

LEGISLATIVE ASSEMBLY OF ALBERTA**head: INTRODUCTION OF SPECIAL GUESTS**

Title: **Thursday, May 11, 1978 2:30 p.m.**

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

PRAYERS

[Mr. Speaker in the Chair]

head: INTRODUCTION OF BILLS

MR. HYNDMAN: Mr. Speaker, I would ask for leave at this time for the hon. Provincial Treasurer to introduce The Appropriation Act, 1978, notwithstanding the lack of a full day's notice.

HON. MEMBERS: Agreed.

Bill 2
The Appropriation Act, 1978

MR. LEITCH: Mr. Speaker, I beg leave to introduce Bill No. 2, The Appropriation Act, 1978. This being a money bill, His Honour the Honourable the Lieutenant-Governor, having been informed of the contents of the bill, recommends the same to the Assembly.

The purpose of the bill, Mr. Speaker, is to provide to Her Majesty those sums set out in the estimates which had not been authorized by the interim appropriation act passed earlier by the Assembly.

[Leave granted; Bill 2 read a first time]

Bill 253
The Mental Health Information
Protection Act

MR. CLARK: Mr. Speaker, I beg leave to introduce Bill 253, The Mental Health Information Protection Act. This bill would guarantee the privacy of mental health information for Albertans.

[Leave granted; Bill 253 read a first time]

Bill 256
An Act to Amend
The Northland School Division Act

MR. NOTLEY: Mr. Speaker, I beg leave to introduce Bill No. 256, An Act to Amend The Northland School Division Act.

On the advice of the hon. Minister of Education some weeks back in the question period, I am introducing a private member's bill which would exempt from supplementary requisition grazing leases in the area of the Northland school jurisdiction.

[Leave granted; Bill 256 read a first time]

MR. WOLSTENHOLME: Mr. Speaker, it's my privilege this afternoon to introduce to you and to members of this Assembly 30 students from the Okotoks Percy Pegler school. For the information of the Minister of Business Development and Tourism, that is the present home of the big rock.

They are accompanied by their teacher Mr. David Burgher and parents Mrs. Floer, Mrs. Johnson, Mrs. Eggli, Mrs. Robinson, and Mr. Smith. They're in the public gallery. I would ask that they stand and be recognized by this Assembly.

MR. APPLEBY: Mr. Speaker, I have the pleasure this afternoon of introducing to you and other members of this Assembly a group of students from Grassland school, which is in the eastern part of the Athabasca constituency. They are 19 students in grade 6, and 10 students in a social option class, grades 10 and 11. With them this afternoon is one of their teachers, Ron Gillmon, who I understand is well acquainted with the hon. Member for Hanna-Oyen, a former resident of that constituency; Joyce Semenchuk, another teacher; one of their parents, Roseanne Alexsiuk; and their bus driver Casey Hrycun.

They are in the members gallery, Mr. Speaker. I would ask them to rise and be received by the House.

MR. FARRAN: Mr. Speaker, it's a pleasure to introduce to you, and through you to the House, 37 students from the grade 9 social studies class of Branton junior high school in the constituency of Calgary North Hill. They are accompanied by their teachers Paul Appleton and Francois Richardier. They are seated in the members gallery, and I would ask that they rise and be given the traditional welcome of the House.

MR. GOGO: Mr. Speaker, I wish to introduce to you, and through you to the members of this Assembly, some 40 members of the Golden Mile senior citizens' drop-in centre from Lethbridge, Alberta. I think that when 40 senior citizens take the time and effort to come all the way to the capital, it indeed reminds us of senior citizens' interest in the business of this province. I would ask the Assembly to join me in welcoming these people to the Assembly.

head: MINISTERIAL STATEMENTS**Department of Municipal Affairs**

MR. JOHNSTON: Mr. Speaker, I am pleased today to announce the decision of the province with respect to annexation of land in the city of Calgary.

Approval will be given to the annexation of approximately 16,000 acres of land to the city of Calgary in anticipation of the requirements of the city for additional lands for urban growth. In making our decision, the province is generally supportive of the policy position of the city of Calgary as presented recently before the Local Authorities Board. The city requested that sufficient land be annexed to meet the needs for some time to come, with the objective of maintaining an orderly pattern of balanced growth.

The immediate annexation of 16,000 acres will

provide the city with a stock of land sufficient to meet residential needs for at least the next 17 years at current population growth rates. This provision for residential development is clearly in addition to land which is being brought on stream in Calgary for commercial and industrial uses. According to the city of Calgary, about 1,500 acres of land per year is being developed solely for residential purposes, and the city has an existing stock of several thousand acres remaining to be developed within the existing boundaries.

The new boundaries of the city of Calgary will be expanded to the transportation and utilities corridor identified by the Department of the Environment as part of the restricted development area surrounding the city. This will result in the addition of three major blocks of land: some 800 acres to the northwest; approximately 9,000 acres to the north; and about 5,000 acres to the south and southeast. A further 1,200 acres will be taken in along the eastern boundary of the city.

In arriving at this decision, Mr. Speaker, the government has attempted to reconcile a number of provincial objectives. Wherever possible, it is desirable to protect prime agricultural land from the impact of urban growth. The total approval of the applications to the south and southeast would have resulted in the loss of an estimated 4,000 additional acres of prime agricultural land. The expression of concern of the citizens of Calgary in the annexation plebiscite of 1974, the need to recognize the rate of growth and to encourage higher density development in the metropolitan area, has also been considered. The continued financial viability of local governments affected by land and assessment transfers must be ensured.

The government believes there will be a continuing need for the transportation and utilities corridor, to recognize the vital role of transportation services in assisting orderly development of the metropolitan area. This part of the restricted development area will be maintained. In line with the statement made by my colleague the Minister of the Environment, at the time the Calgary restricted development area was established, those lands now coming within the city's municipal boundaries will be removed from the RDA designation.

Expansion of the city boundaries to the transportation and utilities corridor in the north and northwest can be considered to be an initial step toward expansion of the city in this direction. The province anticipates consultation with the city of Calgary and perhaps further consideration by the Local Authorities Board aimed at the desirability of providing additional lands for future urban growth in this direction. The annexation of additional lands in this area would necessarily have to take place beyond the transportation and utilities corridor and would be contingent upon a plan for orderly growth across this corridor.

However, Mr. Speaker, the province does not regard the transportation and utilities corridor to be the permanent boundary of the city of Calgary. Accordingly, the province will continue to consider the future land needs of the city as expressed to the Local Authorities Board.

Mr. Speaker, as Alberta continues to thrive, we are ever mindful of the need and the responsibility to provide Albertans with accommodation, given the wide range of varied life styles of our citizens. I

believe the government's action which I have announced today will provide the necessary balance between urban and rural land uses and, in addition, will ensure that the city of Calgary has the necessary flexibility and lead time to plan for the housing needs of Calgarians.

Speaker's Ruling

MR. SPEAKER: Before we start the question period, perhaps I should advert for a moment to two questions which were asked yesterday by the hon. Member for Spirit River-Fairview. I have since then reviewed the 'blues'. The hon. member's microphone, I think, was covered for part of the time, and I had difficulty hearing the questions exactly. On reviewing the 'blues', my opinion that the questions should not be put was confirmed.

In discussing the point of order arising from those questions, the impression might have been given that they were ruled out of order because of the possibility that the hon. Member for Spirit River-Fairview might be called as a witness in certain judicial proceedings which are now under way. That is not the case. The questions were not ruled out of order because of the possibility of the hon. member's becoming a witness in that judicial proceeding. They were ruled out of order because of dealing with a matter which is under review by the courts. A very well-known rule which I referred to yesterday, known as the sub judice rule — and it is stated in many different ways — prohibits the asking of questions, the answering of questions, and debate in this Assembly, which within the limit of its jurisdiction is the highest court in the province and hence should not even be seen to be perhaps influencing proceedings in the ordinary courts. That is the reason those questions were not permitted.

There could also have been an impression that the questions should have been allowed and a ruling made with regard to the answers. That of course is quite an impractical idea, because if the questions were not in order and the answers were to infringe against the rule, the harm would certainly have been done by the time the questions were answered.

In addition, it is clear in *Beauchesne*, in the citation we often refer to, No. 171, which is quite a compendium of parliamentary tradition in regard to questions, that that deals with questions which are not allowed, and not with answers which are not allowed. The answers are dealt with separately in subsequent references in *Beauchesne*.

Not only should questions and answers and debate in this House avoid the appearance of influencing judicial proceedings, they should also not be used as a means of getting information which could conceivably be useful in those proceedings. The procedures of the courts are designed for getting all the information necessary for those proceedings, and it would not be proper to use the question period as a sort of adjunct or an aid in regard to court proceedings.

I should hasten to say that I make that observation with the greatest respect to the hon. Member for Spirit River-Fairview. I'm not suggesting that that was his motive. I must say that the questions, as he asked them yesterday, were most carefully and thoughtfully prepared. As far as I'm concerned, there was no intent on his part to circumvent any of the rules.

head: **ORAL QUESTION PERIOD****School Curriculum**

MR. CLARK: Mr. Speaker, I'd like to direct the first question today to the Minister of Education. Perhaps it's an appropriate opportunity, because we're going to be debating goals of education and schooling later this afternoon. What are the priority matters that the minister has now placed before the Curriculum Policies Board?

MR. KOZIAK: Mr. Speaker, I'll be dealing with that in my remarks during the debate that will be taking place on Government Motion No. 14. Perhaps I can deal with it better at that time than during the question period.

MR. CLARK: Mr. Speaker, I wonder if I might pose a supplementary question to the minister and ask him if one of the major items that he has placed before the Curriculum Policies Board is the question of Canadian content in the social studies program across the province?

MR. KOZIAK: Dealing specifically with one subject area, social studies is one subject that the Curriculum Policies Board has in fact been spending a considerable amount of time working on. The appropriate emphasis on Canadian, Alberta, local, and international studies is one that they're taking into account in the overall approaches to that program.

MR. CLARK: Mr. Speaker, to the minister. Has the minister received recommendations with regard to what I would call the Canadian content portion of the social studies program, and has the minister accepted the recommendations of the board on that particular issue?

MR. KOZIAK: Mr. Speaker, I have not accepted any recommendations of the Curriculum Policies Board in the area of social studies, pending the outcome of the decision of the Legislature on Government Motion No. 14.

