally handicapped, can be trained to perform a useful role in society and, as individuals, be much happier through performing that role.

MR. TAYLOR: Mr. Speaker, I would like to deal for a few moments with this resolution, and I'd like to commend the hon. Member for Camrose for bringing it in. When I read the resolution, it appears to me the word "child" refers to an average or normal child, not a mongoloid or someone who is very, very badly retarded. I'm going to direct my remarks on the basis that the mover of the motion is discussing the average or normal child, not a severely handicapped one known as a mongoloid type.

When I read the resolution, I'm reminded of a statement of the late Dr. E.W. Coffin, who was principal of the Calgary normal school for many years and an outstanding psychologist of the adolescent child. When we were training to be teachers he told us not to be too puffed-up if some of the children learned in our schools, because some boys and girls would learn in spite of the teacher. He went on to say there is a way to teach every child in your room; if you know enough psychology, you can teach any child who comes to you. During the years I spent in the classroom I often remembered that. When I found it difficult to get a proper response from a boy or girl in whatever grade, I always remembered that maybe it was my fault and not the fault of the child, and I'd better check up on my psychology of teaching.

It's not a new thing to want every child to have a quality education or an equal chance in education. When the foundation program first came into being several years ago, it had two objectives. One was that there would be equality of taxation and assessment throughout the entire province, so a person with a six-room house in Lethbridge would have the same assessment as a person with a comparable six-room house in Grande Prairie, or in Indian Cabins, Camrose, or Strathmore. This objective has been met to a considerable degree. The second objective was that there be equality of education, so every boy and girl in the province would have an equal chance for basic education. I don't think we've even come close to realizing that second objective, under the foundation program or any other program.

Before I came to the Legislature, the late Premier William Aberhart, who was an outstanding school-teacher and principal, tried to equalize educational opportunity also. He did it through a two-pronged attack. One was to make every teacher a member of

The Alberta Teachers' Association, whether he wanted to be or not. That was welcomed in those days by the vast majority of teachers, many of whom did not belong to the ATA. The second and main prong of his thrust was through centralization. In my memory today I can hear him and many of his school superintendents persuading people that the primary purpose of centralization was to give an equal quality of education to students in our high schools.

Mr. Aberhart properly pointed out the inequalities that then existed, for instance in the science lab in the rural school compared to the high school. In those those days, when you were teaching science in a country school, about the only apparatus you had was a pig's bladder. That's all there was in my room, and I got that by scrounging it from a farmer so I could teach the principle of osmosis. To my delight it worked in our classroom with 11 grades and 35 pupils in a rural school. But most of the experiments had to be read from books, not done. In those years there was a long, long way to go to get anything like equality of education. When the foundation program came, again a primary objective was to give every boy and girl in this province the elementary basics of an education so he could then go on, if he chose, to reach his greatest potential in education. Well, that was several years ago.

Once again we have a resolution on the Order Paper asking that there be a program that will give an education to every child who is capable of an education, I suppose as far as the potential of that child will permit him to go. I don't think there is any thought that every child is going to be able to get to the point of being a teacher, doctor, lawyer, or engineer. Some may reach their capacity when they reach grade 9. I've had some students who reached their capacity when they reached grade 6, because of their mental ability. But that didn't leave any less responsibility on the teacher to make sure that that boy or girl was able to go as far as his mental capacity would permit him to go.

I well remember a child who came to my school when I was teaching in the country. The mother came with the child and said, this boy simply sat in the classroom all last year; the teacher couldn't be bothered with him, because she didn't think he was capable of learning anything. The mother said, I think he can learn if there is enough patience, instruction, and repetition. So I told her I'd do the best I could. I didn't know the child at that time.

As I was teaching that lad I found he was too far ahead, for one thing. He was trying to learn the work in grade 4 when he didn't know the work in grade 2 or 3, so there was nothing to build on. So without putting him back into grade 2 or 3, I asked him privately — had a little talk — to listen in when I was teaching grades 2 and 3. I wanted him to do the homework I gave those boys and girls. Then we would talk about that privately afterwards, because he was three or four years older than those youngsters. He thought that was an excellent idea, and that's the way we got him to the place where he could absorb the work of grades 3 and 4.

I was endeavoring to teach him the basics in arithmetic, the combinations and separations: 8 and 7 is 15, 7 and 6 is 13, so that he knew them immediately. That was spelled out in the curriculum of those days, the responsibility to reach a certain stage before they

went on to the next grade. I remember teaching him the combinations so that by the Friday afternoon I could say to him, Robert, what's 7 and 6? And he'd say 13, as fast as any child in the room. When he came back on Monday morning, I'd say, what's 7 and 6? He would hesitate; he wasn't quite sure.