MR. CLARK: Mr. Speaker, has the minister sent any of the recommendations back to the Curriculum Policies Board asking them to reconsider their deliberations on the question of Canadian content in the social studies program?

MR. KOZIAK: Not yet, Mr. Speaker.

MR. CLARK: Mr. Speaker, to the minister. Is the minister in a position to indicate to the Assembly the results of the meeting held between the Premier and the members of the Curriculum Policies Board?

MR. KOZIAK: Perhaps the hon. Leader of the Opposition could be a little more specific as to the meeting.

MR. CLARK: Mr. Speaker, on September 28, 1976, the minister indicated that the Premier would be sitting down with the Curriculum Policies Board. Last year when we discussed this matter in the House, that meeting had not yet taken place. What were the results of that meeting?

MR. LOUGHEED: Mr. Speaker, in regard to that matter, it was our judgment that the Legislature should determine whether or not it was prepared to accept the resolution now before the House. When that has been resolved by the Legislature, it would be my intention to meet with the Curriculum Policies Board.

MR. CLARK: Mr. Speaker, to the Premier. Can the Premier give an undertaking to the Assembly that following the discussion of the resolution at this session — and it's my understanding that the government hopes to have that debate concluded this session — it is then the Premier's intention to sit down with the Curriculum Policies Board shortly following the session?

MR. LOUGHEED: Mr. Speaker, I believe that was the import of the response I intended with my earlier answer, not with a view to being definitive but more in terms of an understanding and awareness with the Minister of Education as to the approach that might be taken by the curriculum policies advisory board with regard to the goals of education as may be determined by this Legislature. I certainly would not sit down with them independently of the Minister of Education.

MR. CLARK: Mr. Speaker, a question to either the Premier or the Minister of Education. Have the members of the Curriculum Policies Board been advised that in fact that's the reason the meeting with the Premier, alluded to in 1976, has not yet come off?

MR. KOZIAK: Mr. Speaker, other than the original meeting of the Curriculum Policies Board that I attended, I have been meeting with representatives of the board who have presented their recommendations to me. During the course of the receipt of those recommendations we haven't discussed the question of subsequent meetings.

MR. CLARK: Mr. Speaker, let me put the question to the minister this way. In light of the commitment made in September of '76 that the Premier would be sitting down with the new Curriculum Policies Board, has the board been advised that the reason for the Premier's not meeting with the board to date is the reason the Premier outlined this afternoon in the Assembly?

MR. KOZIAK: Mr. Speaker, to be honest, I can't recall the nature of the discussions. I've discussed many matters with the chairman and individual members of the Curriculum Policies Board, but the meeting I attended at the founding of the board was the only formal meeting I have personally had with the entire board. Whether or not the individual members of the board have that impression — I can't speak for them; you'd have to discuss this with them.

MR. CLARK: Mr. Speaker, I'll put the question to the minister this way. Has the minister advised the chairman of the board that the reason the board has not yet had the opportunity to meet the Premier is that the Legislature has not finished the debate on the question of goals of schooling and education? I ask the question because in September '76 there was

an indication the Premier would be sitting down with the board, a board which the government said was going to play a very important role. We're moving on to two years since then, no meeting having been held to date.

MR. KOZIAK: Mr. Speaker, I think the significance of the board is not in the meetings that take place between me or the Premier and the members of that board but the high esteem in which we hold the membership of the board and the recommendations we receive from that board.

MR. CLARK: Then why haven't you had a meeting yet?

MR. KOZIAK: I'm sure that speaks much higher of the esteem in which we hold the board than does the fact that we might meet with them but reject the recommendation.

MR. SPEAKER: Order please. I don't recall any question from the hon. leader concerning the esteem in which the board is held.

MR. APPLEBY: Mr. Speaker, a supplementary question. I'd like to ask the minister if the Curriculum Policies Board is considering any rearrangement of the grade levels at which the various aspects of Canadian studies will be introduced to the curriculum.

MR. KOZIAK: I hate to get into this, because to a certain extent I'll be involved in this during the course of my debate. Perhaps if I use the time now I can spend less time later.

One of the considerations that the Curriculum Policies Board will have to take into account once we have approved these goals — I would hope that the debate on Government Motion No. 14 could conclude either today or tomorrow and be voted on, so the decision that these goals be adopted is made in this spring session.

Thereafter, the Curriculum Policies Board will have to review our entire program of studies to see how it fits into the goals as we have set them in this Legislature. That review will be their next most important undertaking. In that review, some of the questions posed by the hon. Member for Athabasca and the hon. Leader of the Opposition will be answered.

Primrose Block — Timber Rights

MR. CLARK: Mr. Speaker, I'd like to direct the second question to the Minister of Energy and Natural Resources. It deals with the recent sale of the Primrose air weapons range rights to the Alberta Energy Company. Can the minister indicate to the Assembly whether the timber rights in that area have also been granted to the Alberta Energy Company?

MR. GETTY: Mr. Speaker, if the Leader of the Opposition would review the information I tabled in the House, it deals with the timber rights in this way. It mentions that in the course of obtaining access, the Alberta Energy Company may find that there are timber rights that may be developed. If there is an ability to work out access and have that timber devel-

oped, they must develop them in a manner which is agreeable and requested by the government, or they lose all rights to them and we will have other people develop them.

MR. CLARK: Mr. Speaker, a supplementary question to the minister. Has the Alberta Energy Company, or the minister's department on the company's behalf, had discussions with the Department of National Defence on access to the timber rights on the weapons reserve itself?

MR. GETTY: Mr. Speaker, that may have been discussed by members of the Department of Federal and Intergovernmental Affairs or members of the Department of Energy and Natural Resources. However, I have not had discussions directly.

MR. CLARK: Mr. Speaker, is the minister in a position to indicate whether the Alberta Energy Company plans to farm out a portion of its timber rights on the reserve to the traditional lumber operators, who have operated in the area for a number of years while DND has been carrying on its operations in the Primrose Lake area?

MR. GETTY: No, Mr. Speaker, I'm not aware of how the Alberta Energy Company might handle that matter. I must comment, though, on an article I read today about an individual who has evidently been able to make some economic benefits from harvesting timber on or beside the Primrose weapons range. I haven't had a chance to look into the background of that matter, but I would like to, to see whether the comments and concerns expressed are accurate.

MR. CLARK: Mr. Speaker, to the minister. Mr. Minister, were there discussions between the minister and the Alberta Energy Company about the timber rights prior to the agreement worked out between Alberta and the Alberta Energy Company?

MR. GETTY: Yes, Mr. Speaker, that's why they're in the letter agreement I tabled in the House.

MR. CLARK: Mr. Speaker, then to the minister. Were there discussions with regard to individuals who have been operating in the past as private individuals being able to acquire timber rights in the area? Was there a commitment from the Energy Company to the government that those individuals would have first call on any timber available in the future?

MR. GETTY: No, we did not have that discussion, Mr. Speaker. As I just said to the hon. Leader of the Opposition, I was not aware that any individuals were in fact dealing with the base commander in some *ad hoc* way and may now have a problem. I'm going to look into that matter.

Calgary Restricted Development Area

MR. GHITTER: Mr. Speaker, I'd first like to address the question to the hon. Minister of Municipal Affairs. But I must preface the question by congratulating him on making the long-awaited announcement on annexation this afternoon.

I'd like to ask the hon. minister whether it is the

government's intention to remove the restricted development area that lies outside the utilities and transportation corridor around the city of Calgary.

MR. JOHNSTON: Mr. Speaker, outside of the comment I included specifically in my ministerial statement just a few minutes ago with respect to the lands within the city of Calgary, I would have to refer to the Minister of the Environment the broad policy decisions on the restricted development area outside the city.

MR. RUSSELL: Mr. Speaker, at the time the restricted development area caveat was filed against the titles outside the city of Calgary, we indicated that as annexations occurred and the city grew, the RDA caveat would be lifted from areas coming within the boundary. That's what we intend to do.

MR. GHITTER: Supplementary to the hon. Minister of the Environment. Will the government take under advisement whether or not it is their intention, or consider the removal of the 5-mile band around the city of Calgary, where it lies outside the utilities and transportation corridor?

MR. RUSSELL: Certainly, Mr. Speaker, I think that's a very necessary thing to happen at this time. Of course, since the RDA was brought in, the new Planning Act has been made law, and we now have special planning areas which might be used rather than the restricted development area tool for trying to co-ordinate activities around those sensitive metropolitan areas. But certainly that matter will be reviewed.

MR. GHITTER: Mr. Speaker, a final supplementary to the hon. minister. In light of the fact that many citizens have had their land frozen, awaiting the annexation announcement of the hon. minister this afternoon, I'm wondering if the Minister of the Environment could provide us with a time frame as to when this matter may be dealt with, and announce to the public the decision relative to the restricted development area.

MR. RUSSELL: Mr. Speaker, I must take some objection to the use of the term "frozen", because that simply is not the case. Land is being bought and sold within the RDA. Development and some subdivision have been occurring. What has been happening, of course, is that there's been one more step of review prior to certain kinds of approvals proceeding.

MR. GHITTER: A supplementary, Mr. Speaker. I'm wondering if the minister would now answer the question as to the time frame.

MR. RUSSELL: Mr. Speaker, I thought I indicated that for landowners having land within the new city boundaries but within the existing RDA, that will be removed as quickly as possible, within the next few weeks, as soon as the paper work can be done. And I think we would hope to undertake a review of the remainder of the area during the same period. But I don't want to leave the impression that the RDA in the remaining area ought to be automatically lifted because annexation has occurred. I think there are

many other important factors to consider, and those will be looked at in the near future.

MR. GHITTER: A final supplementary, Mr. Speaker . . .

MR. SPEAKER: This is the hon. member's third final supplementary.

MR. GHITTER: Mr. Speaker, the hon. minister keeps interjecting thoughts that I hadn't thought of. As he's answering my questions, it's opening doors to other views.

I wonder if the hon. minister would advise the House what other factors the government will be considering in the determination of whether or not to remove the restricted development area.

MR. RUSSELL: The one factor I mentioned earlier, Mr. Speaker, was that we now have special planning areas under the new Planning Act. That might be used as a planning co-ordinating tool rather than the RDA. Perhaps there are other factors, now that we have some indication of the long-term growth patterns proposed or permissible for the city. Some of the problems that were apparent at the time the RDA was imposed have now been solved, and others have been identified. So those would be the kinds of things we've been looking after.