So I suggested to his father and mother: why not let this boy come over to the school or to the teacherage — he wasn't very far away — for an hour on Saturday morning and an hour on Sunday afternoon. They said, that's wonderful if you will do it. I said, well I'd be glad to do it. I'd like to try out this idea that if we repeat this often enough, this boy is going to learn. So we did that for a month. You know, you could check him on any combination or any separation. He knew it by drilling every day for 30 days. When he got to be much older and out of school, I said to him when I was having a cup of coffee with him in Drumheller: Robert, what's 8 and 7? And he said 15, just like that, anybody knows that. He was capable of learning, if he had the teaching and enough repetition and enough desire to learn. He wasn't hurt.

I think one of the things we have to do in teaching is to make sure we don't make a boy or girl feel inferior so they can't learn. In my view, that is the worst thing a teacher can do. I think it's almost the unforgivable sin in pedagogy, when children are made to feel they're inferior, that they're not equal to other boys and girls, that there's something wrong with them. If the desire is put into a child to learn, I think the opportunity should be given to him. But as a number of the other speakers have mentioned, it takes extra time, extra methods in order to teach some children. As Dr. Coffin said, some will learn in spite of you; others have to have it repeated and repeated and repeated and repeated, and they can accomplish to the capacity of their own mind. The resolution is suggesting that this be done.

Now there are a lot of different types of learners, and I'm not talking about those mongoloid types or anything like that. But in a classroom of 30 students, you'll have some who are slow learners, some who are exceptionally fast, some who are fast, and some who are average. Some may even be handicapped in that they can't see properly or see things opposite to other boys and girls, or they have things mixed up in their minds. Some have not learned to read properly in the lower grades and consequently are handicapped for the rest of their lives, not only through their school life.

But, Mr. Speaker, I have no hesitation in saying that any normal child can learn to read if the teacher will give him enough time and use the phonic method and the sight method, particularly the sight method. The phonic method sometimes leads to difficulties. When I was teaching all the grades, I always tried to use both methods. I'm not saying I was a top-notch teacher, but I was trying to do what I had learned from splendid teachers like Dr. Coffin, the late Mr. Loucks, the late Miss Fisher, and the late Mrs. Wootton: wonderful teachers whose whole lives were spent making sure they tried to encourage boys and girls to their greatest potential. Those are the people who taught in the Calgary normal school, and I think this province owes them a great deal.

Well, coming back from that, I was very interested in statements made by the hon. Solicitor General a session or two ago. Since then I have followed them

through. The researcher in my office, Mr. Williams, has followed it through even more, to find out the amount of education those who are in our prisons were able to get, not the capacity but how far they went. You know, in the Bowden Institute, there are standing records now that the average educational standard there was grade 6 or 7. When I visited one of the institutions in the north end of the city, the principal told me that a very large number of the juvenile delinquents sent to that institution have a grade 2 and 3 level of reading; they're 14, 15, or 16, and they're embarrassed.

A father from Drumheller told me that his boy had got into trouble. The father and mother are excellent citizens, wonderful church people, wonderful do-gooders of that community who do good for anyone they can help. Their boy got into trouble. He didn't understand why the boy could get into trouble. Later we found out the boy got into trouble because he couldn't keep up in school.

He had a learning disability and was made to feel inferior by some of the teachers. Eventually he was made fun of by the students. He couldn't keep up. He didn't know why. He was a normal child, but he had a learning disability that hadn't been deciphered. So he quit school. As is normal in cases like that, that type of boy or girl is apt to go where they can find friendship. Sometimes the only place they can find friendship is with those who have criminal tendencies. That's unfortunate but true. They're taken in by that group, and they come in conflict with the law.

I would wager that if we gave every one of the prisoners in our provincial correctional institutions or in our federal penitentiaries a very thorough test to try to ascertain why they're criminals, why they committed criminal acts, why they were in conflict with the law, we would find a good percentage of them are there because of learning disabilities that were not deciphered, that were not diagnosed, perhaps because the necessary, the teachers didn't have the necessary training or, in some cases, maybe because the teacher couldn't be bothered. It's much nicer to teach those who learn fast, and much more difficult to teach those who have learning disabilities.

I think society has a responsibility to make sure that the child has an opportunity to learn to his greatest potential. I looked into a school in Calgary some three years ago. I went there to visit a young girl from Drumheller who was having trouble. She'd been put in the Salvation Army home there and was going to a school in that area in southwest Calgary. I visited the school and received a tremendous reception from the teachers. They were glad somebody had come to see what they were doing. They showed me some of the difficulties they were undergoing. I believe since that time, if my memory serves me right, the hon. Minister of Education later went to that school. They showed me how some youngsters with these disabilities sometimes have to get into a cooling off period, where they have to be taken from the class so they have time for their nerves and their whole being to settle down. This little girl was one of that type. She looked like a little angel when you saw her, but when she got into something she couldn't understand she'd go into a tantrum. Those teachers were wise and learned in how to handle that type of youngster. They'd take the child into a room by themselves and have a quiet talk, or maybe not say

anything at all for some time.

I know it's going to cost more to teach this type of child. But, Mr. Speaker, we'll save more in the years ahead if we can just teach the boys and girls and get them over whatever disability it is, whether it's a slow learner, or someone who sees things opposite or has something wrong with his eyesight and isn't seeing what other boys and girls can see. I think it's a tremendous challenge. It's a tremendous challenge to every teacher. It's a tremendous challenge to the Department of Education and a tremendous challenge to our university to infuse into the hearts and minds of teachers what they can do for society if they would just take the time to do it.

I support the resolution. But I would like to see the resolution go a little further, so I have prepared an amendment that I'd like to pass to hon. members. Nineteen seventy-nine is the International Year of the Child, sponsored by the United Nations. There has been a lot of consideration about what the rights of children are. Some of our university professors have outlined that boys and girls should have certain rights.

When I first heard it, I was a little alarmed because I thought, are we now going to do something to encourage boys and girls to rise up against their parents? I didn't want to do anything like that. I think the family is the heart of this country. Family life, with the parents in control and the boys and girls working in co-operation with their family, is the greatest assurance we have for a future in this country. The greatest possible thing that can happen to a boy or girl is to be in a home like that.

But when I went into the matter more, I found that there are some rights that I think could properly be put into legislation. This amendment or resolution is setting up a committee of people to study ways and means of making sure that every normal, average boy and girl has a chance to get an education to the potential of the mind of that boy or girl. I would like to take it a little bit further and ask that "that inquiry into the rights of children" be continued, and to "recommend any legislative changes it deems advisable by 1979, which is the United Nations International Year of the Child." So I move that Resolution No. 202 be amended by deleting the period at the end of the last paragraph and adding the following words, "and initiate an inquiry into the rights of children . . .", et cetera, as I just read.

I'd like to deal with that for a few moments. What are some of these rights of children that we possibly should put into legislation? Well, the one mentioned by the mover of this resolution is certainly one of them. I think every boy and girl has a right to an education which will ensure every child the opportunity to reach and exercise his or her full potential. That is one of them.

But there are others, and I'm going to outline 12. I'd like to say that the right of a child is to food, clothing, and housing, to ensure good health and personal development. I think that's the right of every child. I've had many parents say, we are not having any more children, because we want to make sure the children we have are going to have food, clothing, housing, and a chance for personal development; that's all we can really afford.

Secondly, the right to an environment free from physical abuse, exploitation, and degrading treat-

ment. I think that's the right of a child too. It makes my heart bleed when I read of stories like what has been happening in Toronto, where three or four yellow dogs — grown men — take a 12-year-old child and not only abuse him but kill him eventually, and then steal from him. They weren't even big enough to take someone their own size or age. They pick on a 12-year-old child.

That's one of the reasons I believe in capital punishment. I don't think yellow dogs like that should have the right to live. I don't think taxpayers should pay to keep that type of people in prison for the next 20 years, with the danger of them escaping. One of them even said that had there been capital punishment, he didn't think he would have killed that boy. I think those who don't believe in capital punishment should review that sentence very, very carefully, if they think there is no deterrent in death.

I think it is the right of a child to be on our streets and enjoy our sunshine without abuse, without exploitation. The right to health care necessary to promote physical and mental health and remedy illness they may have. I'm going to have to move on these because my time is going rapidly.

The right to reside with parents, except where it is in the best interests of the child and family members for the child to reside elsewhere. Sometimes a court decides the best place for the child is not with the parents. But generally speaking, that's the exception not the rule.

The right to parental and adult support, guidance, and continuity in the child's life. Where you have parents who take an interest in their children and try to help them develop step by step, always building on what happened before, that is going to be a tremendous thing in that child's life.

I remember one day at my boys' camp, when I was talking to them and saying the camp is a roughing it out, but that one of the objectives of the camp was to teach you to appreciate your mother, your dad, and your home more than you ever did before. One boy said, "Well, I don't appreciate my mother and dad and home. I don't want to go home. I'd much rather stay at camp." I said, "Why?" He said, "Well, my mother and dad are never home. They're always in the beer parlor." I could understand how that lad felt; the sadness of a child like that, getting no chance for parental and adult support.

Number six, the right to education that I just mentioned. Seven, the right to play and recreation. Sometimes we're inclined to send a child to school too fast. I'm not talking about day care or kindergarten. But sometimes we want them to put away their dolls, their toys, and their bat and ball too soon and take on responsibility in the classroom.

When I was teaching out in the country, where you got to know the children before they came to school, sometimes I said, I think you'd be wise to keep Edith home for another year. She's not developed to the point where she will be able to really absorb, and she might get discouraged. But when she came when she was 7, she was a top-notch student, and I think she was all through the grades. I think the right to play and recreation at all ages is a right of a child.