I think the reason the hon. member is having trouble with his final supplementaries is that he's not asking the questions the way he wrote them out for me. [laughter]

MR. GHITTER: Mr. Speaker, for the information of the hon. minister, who is my MLA, he might have to look elsewhere for a vote next election. [laughter]

MR. MUSGREAVE: Mr. Speaker, the hon. minister is not my MLA, so maybe I can ask him a different question, supplementary to the main subject, though. If the city of Calgary suggests to the province a large land-banking scheme on the periphery of the city, would he be amenable to changing the RDA in this regard?

MR. RUSSELL: Mr. Speaker, it's very difficult to answer a hypothetical question like that. We've said that immediately land comes within the city boundaries we'd certainly remove the RDA caveat. We've undertaken a review, which I think is necessary at this time, of keeping it in place on the remaining portion of that. Whether or not a hypothetical land bank might lie within either zone is something I couldn't comment on today.

School Curriculum (continued)

MR. NOTLEY: Thank you, Mr. Speaker. I'd like to direct this question to the hon. Minister of Education and ask whether he or officials of the department have had an opportunity to meet with a consortium of petroleum, coal, and electric power companies that have set up a foundation called the Society, Environment and Energy Development Studies Foundation, SEEDS for short, which is working on proposals for curriculum changes with respect to energy.

MR. KOZIAK: Yes, Mr. Speaker.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. minister. Can he advise the Assembly whether he or officials of the department have given any assurances to the foundation that, in developing new curriculum, foundation representations will be included in curriculum changes?

MR. KOZIAK: Mr. Speaker, there have been no promises. However, I've indicated to the organization that, depending on the quality and value of the work they're doing, that material would then be considered by the Curriculum Policies Board for consideration for ultimate inclusion as an optional or even a compulsory unit within existing programs.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. minister. Can he outline to the Assembly whether the Curriculum Policies Board has been asked by the minister that in reviewing the proposals of this particular private foundation they will also seek the views of other groups, to obtain some balance, before any curriculum changes are made with respect to the specific question of energy?

MR. KOZIAK: Mr. Speaker, the balance will be obtained before the Curriculum Policies Board makes the appropriate recommendations to me in connection with this course. The society does have working with it a representative of the curriculum branch of the Department of Education, to ensure that such balance can be maintained. Professional people are working with the society in the development of this curriculum.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. minister. Will the balance come as a consequence of the representative on the board, I believe from the curriculum branch, or will it come as a result of the curriculum policies committee looking for input from other groups that may have rather different views on the subject than the consortium of energy companies presently backing the foundation?

MR. KOZIAK: Well, Mr. Speaker, we'd be interested in whatever other organization has the commitment and fortitude to proceed with the development of curriculum materials on the same basis. In other words, no undertakings, no guarantees; but if your material is good enough, as considered by the Curriculum Policies Board, that material will be useful to the students of the province of Alberta. If it's not, you may have spent time and money unnecessarily. Any organizations that the hon. member feels should enter into this, fine.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. minister. I could suggest a number of organizations. I'm not sure the hon. minister would accept the representation.

But my question is: will the evaluation of this information be done as a consequence of the decision of the Curriculum Policies Board in reviewing the information compiled by the foundation, or will the board, as a matter of policy, deliberately seek out other organizations in order to get balancing or alternative opinions before making a final assessment?

MR. KOZIAK: Mr. Speaker, the Curriculum Policies Board provides me with advice on matters of curriculum. They use various methods of arriving at that advice, and I don't feel it would be useful for me to encumber in any way what they might think would be the best approach in providing the best curriculum materials, the best course of studies for students in the province.

MR. NOTLEY: Mr. Speaker, a supplementary question to the hon. minister. Could the minister advise the Assembly whether he personally authorized the participation of the associate director of the Education Department's curriculum branch to act as, I believe, a member of the board of directors of the SEEDS Foundation?

MR. KOZIAK: I'm trying to recall, Mr. Speaker. I would say that although I'm very supportive of the role the individual is playing in the development of these materials, there was no call upon me from the society or from anybody acting for the society for this request. In other words, I am aware of the individual's working with the society as a member of the board of directors, and I approve of it.

MR. NOTLEY: Mr. Speaker, one final supplementary question to the hon. minister, for clarification. Is it the position of the government of Alberta that in developing the curriculum of the Department of Education in this province the government will encourage and in fact pursue tax-free foundations getting involved in the preparation of material for the curriculum, even though those foundations may be financed by companies that have very clear interests in a particular point of view?

MR. KOZIAK: Mr. Speaker, I'm trying to appreciate the hon. member's concerns. I know his propensity for seeking out and finding imaginary bogeymen around every tree and every corner, and maybe he's trying to seek out one here. But I don't see one.

MR. NOTLEY: Mr. Speaker, with great respect. The issue is not whether I see a bogeyman. The issue, and the question I put to the hon. minister, is: is it the position of the government of Alberta that as we develop curriculum, the government will in fact pursue and obtain curriculum input from tax-free foundations backed by companies that are in a particular line of business and have a specific point of view?

MR. KOZIAK: Mr. Speaker, the hon. member probably realizes that the majority of the curriculum work is done as a result of the contribution of teachers in this province through *ad hoc* committees in various subject areas. The work of these committees then flows through the department into the Curriculum Policies Board for recommendation to me.

In addition to that type of work, there is also the question of the preparation of materials that accompany curricular decisions. Those materials can come from many sources. For example, work which seems to be quite useful has been done relative to the oil sands. The SEEDS society is another. The work of that society hasn't come to fruition yet, but I expect that useful materials will be developed from their work, because they're approaching this not from the

propaganda point of view that the hon. member seeks to find but from a good, sound educational base. Moving from that direction, the possibility for acceptance by the Curriculum Policies Board is great. Were they to move from a propaganda base, they might be jeopardizing their investment.

A similar move is one that the Human Rights Commission has taken with respect to the development of a unit of study for the grade 10 social studies program. The Human Rights Commission took upon itself that particular responsibility, developed a unit of study, and submitted that to the Curriculum Policies Board at my suggestion. Again, no promises; but it may well be that, flowing from the work of the Human Rights Commission in the development of that unit, that can be added to the existing course of studies.

We will not refuse good material, nor will we refuse good work just because it isn't ours.

Marketing Boards

MR. MANDEVILLE: Thank you, Mr. Speaker. My question is to the hon. Minister of Agriculture. Has the minister had negotiations with either the federal Minister of Agriculture or the ministers of agriculture from Prince Edward Island or New Brunswick with regard to establishing a national potato marketing agency?

MR. MOORE: Not recently, Mr. Speaker.

MR. MANDEVILLE: A supplementary question, Mr. Speaker. Has the minister been approached by the Alberta Potato Growers Association with regard to establishing a national potato marketing agency?

MR. MOORE: No, Mr. Speaker.

MR. MANDEVILLE: One final supplementary question, Mr. Speaker. Could the minister indicate the position of the Alberta government with regard to a national potato marketing agency?

MR. MOORE: Yes, Mr. Speaker.

SOME HON. MEMBERS: What is it?

MR. MANDEVILLE: A follow-up to the supplementary question then, Mr. Speaker. Could the minister indicate what the position of the Alberta government is with regard to a national potato marketing agency?

AN HON. MEMBER: He's 'agin' it.

MR. MOORE: Mr. Speaker, we have taken a position with respect to marketing boards, whether national or provincial in scope, that will be guided generally by the desire of the producers in that particular commodity, with due recognition that in being a part of any national marketing board we have to ensure that we have sufficient scope within that plan to ensure that our producers can produce to the fullest extent in terms of serving their traditional market region. That has not been the case in recent years with respect to both eggs and turkeys, and was not the case in the plan presented to us with respect to chickens, thereby resulting in our refusal to be a part of a national plan.

Coal Museum Location

MR. TAYLOR: Thank you, Mr. Speaker. My question is to the hon. Minister of Government Services also responsible for Culture. Has the government made a decision yet on the location of the proposed coal museum?

MR. SCHMID: Mr. Speaker, we have received numerous requests to have the coal museum placed in just about every vicinity of Alberta where there has been a major coal development or mine. I'm afraid this decision will take some time yet.

Senior Citizens' Property Taxes

MR. GOGO: Thank you, Mr. Speaker. I have a question to the hon. Minister of Municipal Affairs. Some time ago in a ministerial statement the minister announced the increase of the property tax rebate for senior citizens from \$200 to \$400. I wonder if the minister could indicate to the Assembly whether those application forms have been sent to municipal offices?

MR. JOHNSTON: Mr. Speaker, of course the hon. member touches on a very important program of our department, one which provides assistance to senior citizens to maintain the priority of their accommodation; that is, through direct assistance for property taxation, or by rental assistance for those who rent accommodation. The forms are now available. We will circulate them to senior citizens' lodges. Various municipalities have the forms as well, and I'm sure a ready supply is now available for senior citizens.

MR. GOGO: Mr. Speaker, a supplementary to the hon. minister. Could the minister indicate whether he would consider advertising in the daily papers, similar to the way the senior citizen home improvement program was done?

MR. JOHNSTON: Mr. Speaker, I'm just on the verge — a matter of days before I'll have a very comprehensive mailing available to all senior citizens, first of all to present the program to them to show the way it operates, because it is to some extent complex. This will be circulated to all the senior citizens' lodges, to various residents. We have very extensive mailing lists, and we'll provide assistance in that way. At the same time we will in fact recognize the recommendation of the Member for Lethbridge West, and will place advertisements in papers throughout Alberta to make sure the program is clearly understood in this medium.

MR. GOGO: Mr. Speaker, a final supplementary to the hon. minister, for clarification. Was not part of the motivation of this government's move in that direction some recognition of the increased utility costs faced by senior citizens?

MR. JOHNSTON: Mr. Speaker, the hon. member is correct. Among other costs, we thought the costs of remaining in your own accommodation were increasing. Part of those obviously had to be utility costs, but we did recognize that property taxes had in fact increased. Because we have a broad objective of

assisting senior citizens to maintain their own accommodation, we found it necessary to supplement other programs by enriching the Alberta property tax reduction program.

MR. CLARK: Mr. Speaker, a supplementary question to the minister. Mr. Minister, what will be the turnaround time from the time senior citizens fill out their application until they get the money back? In the past there have been some very serious hang-ups on this and other programs, with payments of funds coming from the Department of Municipal Affairs to local governments and then the money not getting in the hands of senior citizens. So what will the turnaround time be? Are we looking at three or four weeks from the time senior citizens make their application until they can expect the money?

MR. JOHNSTON: Mr. Speaker, we now have the process running very effectively and smoothly. I have to give a great deal of credit to the municipalities who have assisted us in this program. I suppose if any blame is to be placed, it should be placed with the department. But since 1973 we have clarified the process. We now advance funds to the municipality to allow them a banking account to deal with the cost of the program, to provide the minimum benefits.

In terms of our own administration with respect to the senior citizen renters' program, we have a very comprehensive list of people, so we can quickly accommodate the payment of the renters' assistance program. In terms of time on the latter aspect of that program, I imagine it should be done within three to four weeks.

MR. CLARK: Mr. Speaker, a further supplementary question to the minister. Is the province advancing early in the year all the funds that a municipality can expect? I ask the supplementary question because the municipalities say that unless they get all the funds early in the year, they have to borrow money themselves.

AN HON. MEMBER: Order, order.

MR. SPEAKER: The hon. leader doesn't have to give the motives for asking his questions.

MR. JOHNSTON: Mr. Speaker, just for clarification. As I indicated, we have worked with the municipalities to accommodate the problems they have met in delivering the program. At the present time we immediately advance one-half of the expected funds that will be required. Additional funds are provided to the municipality on an interim basis later on, but the forward flow of funds is provided to them immediately. It should be noted that the municipalities are paid an administrative fee of about \$3 per item for every form they handle on behalf of the province. So it's an important source of funds to them as well.

Calgary Restricted Development Area (continued)

MR. KIDD: Thank you, Mr. Speaker. My question to the hon. Minister of the Environment is in connection with the annexation announcement today. In relation to his answer to the hon. Member for Calgary Buffalo

regarding the RDA, there are lands within the RDA which are truly frozen. These are the lands in the transportation and utilities corridor. Would the minister give consideration to acquiring these lands now that the corridor is so clearly defined?

MR. RUSSELL: Yes, Mr. Speaker. That's the policy we've been following within the Edmonton RDA, which is essentially a transportation and utilities corridor. At the time the Calgary one was announced, we also said that it was not our intention to embark upon large-scale land acquisitions other than in the region of the transportation corridor. We've also had legal rulings and opinions both from within government and from outside consultants showing us that we should very properly make offers based on appraisals as if that did not exist.

Crude Oil Prices

MR. CLARK: Mr. Speaker, a very short question to the Minister of Energy and Natural Resources. Is it the plan of the government of Canada and the government of Alberta to move ahead with the \$1 per barrel price increase for crude oil on August 1?

MR. GETTY: Mr. Speaker, it would be our intention to go ahead with that. It's July 1, \$1 per barrel at the wellhead.

MR. CLARK: Mr. Speaker, the Premier and I were involved in gesturing back and forth.

To the minister. Is it the intention of the government and the government of Canada to move ahead with that, and is the date July 1?

MR. GETTY: Yes, Mr. Speaker.
I hope their fists weren't clenched.

AN HON. MEMBER: Very friendly, very friendly.

ORDERS OF THE DAY

MR. HYNDMAN: Mr. Speaker, at this time I'd like to make three procedural motions relating to the routine business of the Assembly.

Firstly, I move that Bill No. 35, The Pension Statutes Amendment Act, 1978, not be read a third time but be referred to Committee of the Whole for further consideration. I make that motion because there is a small amendment, dated May 10, which has been distributed.

[Motion carried]

MR. HYNDMAN: Mr. Speaker, secondly, I'd like to move that the May 10, 1978, report of the chairman of the Private Bills Committee be received and concurred in. That is the report he gave yesterday in which the six private bills were reported to the Assembly. If this motion passes, that simply puts those bills in a position to be dealt with by the Assembly, first to get second reading and then in committee.

[Motion carried]

MR. HYNDMAN. Mr. Speaker, thirdly, I'd like to ask unanimous leave of the Assembly to revert to Presenting Reports by Standing and Select Committees so Mr. Trynchy, the chairman of the Select Standing Committee on the Auditor General, can make a report with respect to a motion to be proposed in that regard.

MR. SPEAKER: Does the hon. Government House Leader have the leave requested?

HON. MEMBERS: Agreed.

head: **PRESENTING REPORTS BY
STANDING AND SELECT COMMITTEES**

MR. TRYNCHY: Mr. Speaker, as chairman of the select standing committee responsible for the appointment of the Auditor General, I wish to advise the House that the committee has met, and we have made our recommendation. That recommendation will be put to the House by the hon. Member for Calgary Foothills, possibly on Monday.

head: **WRITTEN QUESTIONS**

142 Mr. R. Speaker asked the government the following question:

- (1) Was the contract for construction and improvements to facilities at Kenyon Field Airport at Lethbridge awarded on the basis of public tender, or was it awarded after invitational tender?
- (2) What firm was awarded the contract for the work described in (1)?
- (3) What are the names of the construction firms and their head-office locations which tendered for the work described in (1)?
- (4) Did any of the firms invited to tender have head-office locations in Lethbridge? If not, why were Lethbridge firms not included in the tendering process?

DR. HORNER: Mr. Speaker, we accept the question, and I'd like to file the answer.

head: **MOTIONS FOR RETURNS**

135. Mr. Notley moved that an order of the Assembly do issue for a return showing a copy of the study of the film industry in Alberta conducted by a task force chaired by Mr. William Brece.

[Motion carried]

143. Mr. Clark moved that an order of the Assembly do issue for a return showing

- (1) the legal description of every parcel of land purchased by the government of Alberta within a 10-mile radius of the town of Devon during the period from January 1, 1976, to April 30, 1978;
- (2) the date of purchase for each parcel of land described in (1);
- (3) the price paid for each parcel of land described in (1);

- (4) the purpose for which each parcel of land described in (1) was purchased.

[Motion carried]

MR. SPEAKER: As I understand the situation, we should have unanimous leave to proceed to government business rather than with private members' business. Does the Assembly wish to give unanimous leave?

HON. MEMBERS: Agreed.

head: **GOVERNMENT MOTIONS**

14. Moved by Mr. Koziak:

Be it resolved that The Goals of Basic Education for Alberta, tabled in this Assembly by the Minister of Education on Monday, April 3, 1978, as Sessional Paper 99/78, be approved.

MR. KOZIAK: Mr. Speaker, it's my pleasure and honor to move Motion No. 14 as it appears on today's Order Paper.

When I prepared the motion originally, it was my intention to list in the body of the resolution the goals of education that we would be debating this afternoon. However, the length of the document prevented the inclusion of the information on the Order Paper.

To ensure that hon. members are reminded of the goals of education that we will be debating this afternoon and that those who read *Hansard* would have an understanding of what we are prepared to adopt this afternoon, I felt that we should outline the goals I am recommending be adopted by this Assembly as the goals of education for our basic education system, grades 1 to 12, for the whole province. At the outset I intend to refresh the memories of hon. members by reading those goals.

The goals are divided into two sets: the six goals of schooling and the 10 goals of education. The six goals of schooling are as follows: develop competencies in reading, writing, speaking, listening, and viewing; acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and social studies, including history and geography, with appropriate local, national, and international emphases in each; develop the learning skills of finding, organizing, analysing, and applying information in a constructive and objective manner; acquire knowledge and develop skills, attitudes, and habits which contribute to physical, mental, and social well-being; develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national, and international levels; and acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Mr. Speaker, those are the suggested six goals of schooling. They would be the goals that the school, as we know it today, would accept primary responsibility for. Without the support that's necessary from the home, admittedly achievement may not be as great. But the primary responsibility for these six goals would be with the schools.

Then we have 10 additional broader goals, but ones

which encompass a period beyond just the 12 years a student would spend in school and for which more than just the school would be responsible, with primary responsibility falling on the family.

These 10 goals are as follows: develop intellectual curiosity and a desire for life-long learning; develop the ability to get along with people of varying backgrounds, beliefs, and life styles; develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others; develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations; develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society; develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors; develop an appreciation for the role of the family in society; develop an interest in cultural and recreational pursuits; develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment; and, finally, develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities, and freedoms.

Those, Mr. Speaker, are the 10 goals of education and the six goals of schooling, the total goals that I propose we approve in this Legislature this afternoon.

Notwithstanding that yesterday the Committee of Supply rose and reported on the conclusion of the study of estimates which saw the approval of estimates totalling almost \$3.8 billion; notwithstanding the significant legislation we are debating in this Assembly throughout the course of the spring session; notwithstanding the significant remarks which appeared in the Speech from the Throne read by the Lieutenant Governor and the important speech given by the Provincial Treasurer in this Assembly; notwithstanding all those important events we have seen in this Assembly, it is my sincere belief that the most significant thing we are doing in this Assembly during the course of this spring session is considering and adopting goals of education for our basic education system. I say that because what we are doing this afternoon will affect the lives of 420,000 students in this province, not only tomorrow or the day after but for many years to come.

Mr. Speaker, we all know that education is extremely important, not only for the individual but for society as a whole. It's really not necessary for me to describe the importance of education for the individual in this day and age; we all know it. How difficult it might be in this society for an individual to meet his or her basic needs — food, shelter, clothing — without an education. How difficult it must be for an individual to meet his ultimate goals without an education.

We know the ultimate aim of education, as set out in the sessional paper referred to in this resolution. That ultimate aim is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society. So for an individual, education is extremely important in this day and age.

But for society as a whole it is most important that its citizens be educated. As a matter of fact, I quite

honestly feel that a democratic society cannot possibly exist with an illiterate public. To continue with the way of life we have here, with a democratic society, we must ensure a literate membership of that society. For this reason I underline the significance of this particular debate and the decisions we are taking this afternoon.

What is also important is the realization by this Legislature that we are in fact embarking on an area which, although important, has really been left to the professionals by other legislatures. Yet we in this Assembly have been elected by society to respond to those responsibilities that are ours. Under the British North America Act, education is a responsibility of the legislatures of this country, a responsibility of ours. Too often we have looked upon that responsibility in terms of what the funding for education should be, but not in terms of a plan or a goal for the students, who make up such a large proportion of our society and ultimately our entire society.

I'm pleased that this Legislature has recognized the importance of the function we are performing. It began with a motion placed on the Order Paper by the Member for Athabasca and first debated on April 29, 1976, followed by a motion I placed on the Order Paper which was debated beginning May 16, 1977. Thereafter we received most valuable recommendations from the Curriculum Policies Board, and subsequently the debate continued during last fall's session. Now we have the present motion.