The right to be consulted in decisions related to guardianship, custody. I think we sometimes err there. I had something to do with a mother who asked for the child when the marriage broke up. This

was in Ontario. The judge said, I want to have a talk with this 10-year-old boy; I want to see what he has to say. So they had a private talk. Later the mother asked him what the judge had said. The judge had said to him, where would you rather live, with your father or with your mother? The boy said, oh, I'd much rather live with my mother; my father's always tight, always drunk. He really didn't have a father. But that judge was smart enough to talk to the boy. That's the way he ruled. That worked out excellently. That boy today is a young man, but a grown man playing his part in this country.

Number nine, the right to independent, adult counselling and legal assistance in relation to all decisions affecting guardianship, custody, or determination of status. I think a child should have that right.

The right to a competent interpreter, if a child doesn't understand the language. I can appreciate that, because when I started school I didn't speak English. I was Canadian of the third generation, but I didn't speak English. I had words of my own, for some reason. Why, I don't know. I don't speak English too well yet, not nearly as well as I'd like to. But in those days only my schoolmates and, of course, my parents could understand me.

I went to a store to get a pound of sugar. I'd say, I want a pound of 'tidla'. I remember one of the storekeepers saying to my friend Roy, what does that kid want anyhow? I said, I want a pound of 'tidla'. He said, he wants a pound of sugar. The kids understood it, but nobody else did. When I was talking about chickens, I called them 'poop-a-laws'. We were going to have 'poop-a-law' for dinner. My parents knew, but nobody else would know what it was. So I can understand when a child doesn't understand the language, how they can be felt.

I must hurry on. That is a right of a child. The right to an explanation of all the decisions affecting guardianship, and the right to be informed of the rights of children.

I wanted to go on to some of the obligations of a child too, because sometimes we hear people talking about their rights, but they forget about their obligations. I haven't got time to do that.

I'm supporting the motion, but I'd like to move this amendment by removing the period at the end and adding the words:

and initiate an inquiry into the rights of children
and recommend any legislative changes it deems
advisable by 1979, which is the United Nations
International Year of the Child.

MR. SPEAKER: Are you ready for the question on the amendment?

DR. WEBBER: Mr. Speaker, I'd like to rise on the amendment. First of all I'd like to congratulate the hon. Member for Camrose for bringing this motion to the attention of the Assembly, and as well to congratulate the hon. Member for Drumheller for bringing this amendment. It shows his concern for the rights of children.

As a member of this Assembly, I think we should continue to be conscious of the high priority that is necessary for the education of all children, including the handicapped, and to understand the importance of maintaining the highest possible standards in these areas. However, like the Member for Edmonton

Calder, I have some concerns with regard to the second part of the motion, with respect to the committee. My same concerns are related to the committee initiating an inquiry into the rights of children.

Mr. Speaker, before I continue to address this particular motion and the amendment, and in view of the fact that there didn't seem to be anyone else who wished to speak on this amendment today, I would like to beg leave to adjourn the debate.

MR. SPEAKER: The Assembly, of course, has the right to vote on the motion for adjournment of the debate, but I'm wondering if the hon. member is aware that some other members wish to speak on the amendment. Will that change the intent to move the motion for adjournment of the debate?

DR. WEBBER: Mr. Speaker, I'd like to speak on the amendment as well, and I think that not that many motions are on the Order Paper whereby it can come up again this session, so I'd still like to adjourn debate on the topic.

MR. SPEAKER: Does the Assembly agree with the motion for adjournment of the debate?

HON. MEMBERS: Agreed.

203. Moved by Mr. Taylor:

Be it resolved that the Legislative Assembly of Alberta request the government of Alberta to give consideration to establishing industrial training schools to which juvenile delinquents may be committed under the Juvenile Delinquents Act of Canada.

MR. TAYLOR: This is the second time this motion has come before the Legislature. My reason for bringing it back is really that quite a large number of members said they would like to speak on this resolution; consequently I thought I should bring it back for further discussion. I hope we can bring it to a vote sometime this session.

I think the reason for the resolution was partly covered in some of the subject matter of the last resolution. One reason many people are in our penal institutions is that they had a learning disability, and it simply wasn't resolved. They became discouraged, frustrated, and found company only among those who had criminal intent.

One of the results of learning disabilities when they're not caught in time is the feeling of that boy or girl, or young man or young woman, that they aren't equal to other boys and girls, or young men and young women. So they want to find ways and means of getting even. Many of them were hurt by those who didn't have a learning disability. Indeed, in many cases many people didn't even know they had a learning disability. That's one of the sad things that takes place.

As mentioned by one of the speakers in the last motion, many times teachers have not been trained to try to diagnose learning disabilities. They call it laziness, stupidity, or lack of interest. Many times there is a definite physical or other reason why that boy or girl is not doing well.

So finally, when they are almost forced out of school because they can't keep up — they haven't got the foundation or something — they start drifting, and

they want to get even with society. Some of them become very, very vindictive. They go out and do damage to other people's property or decide to steal from those who have.