I'd like to commend publicly and show my appreciation to all those who have contributed to this worthwhile debate, and many have. Not only have a great number of those hon. members seated here this afternoon joined in the debate; they have discussed the goals suggested by the Curriculum Policies Board in meetings with their constituents. We have had the constituent groups in education — the Alberta School Trustees' Association, The Alberta Teachers' Association, the Conference of Alberta School Superintendents, and others — consider the goals of education.

I must admit that when we consider the nature of the matter we're embarking upon and the way in which it will affect the lives of students, I'm extremely satisfied with the reaction I have received to the suggested goals of schooling and the goals of education from the constituent groups, from those in this Assembly, and from the public in general. I sense a very wide degree of acceptance and satisfaction with the goals as suggested in the sessional paper and in the motion.

As hon. members will recall, during the course of the debate last year we considered what the goals and objectives of education should be. We considered the question of priorities that should be attributable to such goals. I should report to hon. members, Mr. Speaker, that we have before us in this sessional paper a division of 16 goals — six under the goals of schooling, 10 under the goals of education — with no particular priorities attached to either of these or to goals within the goals of schooling or of education. I think that's significant.

However, I should point out that although the school has an important role to play in the goals of education, there's a recognition that the school cannot do everything. For too long in Canada and across North America, we have labored under the belief that whatever social ills might visit society, these could

ultimately be cured, our problems solved, as long as we got into the schools some type of program that would counteract the particular social ill or problem that faced us. With time, the schools began to accept responsibilities in areas that were new to them. In accepting those responsibilities, taking on more of a workload, there developed a questioning of the ability of schools to perform the goals of schooling in the time-honored, traditional areas.

Now we have a recognition of the fact that the schools have a primary role to play in the goals of schooling. I think the six goals of schooling I read this afternoon capture the comments of hon. members during the debate over the past two years and represent what the people of the province of Alberta feel schools should properly be challenged by and what schools should in fact do for the students of the province.

That doesn't mean the 10 goals of education should be neglected. However, when setting priorities we must recognize that the primary purpose of schools will lie in the first six goals. Hopefully, with the assistance of parents, of the church, and of community agencies, the 10 goals will be achieved, with the school playing an important role in the achievement of those goals. But without the parents, the church, the community agencies, and the media, it is doubtful the school alone will be able to accomplish that task. So in a sense we have a setting of priorities, as suggested during the course of debate last year.

I think the only exception to the comments I made earlier, relative to the satisfaction of the general public with the goals set out in this paper, would be the question of languages. On occasion I have received correspondence and verbal communication to the effect that the document lacks one specific aspect; that is, the opportunity within the school system for students to learn a second or third language. My reaction has been as follows: our first goal in the goals of schooling deals with the development of competency in reading, writing, speaking, listening, and viewing. That goal is not restricted to one language. Language is used as the vehicle. Language is also one of the skills we want to develop. But the goal, as set out in the sessional paper, does not restrict the course of studies in our schools to the study of one language or to study in one language.

I know many hon. members will want to contribute to the debate over the next hour and a half. I don't want to use up all the time allotted to me. However, at this point I think I should spend some time looking at the future. We have before us 16 goals that are basically a skeleton. A question could properly be put as to what happens next. What are the next steps once these goals are adopted by this Legislature?

Mr. Speaker, I see this in the sense of a vision and the articulation of a vision, much in the same way this Assembly, this Legislature, was conceived almost seven decades ago by those men of vision who had great plans for this province. They conceived an assembly of this size, providing these services, performing these functions, much in the same way we are articulating a vision today in setting out these goals. We see a particular direction for education in the future. What's the next step?

As with this building the next step would be to hire the architects and engineers to prepare the detailed plans, so with our course of studies the next step will

be the work of the Curriculum Policies Board in reviewing our present programs to determine whether or not courses are in existence that should be deleted, whether courses should be added to ensure that we can move toward the achievement of these goals, and whether there should be a change in emphasis so that some courses receive greater emphasis than others in order to achieve these goals.

Other factors will be involved. The Minister's Advisory Committee on Student Achievement will be completing its report at the end of this year. Depending on the outcome of that report, we may see a need for greater emphasis in certain areas of study to ensure that certain goals are in fact achieved. So what we have here, as I indicated, is an articulation of a vision of ultimate goals we want for the students in our system. We then have the development of the detailed plans, using the efforts of the Curriculum Policies Board, the various *ad hoc* curriculum committees, and the expertise of the curriculum branch of the Department of Education. But even then we have nothing unless we take those plans and, with materials, build something.

As with the Legislature we had the vision, the detailed plans, then the builders who took those materials and created this edifice we now work in, probably the most beautiful building in the province of Alberta, so in our scheme of things we come to the builder in education. Who is that builder? The teacher. Regardless of the work we in this Assembly do in setting out goals, regardless of the work the curriculum branch and the Curriculum Policies Board undertake in developing curriculum, the ultimate measure of our achievement is the result of the builder's work.

During the course of this debate — and it's been widespread; it's taken us to every corner of the province of Alberta; there has been a wide interest in what we are doing in this Legislature relative to the setting of goals — I sensed some concern on the part of teachers that we were criticizing their work. On every occasion I could, I tried to allay that concern. Thomas Edison said: show me a man who is completely satisfied, and I'll show you a failure. We can never be completely satisfied. We must strive for improvements; we must strive for excellence. That's what we are doing during this education debate: striving for improvements, striving for excellence. What we're talking about is the plans, the vision, not the builder. I'd like to assure teachers that this inspection, this study we're going through, does not mean we are critical of the work teachers do.

Mr. Speaker, I mentioned that that's the most important aspect of the tripod, if we can put it that way. We have the visionary, we have the architects and engineers, and then we have the builder. I have a poem I would like to share with hon. members, because I think it appropriate to the occasion and to the debate we are now considering. The poem is entitled *The Builder*, and it reads as follows:

A Builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said, as they saw its beauty,
"It shall never know decay;
Great is thy skill, O Builder!
Thy fame shall endure for aye."

A Teacher builded a temple
 With loving and infinite care,
 Planning each arch with patience,
 Laying each stone with prayer.
 None praised her unceasing efforts,
 None knew of her wondrous plan,
 For the temple the Teacher builded
 Was unseen by the eyes of man.

Gone is the Builders' temple,
 Crumpled into the dust;
 Low lies each stately pillar,
 Food for consuming rust.
 But the temple the Teacher builded
 Will last while the ages roll,
 For that beautiful unseen temple
 Was a child's immortal soul.
 Thank you, Mr. Speaker.

MR. NOTLEY: Mr. Speaker, I certainly welcome the opportunity to enter the debate this afternoon and, first of all, say three things. First, I think I would like to agree with some of the very appropriate comments made by the hon. Minister of Education about the role of the teacher as the builder in the process. Mr. Speaker and members of the Assembly, I believe we have indeed been well served by the teachers of this province, as we have been well served by the education system in total. As a legislature, it is certainly our prerogative — under the terms of the British North America Act, we have responsibility for education — to review the goals of education. In doing that, I at least would begin from the premise that we have an excellent education system, and we have some very, very fine teachers in this province and a profession which has demonstrated competence, responsibility, and dedication to the service of education in the larger sense.

Now, Mr. Speaker, I'd also like to pay tribute to the work of the Curriculum Policies Board. I've had an opportunity to review The Goals of Basic Education for Alberta and discuss it with a number of different groups, including people in the constituency I have the honor of representing in the Legislative Assembly. Certainly there are many aspects of The Goals of Basic Education for Alberta that I heartily endorse. There will be certain observations I make today that perhaps will put a slightly different emphasis on some of the goals, but that doesn't necessarily mean I reject the thrust of the bulk of the 16 goals identified in the sessional paper.

Mr. Speaker, in getting into the resolution in some additional detail, I'd like to ask, as a beginning question, whether it was wise to separate the goals of schooling from the goals of education. The answer I'm sure the minister would outline to the House, and other members probably will, is that education is not just something that takes place from 9 until 3:30 within the four walls of the school, that education is a lifelong pursuit of knowledge, and that the family is a very important component of education. When one looks at the 10 goals of education, I think it's fair to say to members of the House that we're talking about rather more general goals than the six goals of schooling.

Mr. Speaker, that raises a concern on my part, because I think that while the goals of schooling can be fairly specifically drawn in some areas, neverthe-

less there is a responsibility on the part of the school to interact with society as a whole. As I look at the division, I really wonder if there isn't some danger that by separating the goals we will inadvertently be drawing the goals of education in the school system itself too narrowly. I'm willing to acknowledge that if this distinction is going to emphasize parental and community involvement, that's a good thing. I don't think anyone in this Assembly would deny that. But I do believe there is some danger.

I say that, Mr. Speaker, not so much because of the goals outlined in the report we're discussing this afternoon, but rather that when I review the Harder report I see it as a very narrow definition of what the schools should be doing. We're talking about competency-based education, and there's no question that's part of the education system. In my judgment the Harder report would lead to a rather narrow approach by the school system to the role of educating young people in our society.

Mr. Speaker, I suppose what I'm saying is simply this: no matter how we want to separate them, these 16 goals are interdependent; they have to blend together. While the minister can say the school system should emphasize the first six, the school system has to be cognizant of and in its curriculum has to recognize the 10 goals of education as well. So on the part of some, it could be argued that maybe we should be looking at all 16 in total when we address ourselves to the role of the school. That's the first comment I would like to make.

Secondly, in looking at some of the wording of goals in the paper before us, I notice there have been changes from the interim goals. For example, the paper replaces the word "critical" with the word "constructive" in "finding, . . . analyzing, and applying information". It seems to me that the term "skill" itself implies being constructive. I think that is basic to having a skill. What I think is important — and I want to just take a moment to expand upon this — is to recognize in our education system the need on the part of our people to acquire the ability to critically analyse information. This doesn't necessarily mean being a critic; I mean to critically analyse information. In a media-oriented society the ability to stop, to analyse, to ask questions, not from the viewpoint of accepting, not from the viewpoint of being on the team as it were, but from the standpoint of saying, is that correct or are there other alternatives — in my view, to critically evaluate the information being fed to us is one of the most important skills we can develop in the person we educate, either formally in our education system or, for that matter, as a result of the interaction of the school system with society at large. That's the second concern I would express.

The third is that, as I look over the paper, we're talking about acquiring knowledge. I suppose most of us would think, gee, acquiring knowledge is self-evident. But the problem is that education has changed so dramatically from 60 or 70 years ago. In my judgment what is critical today is the capacity to acquire knowledge and the ability to develop a love of learning, because there is a knowledge explosion which increases knowledge by such a vast amount every year.

When you look at advances in science, for example, information that would have been in textbooks five years ago in some cases is inaccurate today. Certain-

ly much of the information 20 or 25 years ago, when the minister and most of the members and I were in school, is totally inaccurate today when it comes to the scientific world. It's been refuted.

I think we have to recognize that while it's important, simply the gaining of knowledge has to be put in context. I think the way in which one pursues knowledge is a skill that is more important than the acquisition of facts.

Just this last weekend I recalled an old *Book of Knowledge* my mother took when she went to school. I opened up the pages of the book, and they were talking about tremendous scientific achievements. There was a picture of a German zeppelin, and it said, the world's most modern invention, the airship. I can appreciate that perhaps the hon. Minister of Transportation might agree with that proposition, but I don't think the scientific community would now see the airship as the world's most modern invention.

The point I want to make, Mr. Speaker, is that 50 years ago when people went to school, they learned knowledge. There would be a little question on the test paper: what is the world's most modern invention? If the *Book of Knowledge* said it was the airship, that's what you had to have down. If you didn't have the airship down, you got a cross instead of a check mark. That's why I say the emphasis in our system has to be on the pursuit of truth, the pursuit of knowledge, in a world where this is ever expanding.

The same with history. We talk about the question of history. Again in years past people looked at history as essentially a repetition of dates. If you knew when the Magna Carta was signed, if you knew the Quebec Act, the Act of Union, the date of Confederation, when the provinces came into Confederation, and various other dates in history . . . I think most scholars today would say it is less important to know dates than to know historical trends, to know why things happen, and that the dates are only ancillary to why things happen. Again, Mr. Speaker, as I look over the goals outlined in the school section, I sense a narrowness which I think is inconsistent with the broadest aspect of education today.

Mr. Speaker, I'd like to deal with several other areas on the section of the goals of education itself. I suppose I would be somewhat remiss if I didn't look at Goal 5, "develop an appreciation for tradition", and smile a bit in view of the fact that this is a set of goals being produced for a Conservative government. I certainly applaud the Curriculum Policies Board for their political sagacity. I think they're to be complimented for that indeed.

May I just say rather seriously, however, that I think a respect for tradition is important. But I think it's in the wrong place, because "the ability to understand and respond to change as it occurs in personal life and in society" is really a much more profoundly significant thing for people today. It really is. The world isn't going to stand still, no matter how much we might like to turn the clock back to the gay '90s or the 1920s, the days of R.B. Bennett, or whatever the case may be. We're not going to be able to do that. The world is moving forward. I think we have to respect tradition, but as one component of being able to respond to change. I say with great respect to the Curriculum Policies Board that while I would be willing to acknowledge the importance of a respect for

tradition, I think the emphasis has to be placed on how the individual can respond to a changing world and a changing society.

Similarly, as I look over the goals, there seems to be a downplaying of the question of participation. We have in the initial goals, participation in cultural and recreational pursuits, and that has been replaced by the more passive phrase, develop an interest in cultural and recreational pursuits. No one is going to say that's a bad thing. Everybody's going to be in favor of developing an interest in cultural and recreational pursuits. But the way it was worded before, Mr. Speaker, and members of the Assembly, the whole question of participation is rather more important. We have a far too passive, spectator-oriented society, where everybody sits behind the television set. We watch games on TV; we watch this and we watch that. We're spectators in society. Surely one of the goals of our education system in the largest sense should be to encourage participation by individuals in the cultural and recreational pursuits available.

Finally, Mr. Speaker, the very last goal of education: develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities, and freedoms. I don't think anyone in this Legislature is going to oppose that sort of goal. But I think we have to recognize that in our education system . . . The minister quoted, and I think Thoreau's quote is really quite apt too: every man must march to his own drummer, however measured and far away.

Really, one of the things we should strive to achieve in our education system is to liberate and to develop to the fullest extent the creative potential of all individuals, while cherishing and showing respect for diversities. I think that has to be the goal of the education system, to release the tremendous potential that exists in every single person. That is going to take slightly different forms. One of the things we must always guard against is any emphasis in our education system that we must all be marching in step. The goal of our system is to create the truly educated person who is able to reach that individual's maximum potential and develop interests accordingly, as long as that individual, as I say, stays within the restraints of showing respect for diversity and recognizing the rights of other people.

Mr. Speaker, the goals we have before us today are certainly a useful place to start. As I say, I have certain reservations with respect to the emphasis in places. Nevertheless, in my judgment the paper before us shows a lot of thoughtful work by the Curriculum Policies Board. I would be less than fair if I didn't take the opportunity during this debate, as I mentioned when I began, to compliment them on their work.

Mr. Speaker, might I conclude by saying to members of the House that probably there will be continued debate on the goals of education, and that's a good thing. When we pass the resolution endorsing this paper, I don't think any of us should leave here under the assumption that we have written in stone the international declaration of human rights, or the American Bill of Rights, or something that will be there forever and a day, not even the Alberta Bill of Rights. What we are doing is setting out goals, and

the department and Curriculum Policies Board can build on that. But, Mr. Minister and members of the Assembly, the question of the emphasis on these goals, where they change, and how they will be modified, I think will be the object of continuing debate, because that's the whole point of a democratic society. It's not only the question of the curriculum that flows from these goals, but there will be, quite properly, continued discussion on the goals themselves.

MR. HORSMAN: Mr. Speaker, I welcome the opportunity to take part in this debate this afternoon. In doing so, I appreciate what the hon. minister has said in reference to the fact that we have now had an opportunity during this current House to debate — over the last three years; this is the third year — basic goals of education. I think the 1977 debate was very useful to us and to people concerned with education in Alberta. It was informative. I think one of the very finest debates I've heard in this Assembly took place last fall when, during the course of one evening, many members took part in the debate and really spoke from their hearts and demonstrated their real concern for our system of education.

I spoke in that debate on May 16 last year and expressed my concerns in two or three areas, the first of which was for the proper and clear use of English and the question of literacy in our society. I urged upon the department, as I will urge upon them once again, an abandonment of the use of acronyms. I'm pleased to see there's no reference whatsoever to them nor use of them in the goals of basic education which we have before us today.

At that time, when I spoke last on this subject, the recommendations of the Curriculum Policies Board were not available. They were available at the time of the fall debate. So I did not have an opportunity then to express my views on the Curriculum Policy Board recommendations. I wish to do so now. I congratulate the board and minister, and compliment them on the division they arrived at in the goals of schooling and education. I think it has been very useful indeed to have had the two separated.

The one word to which I take a little offence in the goals of basic education we're debating today is one I think is peculiar to educators; that is, "sequencing". I hope we might take another look at that so everybody can understand. I'm sure we can find a better word.

I want to speak today on two basic items raised in the goals that relate to the emphasis that has been placed on the family and the homeland, secondly, the church. One other area which is of importance in terms of the influence on young people is the media, and in particular television. I suggest that comes under the control of the family, if the family chooses to exercise proper responsibility. I suggest that is something which should very well come under that heading. So I do not propose to comment specifically upon that, except to say that it does fit into the overall role of the family in the goals of education.

Quoting from the introduction of *The Goals of Basic Education*:

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on

children.

It continues, under Goals of Education:

Achievement of the broader goals of education must be viewed as a shared responsibility of the community.

Later on it deals with some specific items which I will deal with later.

Mr. Speaker, I want to address a few remarks on the role of the family in our society. Quite recently I had an opportunity to speak to the Alberta Conference of Family Serving Agencies convention in Medicine Hat. It gave me an opportunity to review some of the concepts of the role of the family in our society. It gave me an opportunity to express my concerns and to project on the current state of the family and the future.

I think we as legislators and people involved in public life often tend to pay lip-service to the role of the family. In fact we seldom find reference to the family in our legislation or in our policy statements, except where we are responding directly to the break-up or disintegration of the family; as we are now addressing ourselves to that question of matrimonial property legislation, and as last year we addressed ourselves to the question of custody of juveniles. Those are reactionary, if I may put it that way, legislative initiatives, to deal with the problems after they have occurred.

These goals of education provide a specific and positive approach to the role of the family in our society. I've already referred to the numerous mentions in the paper, and I applaud that inclusion.

The other day I came across a quotation of Jean-Jacques Rousseau, who said:

As soon as public service ceases to be the chief business of the citizens, and they would rather serve with their purse than with their persons, the State is not far from its fall.

I paraphrased that a while ago during my speech to the Family Serving Agencies. I said it this way: when parents come to serve their children with their purses rather than with their persons, then the end of the family is not far down the road. I think if we take a look at what is happening to the family in our society in the context of the educational needs of the young people in those families, we can appreciate in a much better way what the Department of Education, the minister, has placed before us.

Quite recently I came across an article in the *Saint John's Calgary Report*. I was rather amazed to learn that the family is not just under the attack of elements which I think are foreign to our society in the totalitarian states, and not just under the problems associated with indifference to the role of the family in our society.

I was rather shocked to learn that the co-ordinator of the Women's Research Centre in Vancouver, speaking to the Status of Women seminar at the University of Calgary, indicated that as far as violence and wife-beating are concerned, the heart of the problem is in the concept of the family itself. The speaker went on to say that it is a myth "that families are somehow important in holding society together ...". It is also a myth that families "serve some special function in the raising of children or in the development of relations between men and women". In fact, the speaker went on to say, very few Canadian families fit the "blissful" image sold to contem-

porary Canadians. Most families are scenes of "systematic torture, violence, and murder." And in an industrial society, the family is "an economic unit — nothing more." Mr. Speaker, I disagree entirely with those sentiments, because I believe the family to be one of the most important cornerstones of our whole society.

What is the role of the government? I congratulate the minister for his response to a real need to emphasize the role of the family in our society and for publicly stating in the goals of education document that we must continue to emphasize that important cornerstone of our society. Quoting from the goals:

Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

It goes on to list a number of items and then states:

Develop an appreciation for the role of the family in society.

I think we must recognize that the role of the family has undergone dramatic change. Indeed in past debates, many members of the Assembly have pointed out the very real difficulties faced by single-parent families where the parents have separated. Not only the very difficult role of bringing in the income for the family, but also the whole problem associated with raising youth in today's society, are placed on the one remaining partner. I think we have to recognize that. But as a government, a people, or a society we cannot just throw up our hands and say: it's a problem, and we can't do anything to deal with it. For including in our goals of education a necessity to develop an appreciation for the role of the family in society, I congratulate the minister and the department.