I'm not going to say a learning disability is the cause of all criminal activity or the cause of all juvenile delinquents. I personally think that a good percentage, I would say well over half our juvenile delinquents, are there because of learning disability and conflicts that arose in their school days. If you ask me to prove why I say half, I say that because of checking with various prisons, correctional institutions, and places where juvenile delinquents have been to see how far they got in school. Mostly, they didn't get very far, because of many, many reasons.

When the child comes in conflict with the law — and I want to call them boys and girls rather than children — many times they are angry and want to get even. They want to show the 'blinkety-blankety' world that they can do all right. Maybe the only thing they think they can do all right is breaking the law. This is unfortunate.

I think one of the first items we should be endeavoring to pinpoint and emphasize in juvenile delinquents is that sense of responsibility. If a boy or a girl damages somebody's property, they have a responsibility for that, and they have to assume that responsibility. So I'm going to say that one of the first items I would emphasize in connection with those who are in conflict with the law is that young offenders should bear responsibility for their criminal acts.

I realize we have to have a change in the Criminal Code if we really are going to go very far in this particular item. I believe courts should be permitted to make young offenders, particularly young offenders, un-do if possible, or make restitution for the damage they have done. We do a child no good at all by permitting him to damage other people's property and simply walk away and have somebody else pay the cost. I think that's one of the first principles I would like to emphasize in connection with Resolution No. 203.

But they haven't learned that, and they get to the point where the court can now incarcerate that boy or girl. I don't think any of us wants our young people to be incarcerated for anything. I think it's the last resort, but I strongly support the legislation brought in last year by the hon. Minister of Social Services and Community Health that permits the incarceration of boys and girls when it appears everything else has failed. I think incarceration should be done by a judge, because a boy or girl should have their day in court the same as anybody else. But I believe when they come to the point where they can't do anything else, that is the last resort.

One of the juvenile judges told me when I said, "how many times do these young people come before you?" He said, "Would you believe 40 or 50?" I said I could hardly believe that. He said, "Well, that's so; some have been before me 40 times." Under former legislation all he could do was to fine, or tap him on the wrist and say, that's naughty, naughty; don't do it anymore. He would go home, and it became quite evident in our juvenile courts that many young people simply laughed at the judge. They knew he couldn't do anything. Well, that has changed now, and I commend the minister for bringing in that type of legislation. It gets to a point where incarceration has

to take place.

That's where my resolution really starts, when the boy or girl is sent to an institution. To put it bluntly, he's put in jail; he's detained; his liberty is taken away from him; he's not going to be at home; he's not going to go out in the evening; he's not going to drive his car. I think that is the point I want to start at when we come to this type of juvenile delinquent.

At the last series of meetings in my constituency, my researcher and I dealt with the matter of the juvenile age, whether it should be 16 or 18; whether an offender should be incarcerated by the director of child welfare or by a judge, as recommended by Judge Kirby; also what to do with them after you have them in the prison, the correctional institution, or whatever you want to call it. In connection with the juvenile age, 74 per cent of the cross section of people attending these meetings throughout the Drumheller constituency said they wanted the juvenile age at 16 for boys and girls. A very definite mandate. Very few veered from that: 74.3 per cent wanted it at 16, and they wanted the same age for boys and girls. Only 5.9 wanted it at 18. That speaks for itself.

In regard to whether or not a child should be sent to a prison by a director of child welfare, by some other civil servant, or by a judge, almost 76 per cent recommended this be done only by a judge, that a boy or girl should not be put in prison unless he had his day in court before a judge.

The other point we dealt with was the matter of training schools or trade schools, whatever you want to call them. There were some very, very wonderful discussions by people. Everybody can speak as many times as they want in these meetings, and many did. But when the final vote was taken, 84 per cent of the people decided trades should be taught when these juvenile delinquents are put in prison. They emphasized that the boy or girl should be there long enough to get the basic principles of whatever trade he wanted.

You know, Bowden wasn't all bad. Bowden did some real good things for a number of boys and girls. I remember a boy I happened to know in Edmonton who got mixed up and was sentenced to Bowden. While in Bowden, he decided he'd learn tinsmithing. Not a learning disability with him; if anything, he was too clever. But he got into conflict with the law, and was finally sent to Bowden. I went to visit him in Bowden, and he was enthusiastic about the tinsmithing he was learning. He didn't like the academic side of school, but he loved doing things with his hands and here he had a chance to be a tinsmith. He was there for about three months. He learned the basics. He wasn't a journeyman by any means. He had a long way to go, but he learned the basics of tinsmithing. When he was released he went to the city of Red Deer and got a job. Today that young man is doing well. He's now a journeyman. He learned the basics.

I don't think it's necessary to have long terms for young people. If they can learn the basics, they have enough interest so that when they leave they'll pursue it, whether it's academic subjects, auto mechanics, printing, baking, or whatever it happens to be.