The second area I wish to comment on is the role of the church. The fact that the goals pay specific recognition to the role of the church in our society is important. Certainly I wish to re-emphasize my strong belief that we must have in our society, as we have in this country, this province, a separation of church and state. We provide an opportunity for schools to teach religion, if that is the choice of the parents. We find that being done in Alberta through our separate school systems and private schools. Lately of course we have a new development which the minister and the department are recognizing with regard to the role of the independent school.

Of course the question of religion and moral belief is a matter of individual choice. I would be the last person ever to recommend that we should attempt to teach or force upon anyone the teaching of a religious belief which he does not desire to learn. But the fact that the goals make specific reference to the role of the church in our society is important.

With regard to my second point relating to the question of the teachings of churches, the final item in the goals of education is: to develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities, and freedoms. When it comes to the question of dealing with ethical or spiritual values, we have to rely to a large measure upon the role of the church. But at the same time we must recognize that many young people and families today have no connection with any church. The debate must be serious and concerned as to whether or not the schools should enter into the

question of teaching moral values. It is a very difficult subject indeed, because the question always arises as to whose values will be taught.

I wish to refer hon. members to a very interesting article which appeared in *The Alberta School Trustees Magazine* of September last by Reo M. Christenson entitled McGuffey's Ghost and Moral Education Today, in which the writer makes a very strong case for the teaching of morals and ethical principles in the school system. The author recognizes that there are many inherent difficulties in the approach. Many educators advocate a hands-off approach or, at best, adopt a timid or insipid method. I suggest that the Curriculum Policies Board in its future consideration must approach the topic with care, but with courage.

I think we can all recognize there are timeless principles of moral behavior taught by most religions in the world and that we can encourage our schools to enter into this area with regard to moral and ethical values, but, as I say, with care and caution.

If I may, I will quote briefly from the article. I adopt the views of the writer in this particular quotation as my own:

All of us, and especially the young, need admirable figures with whom to identify and from whom to draw inspiration. There are many, fortunately, whose lives are an inspiration to us. The young desperately need to know that though moral perfection is out of reach and moral failure is the lot of all from time to time, many people have incorporated sound moral principles into their daily lives, principles helpful in life's ceaseless battles with pride, passion, and narrow self-interest. It is imperative, then, for schools to remind students of these people and thereby to strengthen the best impulses and aspirations of the young.

The writer concludes:

Any society that does not have enough confidence in its fundamental values to instruct the young in them or enough common sense to do so is courting disaster.

I think that is sound advice.

In approaching the role of defining the goals of education in our society, the Curriculum Policies Board, the Department of Education, and the minister have performed a very useful function. After we pass this resolution the necessary framework will be in place on which the architects and builders may commence their work. I certainly intend to support it, and I look forward to the continuing work of the board, our government, and all members of the Assembly in developing the best educational system for the young people of this province in years to come.

Thank you, Mr. Speaker.

MR. DIACHUK: Mr. Speaker, some time last year many of us participated in the debate on this resolution. I shared in it and appreciated the references that were made to my contribution.

I wish to put a few things on today's *Hansard* record. One is to compliment the minister, who is so well prepared and presented the 16 goals. That wasn't done just by accident. It was given a lot of thought. Listening to his presentation, I would only assure him that I'm now going to read it once more, because it was so well done.

We have not only the future of 420,000 students, but really the future of the students in this province who follow the present 420,000 students. I am always willing to welcome the support that the family, the home environment, has given. In all my addresses to schools and professional development groups within my constituency and the school my children attend, I have constantly encouraged teachers, particularly in an urban setting, not to overlook the support that the home is ready, willing, and always prepared to give. I am still convinced that situation is not as much of a concern in rural Alberta, because in rural Alberta the teacher does know the home a lot better than in an urban setting. Many, many of our teachers do not live in the district where they teach. Many of them do not even have a chance during the year they're in that school to be familiar with the composition, the pulse of that community. I always encourage them to reach out to gain the support of the home.

In the recent openings of two elementary schools in my constituency in the new district of Hermitage and Clareview a definite assurance was given there by the number of parents out, interested in the education of their children. But my compliment to those two staffs was that they had the parents involved in the opening of those particular schools. It was an indication that they have a good beginning.

Sometimes we become complacent in schools our children attend, and we depend on someone else to take the load. The message I tried to give there and that I give here today is that we should encourage the professional people in our schools, the teachers, to reach out and get the support from the home.

The first goal, as the hon. minister pointed out, was the development of competence. I'm pleased that in the presentation, Mr. Speaker, he didn't limit it to just competence in one, two, or three phases of the child's life, but in everything. I would even enlarge on it. I would even say that that is one goal all parents have, one objective, that their child becomes competent, whether in the academics or in a trade. But through a very good program the child would be competent enough so that on reaching adulthood he or she is a contributor to that community where he or she resides and works. Through competence we become good contributors.

I think the reassurance to the profession at this time in our province must be given, because all the statistics and records show that there is a levelling-off or even a drop in population in some of the school districts. As I read the ATA publication just last night, it indicates that the teaching profession is concerned that there will be a number of less professional people in the different school districts. The criticism was that the programs will not be given. I think that will not harm the objectives and goals, because I am satisfied those reductions are because of the drop of students, not the drop in the programs the different school districts are going to give.

Recently when I had the opportunity to address a small school districts conference in the town of Vegreville, I threw out a challenge to them that I want to do here today. That is, in the smaller districts in this province, Mr. Speaker, is where we have resource people. I recall the days when the predecessor to Mr. Bradley, the former MLA from Pincher Creek, often used to say that a qualified person teaching music in

his town could not teach music in that school. And that gentleman was then representing the opposition. Yet that same teacher would send his or her children to take music from that teacher in that town. But that teacher could not teach.

I would again say here in this Assembly that to achieve some of these goals the profession should not be reluctant to bring in people who are not certified but definitely qualified. People who can teach music to provide the final marks and the qualifications for the Royal Conservatory cannot seem to be accepted in our schools to teach music. I would hope that we look at these goals which can be achieved by utilizing people in the communities. Now that is not really a necessary objective in an urban setting like Edmonton, Calgary, or any of the other cities, because we do have enough teachers qualified to teach some of these specialties.

The other area we could enlarge on in the small rural areas is the teaching of other languages that we now are providing funds for. I grew up in one of them and know what it's like. That can be done by an uncertified person. It could be the parish priest who is very qualified to teach the second and third language. But at the same time, that teacher has time to be used to prepare until we get sufficiently qualified people in some of these programs in this province, and at no risk, at no attempt to undermine the profession. I'm only saying it may be called a stopgap, but I would hope that with some of these objectives we don't sacrifice the objective because of the lack of certified professional people in that particular school jurisdiction and that we utilize people who are willing to do it. In most of these cases that fee, that salary, could be paid by the community, by the church, and even with the involvement of the community and the church in that particular district.

Mr. Speaker, in closing I again say I am pleased; I think this is a milestone in our provincial history to be able to debate and come up with a guideline of objectives, with some direction we could continue to improve on. I'm sure the minister doesn't expect that this would be forever enshrined, that these are the only 16 objectives. We may enlarge on them in the future, we may modify them, we may even change some of the direction as the community requires. But I intend to give this resolution my whole-hearted support.

Thank you, Mr. Speaker.

MR. CLARK: Mr. Speaker, in taking part in the debate this afternoon, I want to say at the outset it's my intention to support the motion. It's my intention, though, at the end of my remarks to move a small amendment which I don't think will constrict the debate at all, but hopefully will give the minister an opportunity to consider the wisdom of the amendment, and perhaps whenever the matter comes up again we can get the minister's reaction to that.

At the outset I want to say I've enjoyed the debate this afternoon. I think when one recalls that we've had two such debates over the past two years, I'd be remiss if I didn't pay tribute to the Curriculum Policies Board. It was for that reason that this afternoon in the question period I asked about the meeting the Curriculum Policies Board was to have had with the Premier. Because when the Curriculum Policies Board was established, it was my understanding that

at an early date they would have the opportunity to sit down with the minister and the Premier. It's my hope that in fact that does take place shortly after this resolution is approved. I would hope that once the Curriculum Policies Board has finished this work we're debating to a very great degree this afternoon, it wouldn't be allowed to fall into the background and not be seen by the minister as an important vehicle, but not the only vehicle which should have input to the minister with regard to a wide variety of ventures in the field of education.

I'd be remiss too if I didn't associate myself with the comments made by a number of members with regard to members of the teaching profession. I have a certain bias in that area, as members of the Assembly can appreciate, having taught school for four years. But I would say to members of the Assembly that the teaching profession is not greatly different from any other profession or group of individuals. There are some very, very excellent people in the teaching profession. And for me one of the rather heartening things of the debate last fall was, in a number of cases, to detect a different attitude on behalf of many members of the Assembly toward the education system, having regard for points of view expressed during the two or three years previously.

I found that a very, very heartening move, because I think it indicated that two things happened. First of all, I'm sure a number of members became much more familiar with what was going on in the education system. Also it said to school boards and teachers: perhaps we had better liaise a great deal more with the Members of the Legislative Assembly, so that in fact there's a better understanding of what is going on in the classroom. Because as Members of the Legislative Assembly, too often we all hear only the negative things, and not a number of the positive things that are going on.

Mr. Speaker, to the minister: I'm not really sure whether I should mention the next matter or not. It's not really a matter; it deals with the question of teachers. Some reference has been made to the Harder report this afternoon. I mention this with a considerable amount of trepidation, because I would say Dr. Jake Harder who wrote the report is one of those extremely dedicated teachers. He had the misfortune of having to put up with me as a student in industrial arts when he was teaching in Carstairs, my home town. I wouldn't want the minister to hold that against him with regard to any future promotions that might be due to Dr. Harder in the department.

I really use Dr. Harder's name for two reasons. I think he is an example of many of the very committed people who have been in the classrooms of this province, and still are there. Secondly, I also believe Dr. Harder has been the victim of some unfair criticism in the course of the meetings he's held across the province. For whatever reasons — maybe general dissatisfaction with things going on in education, or not — a variety of people have chosen to rather take that disfavor out on Dr. Harder. I think that has been regrettable. I don't stand in my place today and say I agree with everything in Dr. Harder's paper. On the other hand, it certainly has served as a very useful document and has stimulated a great deal of discussion in a variety of communities across the province.