Many people in the Drumheller riding — and this was a very prominent part in arriving at the 84 per cent in favor of training schools — were not in favor

of setting up, at capital expenditure of the taxpayers' money, new schools with all the equipment necessary, and so on. Many said, we have already bought this equipment; it's in our composite high schools and technical schools; we have all these things now; we have instructors; why do we want to duplicate this equipment? We didn't take a percentage vote on that thing by itself. But a large percentage of the 84 per cent wanted to use the equipment in our schools now, not during the day but in the evenings, on Saturdays. Some even said on Sundays. Many objected to it being on Sundays, but some said, even Sundays. Let's use that equipment to the fullest degree. Let's have a night shift, under supervision, under good instructors, so they can learn whatever trade they want to learn.

I believe there was some thought at one time of putting an extension on the youth centre in north Edmonton, as a trade school. Why it never happened, I don't know. Maybe it was a case of money; maybe it was other reasons. But it didn't materialize. A few months ago when I visited the institution and had an informative day there, I appreciated the attitude of the staff, their desire to show you everything, to show you what they were doing, the remedial work in reading and arithmetic. Many of these young people who had learning handicaps or were slow learners — that is going to pay dividends. One of the things that pleased me very much was the fact that they had a detective cover on what was a grade 3 reader. Anybody going by would look at it and say, he's reading a detective story. The kid felt real good. In fact he was taking some of the work of grade 3 student, but he wasn't made to feel inferior. He was made to feel better, and he was anxious to learn so later on he would be able to read a good detective story.

I want to commend the teachers in that youth training centre. I say to the hon. minister, they're doing a tremendous job. Many wanted to take auto mechanics, but there isn't sufficient time or room. I think there was one automobile or one motor. Maybe there were two, but certainly no more than that. So it was very limited. With all the students there, only a few could learn motor mechanics. I think the principal of the school — or one of the teachers, I forget which — put his finger on the real problem when he said, if we don't give these young people enough training when they're here so they can go out and hold a job in the particular thing they're learning here, they're going to be back. And it shows, time after time. They haven't been able to get enough; they go out and are discouraged again. If they can get enough learning so they can go out and hold a job, get a pay cheque and live like other people, in the vast majority of cases they become good citizens of the country.

I think there's an important item here. I'm not wanting to go overboard in new buildings and equipment. I think we can start modestly, with the extension or perpetuation of the forestry camps that the Solicitor General is already operating, where they can learn to do things. We can make use of the equipment in our schools, so when the boys and girls leave they don't have to go back to a life of crime to make a living. I think that's the secret.

One of the things I believe is very, very true, and this again was pointed out by one of the teachers, if I recall right, at the youth training centre in Edmonton,

when he said, we've gone educationally mad. Then he pointed out a student who was an outstanding chef. The student excelled in cooking and wanted to be a cook, but he had difficulty with reading and arithmetic. And because he couldn't reach a grade 11 standard, he couldn't get his journeyman's certificate as a chef. So he's going to have to peel potatoes or something like that, when he's maybe better qualified than the journeyman cook who is there.

I think we have to be realistic in these educational requirements for trades. Certainly they should go as far as they can, but let's not, say, subject them to a life of doing something they don't want to do simply because they can't resolve an algebraic equation . . .

DR. BUCK: Hear, hear.

MR. TAYLOR: . . . or because they can't solve a trigonometry problem or can't read Shakespeare and enjoy it.

I would like to see our trade schools for our young people who are in conflict with the law set up along the lines of Father Flanagan's Boys School in the United States. I don't know whether or not it's still operating, but when I visited there I was thrilled with what I saw. Those young people were leaving Father Flanagan's Boys Town as citizens of the United States, citizens prepared and well qualified to go out and earn a living. As a matter of fact businesses were asking them for printers, cooks, auto mechanics, carpenters. They were being taught well. Some were able to write their journeyman's papers before they left; others did it afterward. But they had enough so they could go out, take a job, and earn a living, so they were then on the same footing as other young people. They no longer had to go with the criminal crowd, to rob to get enough to do the things they wanted to do, to buy their car or motorcycle, or maybe to extend their education.

That school is the most commendable one I have ever seen. I was amazed at the attitude of some young people there who three years before were destined for the electric chair, the attitude of making them believe in themselves and emphasizing the human dignity of every one — black, white, or yellow, it didn't make any difference. They were living there in a community of all faiths, all colors, and all creeds. The big thing was that they were human beings. And Father Flanagan instilled that thought of the dignity of a human being so much so — there might be some who went wrong afterward, but if there were I haven't heard about them. I know of several who have done exceptionally well because somebody had faith in them. They weren't in there sitting around, wondering what to do, as we have in many of our correctional institutions in Canada today. They were learning. They had the opportunity to learn, and they were doing a tremendous job.

So, Mr. Speaker, I would ask hon. members of this House to consider the rehabilitation, the saving if you want to put it that way, of some of these wonderful young people who are in conflict with the law and need guidance and help. I would suggest that if we can save just one out of every batch of 20, every dollar spent will be worth while.

MR. LITTLE: Mr. Speaker, thank you for the opportunity to speak to Motion 203. May I also congratulate the Member for Drumheller for bringing this matter before the Legislature.

As you know, law enforcement in all its phases has been not only a vocation but a lifetime interest of mine. The incarceration of large numbers of offenders in both provincial and federal institutions in this country must be a concern to all of us, from both a humanitarian and an economic standpoint. Canada incarcerates more offenders for longer periods than any other western country, and I must observe that in spite of these statistics, crime continues to escalate at an ever-increasing rate in this country. So obviously, Mr. Speaker, we are not apprehending enough offenders, or we are apprehending the wrong ones.

Just to give you some idea, Mr. Speaker, of the numbers we have in custody: in Alberta correctional institutes — that is, operated by the province of Alberta, excluding the federal penitentiary — there are 1,850 offenders; 6,000 on probation and 300 more on temporary absence or parole from the institutions. Another disturbing statistic is the breakdown of the ages in our correctional institutions. Sixty-five per cent of the offenders are 25 years and under; 24 per cent, 17 years and under; and 55 per cent of all offenders are recidivists. However, Canadian statistics for offences under the Criminal Code of Canada show a much more alarming rate, in that 80 per cent of all offenders are recidivists, which is also the highest in the western world.

If you are concerned with the costs, it varies in Alberta from \$12,000 per man-year in the Peace River institution, to \$9,000 at Fort Saskatchewan.

Back for a moment to the age breakdown, there is a continuing and alarming decline in the lowering age of offenders in this province. Indeed, Mr. Speaker, the statistics I have just given do not include the very large number of juvenile offenders concerning whom we normally do not publish statistics.

I believe the above review points out all too clearly that incarceration as we know it is not reducing the incidence of crime. Indeed, I do not believe incarceration was ever meant to be a rehabilitative process. I have only seen incarceration, or the objectives of incarceration, defined once, and that was by Mr. Justice McRuer, the former chief justice of the Supreme Court of Ontario, who stated that good penology contemplates three main objectives: one, the protection of society by the confinement of the prisoner — notice, he merely says the confinement; he speaks not of rehabilitation — in second place, the reformation of the prisoner; and three, the deterrent effect of his sentence on himself and others.

However, rehabilitation is an entirely different area from mere incarceration and was the study of Dr. Martinson of the University of New York, who researched this problem for a considerable period of time, from 1947 to 1965, and found the recidivism rate for those who had been exposed to rehabilitation programs was approximately the same as for those who had never been enrolled in such programs. Indeed, most experts and criminologists will agree that the success of any rehabilitation program depends to a large extent, if not a total extent, on the motivation of the offender himself. So I think this is the main reason for the failure of many rehabilitation

programs.

However, Mr. Speaker, it is not my intention to attempt to baffle you with statistics and studies. Most investigators have determined that attempts to reform or rehabilitate the older offender — and I hope this isn't a shock to most members here: they define the older offender as being over 40 — have been almost totally unsuccessful right across the board. In many cases these older offenders are unable to cope with modern living because of a lack of education, a lack of training; that is, no trade, no motivation and, frequently, an alcohol problem. These unfortunates are usually the products of homes that offered no guidance, no motivation, and by the time they are burned out as "criminals" — and I put this in quotation marks because it's an overly used, exaggerated word — they find that an institution is the only place they can feel secure. When I say institution, I have in mind of course minimum security, because most of these older offenders are derelicts and would not leave the institution if the door were left open. So I would suggest that these large amounts we're spending, the \$12,000 and the \$9,000, on medium security institutions is rather a waste on this type of offender.

However, I would suggest that the juvenile problem is different. Indeed, it would be an indictment of our whole society to suggest that we ever give up on the juvenile. When I say that our society give up on the juvenile, I can tell you a rather interesting story of one time when police officers picked up a young offender shoplifting. They brought him to his home, and as they approached the front door the father came out and said, he's in trouble again? He said, take him away and put him in an institution; I can no longer cope with him. Age of the offender: 6.

When I mentioned the derelicts who cannot cope, I gave you the reasons of lack of education, lack of training and, very very frequently, an alcohol problem. If we are to attempt to prevent future generations of criminals and derelicts growing up in our society, we must first identify the problem and reverse this trend at the earliest stage possible.

Mr. Speaker, last night I mentioned the opportunity you gave members to visit all the elementary schools in our constituency. I visited 28. In most cases, I found the teachers and particularly the principals were very dedicated persons, concerned not only with the education of the students but with the social problems of the homes they came from.

From this very brief exposure I had to this environment, it appears that these problems are growing. In fact, one school principal, who had an enrolment of approximately 575, told me that there was a mobility rate — that is, the coming and going of the students — of 500 during the last year. Out of 575, there had been an exchange of over 500. He told me that some students had enrolled in September and he had never seen them since. To the best of his knowledge, one-third of all his students came from single-parent families, and I think this is a very vital area that accounts for a lot of these problems.

However, don't think I'm going overly soft on this, Mr. Speaker. There are incorrigible juveniles, incorrigible youths. I don't believe this is an overstatement when I say that a percentage of them — it isn't big — must be institutionalized. And I would suggest that when we institutionalize this type of offender, it be for a minimum of two years, during which we

attempt to upgrade his education, train him, try to teach him a trade if possible, and give him other types of training, character training, to try to reverse the trend of the home environment that contributed to his incorrigibility.

Mr. Speaker, I would further suggest that if the derelicts were to be incarcerated in minimum security institutions — that is, at a much lower cost and a much lower custodian/inmate ratio — we would save a great deal of this \$12,000 or \$9,000 a man-year we are spending. We could then direct these funds in an attempt to place the juveniles on the right track. It is only reasonable that upon leaving an institution after two years or more, the juvenile would be better trained, better educated, and possibly better motivated. However, I would suggest that the group that refused to respond to this type of treatment would have to be placed in maximum security institutions.

MR. STEWART: Mr. Speaker, I'm going to pass on a few thoughts of mine on this particular subject, but first I want to congratulate the Member for Drumheller for again bringing this resolution before us. I think it reflects the mood of the people, that there's a definite need for some special type of training for some of our younger people.

In any society I think it's an unfortunate situation when we create the environment that causes these things to happen. We consider ourselves to be progressing at a rate that puts us almost to the top in our country as far as occupations are concerned. Per capita we're one of the wealthiest per capita nations in the world, yet our crime rate seems to have increased almost along with our affluence. There must be some causes.

I feel the environment our young people are raised in today is causing stress and strain that wasn't normal in much of this country until recent times. Certainly we've always had incorrigible people who didn't want to live by the rules of society; that's always been the case. But I do believe the stress of our population concentration, of our time, has caused a lot of our young people to fall off the path. I do think we should recognize this as a product of our environment, and try to do something about it. In years past our bleeding-heart approach has not proven to be the approach to get the results we need. There have to be other ways of approaching the problem.

Many of our young people fall into delinquency because they can't cope with the rat race we try to put our people through today. In all schools there's a certain problem. If a child doesn't have average ability it's quite easy for him to fall behind. If a person falls behind the standard, it's almost natural he's going to lose interest. I think once a child loses interest in learning, other alternatives will occupy his mind.

Consequently when we have a concentration of children there are certainly going to be times when a percentage are going to find it more fun to be breaking the law than getting an education. This is a fact. Human beings are no different from the concentration of a lot of the lesser animals in the world. It has been proven the same situation happens. When you crowd chickens together they begin to eat one another. It's a phenomenon we have to expect. When we crowd our people together the worst comes out in a

lot of them.

I would like to believe that the alternative is in recognizing the fact that a lot of these young people, if we could get their attention and get them working on something they could be interested in, suddenly may not be nearly the problem or delinquent children we think they are.

I've seen a lot of young boys you could hardly keep in school, but give them a wrench or two and they would occupy themselves and be totally involved in mechanical work. I think this is possibly the reason a lot of our farm boys haven't been the problem. When school was out they got home and got the opportunity to get involved in the day to day occupations around the farm. Consequently they were involved and their minds were occupied. A lot of our children in the cities and the larger towns didn't get this opportunity.

I think this is a real reason we should be looking to try to create that atmosphere in some of our institutions where we're trying to help these children. I do believe that locking people up is no answer. But putting them in a place where they can learn and come out able to take their places in society as trained individuals will give them some pride. I think we should be looking at keeping them in a situation like this. I would like to think of it as a school where they would stay long enough that they are not being housed together with a group of people who have just come out of the outside world and consequently feel they're being held together forcibly.

I think a school should be an ongoing thing where some of the students can have already started to prove they are making progress, and can be the best teachers to some of the newer children who would come into an institution like this. I think it should be an ongoing program, where we're not just housing a group of young offenders who are going to spend their spare time trying to compare notes, but rather housing them with other children who have been there long enough to be starting to show the results of their training. I think they would be the best influence and guide to some of these young people as they come in.

If we can afford to spend \$9,000 to \$10,000 a year keeping some of our offenders confined, I think we can certainly afford to spend that kind of money on our juveniles before they reach a position where they're untrainable. I believe our young juveniles are still not beyond reach. They're still at a learning age, and I think this is a very important time to be spending money on them. I think our success rate in our prisons and the return of people who have been there have almost proved it's not a solution to the problem. I do believe that a school that would train these young people would be an answer to a lot of our problems in this regard.

That's all I want to say on this subject, Mr. Speaker, so in view of the hour I beg leave to adjourn the debate.

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

HON. MEMBERS: Agreed.

MR. HYNDMAN: Mr. Speaker, I move we call it 5:30.

HON. MEMBERS: Agreed.

[At 5:25 p.m., on motion, the House adjourned to
Wednesday at 2:30 p.m.]