While we're passing out tributes, I say to the members of the Assembly that we would be remiss if

we didn't remind ourselves of the contributions school trustees make. School trusteeship is not a particularly easy or glorifying job. A lot of people who don't get many headlines basically do a remarkable job as far as school trusteeship is concerned in Alberta.

Mr. Speaker, now I'd like to move on to the second portion of my remarks, and I might take the opportunity to refer members to my remarks of May 16, 1977. I think it's fair to summarize the thrust of what I said that day by saying there are four major areas when we're looking at what we're trying to do in our educational system. The first deals with this whole area of communication, the ability of young people to communicate once they finish the educational system, be it the narrow definition of schooling or the broader definition of education. I frankly am satisfied there is sufficient emphasis in the area of the communicative skills in the goals that have been proposed.

The second area I mentioned was the question of developing the ability within young people to get along with other people. I would refer hon. members to the goals of education: "Develop the ability to get along with people of varying backgrounds, beliefs, and lifestyles." I think that is an improvement.

Thirdly, there was the area of knowing oneself: "Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations." There are other areas I could point to that I think provide that kind of breadth.

Mr. Speaker, I believe we have missed one area in the course of the 16 goals which are outlined. That is the fourth area I touched upon at that time, the very important question of decision-making. I see no reference at all in either the goals of schooling or the goals of education to the very important abilities of developing skills in problem analysis and decision-making. As members of this Assembly, as members of families, and members of the communities we live in, this question of decision-making problem analysis is a skill that it is vital we recognize as a part of our schooling goals. I'll come back to that in a moment, but that's the area in which I'd like move my amendment later on.

Mr. Speaker, in the third portion of my remarks I would say that earlier, when I spoke on May 16 last year, I made some comment with regard to the separation of goals of schooling and goals of education. I see that the minister and his advisers on the Curriculum Policies Board have followed in the direction of the separation of goals of schooling and goals of education. Mr. Minister, suffice for me to say this: over a period of many years the educational system found itself the major institution to get involved in a number of preventive or casualty programs. That didn't happen only in Alberta. I guess it happened all across the North American continent. There's no sense rethrashing that straw. But, Mr. Minister, in light of the government's position today, there is a need for some co-ordination or further emphasis in the area of pulling the broader goals of education together.

One of the fears I have of the way the goals are presently set out, especially the broad goals, is that what is really everyone's responsibility may in fact become no one's responsibility. I agree with the

comments that have been made as far as the family is concerned, and the church. But I think we have to recognize that when we look at the modern family today, we see a very large number of families who are weakened, or are single-parent families. I thought the Member for Medicine Hat-Redcliff made an excellent point when he talked about the single-parent family and said, yes there are problems. Fair ball. I'm sure there isn't a member in this Assembly who hasn't a member of his family or someone he knows well who is a single parent.

My plea to the government today is this: in the separation of goals of schooling and goals of education, don't let the problems of those people in single-parent families or those families in difficulty slide through our fingers and say, they are no one's responsibilities. Maybe the educational system wasn't the place to take on some of those responsibilities. As a government you've said, no, that's not the route you want to go now. That's your prerogative. I don't particularly agree with it, but that's the direction Alberta's going. My plea with you today, though, is for goodness' sake don't back off this area of the broader aspects of education and say, this is the church's responsibility, this is the family's responsibility, and this is another area's responsibility, so that no one is looking at the overall thing.

Perhaps if we'd had some overall look years ago, the school system wouldn't have got involved in a number of the preventive things it did. Hindsight is great, but we're looking to the future from here. Let's not let that slip between the slats, as it may do, as a result of the direction we're taking here.

Mr. Speaker, this leads to the last point I want to make. Today there are ever-increasing problems and challenges before each and every one of us. One of the things we have to do daily, almost hourly, is make decisions. It's from that point of view that I'd like to read to the members of the Assembly the comments I made on May 16, '77:

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

When I looked over the proposals before us in some depth, it seemed to me that that is a very important area we've missed. So I'd like to propose an amendment by adding the following as the first of the list of specific goals under the heading Goals of Schooling: "develop skills in problem analysis and decision making". Mr. Speaker, I would hope that the amendment is broad enough to enable the discussion to go on. Perhaps the minister would be able to respond to the amendment later this afternoon.

MR. LOUGHEED: Mr. Speaker, at the outset I'm somewhat at a loss, from the procedural point of view, as to the proposed amendment of the Leader of the Opposition — if I'm dealing with a specific amendment to the resolution. If so, am I constrained in my remarks to what has been proposed, or can I deal generally with the resolution?

MR. SPEAKER: With respect, it would seem to me that what is now before the Assembly is whether or not the additional goal or the additional way of expressing a goal that has been proposed in the amendment by the hon. Leader of the Opposition is the narrow question that is before the Assembly. I would respectfully suggest that the decision which the Assembly should now make, as a result perhaps of debate on the amendment, is whether or not the goals should be amended as moved by the hon. Leader of the Opposition.

Once that question has been determined, of course we're back into the main debate, either on the goals as proposed by the hon. minister or on the goals as amended on the proposal of the hon. Leader of the Opposition.

MR. LOUGHEED: Fine, Mr. Speaker. Then I'll confine my remarks at this stage to respond on behalf of the government to the amendment made by the Leader of the Opposition.

Mr. Speaker, presumably these matters are a matter of interpretation. I would have thought, if one looks at the goals of schooling, that the third and sixth goals cover fully the concern of the Leader of the Opposition in terms of developing skills in problem analysis and decision-making. First of all, the third goal of schooling is to develop the learning skills of finding, organizing, analysing, and applying information in a constructive and objective manner. It would be my interpretation that the applying of information is certainly involved in the issue of decision-making. Problem analysis, which is the other part of the amendment, is of course part of the third goal of schooling as it is now set forth on the basis of developing the learning skills of analysing.

Secondly, I'm of the pragmatic point of view that the sixth goal of schooling, which is to acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work, clearly covers the concern the Leader of the Opposition expresses in his amendment. I certainly don't believe that anybody in this Legislature or any members of the public generally would believe in these days that if one does not have the skills, attitudes, and habits required in the world of work, one would be capable of handling the opportunities and expectations of the world of work. To me, it follows that if one has developed the skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work, one would have responded to the well-proposed thoughts of the Leader of the Opposition to develop skills in problem analysis and decision-making. For those reasons, Mr. Speaker, I would suggest that goals (3) and (6) adequately cover the concern submitted in the amendment by the Leader of the Opposition.

MR. SPEAKER: Are you ready for the question on the amendment? The amendment is that the goals of

schooling be augmented by the addition of this expression: "develop skills in problem analysis and decision making".

[Motion on amendment lost]

MR. LOUGHEED: Mr. Speaker, I would now like to respond generally to this very important debate and make some observations that I believe would be relevant to the discussion.

Mr. Speaker, the first matter I wish to raise on what I think is one of the most important debates this Legislative Assembly has had, certainly for the 18th Alberta Legislature, and very, very effectively presented and opened by the Minister of Education, is the question of the need for these goals.

For some years now I have been concerned at the absence of well-understood, well-accepted goals of education for our basic education system in this province. I think it has been an overdue matter for this Legislative Assembly to come to grips with this question. Frankly, at times I have felt apprehensive at the danger of not having such goals, which leaves it beyond the scope of the public policy of this Legislature, to the conclusions or diverse aspirations of the education establishment in the province, effective and dedicated as they are, to determine on an *ad hoc* basis what should be the basic course content and curriculum development of our education system. It strikes me that it is clearly a rudderless situation for one of the very important jurisdictions of a provincial legislature, the area of education and public policy in education.

Really, Mr. Speaker, what we're doing here today with this resolution is establishing public policy in an important area. I believe it would be folly for us to continue in this dynamically changing world without providing, to those who are involved in the establishment of curriculum and taking that curriculum into the classroom, a public policy declaration of goals of schooling and goals of education.

Mr. Speaker, a second reason concerned me, which my colleague the Minister of Federal and Intergovernmental Affairs and former Minister of Education and I discussed some time ago, and which the Leader of the Opposition would know a great deal about. That was that before this government came to office the Worth Commission on Educational Planning was established. I read that document, and it does contain some sound recommendations, some of which have been implemented. But I reread that document, and I came out with a concern with the underlying philosophy that was there. I wondered whether that philosophy was reflective of the public policy point of view of the elected legislators of Alberta.

When we then examined what our goals were in relationship to the establishment of that Commission on Educational Planning, it became apparent, it seemed to us, that the former government had launched that important commission on a broad basis, without the commission having the parameters of goals of education and goals of schooling that I believe were necessary to put that public input into a report of the nature that was presented, after a great deal of work and effort by many dedicated people who worked on the commission. A great deal of input went in.

Mr. Speaker, in listening to the debates on this

important matter, I have been very pleased with the responsible way in which Members of the Legislative Assembly in all corners of the House have approached the matter. I believe it's been a mature balancing of what I sense with our education system. It reflects to me a recognition that we have a very good education system, but also a recognition that with anything as fundamental as an education system, there is always room for improvement, certainly improvement in quality.

As reflected in the debates by the various members, there has been a very appropriate recognition of the people in the province who are involved in making our education system as effective as it is today: teachers, school trustees, and many, many others involved in the education system. But I guess it's my nature, and I think the nature of most of us here, to feel that education is so important that there is clearly room for improvement. And how can we take the necessary steps to assure that room for improvement?

Each member of this Assembly will have goals of schooling and goals of education that they will highlight and emphasize, and that has already been done in the debate. I refer members to the goals of schooling. I would just tell this Legislative Assembly, now speaking as the MLA for Calgary West, where I put my emphasis on the 16 goals. They'll be on the first three: to develop competencies in reading, writing, speaking, listening, and viewing — the first goal of schooling; the second one, to acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and social studies, including history and geography, with appropriate local, national, and international emphasis in each; thirdly, to develop the learning skills of finding, organizing, analysing, and applying information in a constructive and objective manner.

I'm not in any way putting down or reducing the importance of the other 13 goals that are involved, the 10 goals of education that are so important and the three goals of schooling. Speaking for a moment as the MLA for Calgary West, I just wanted to put my emphasis on those three items.

Mr. Speaker, a few but not many educators, or I suppose representatives of the education establishment in the province, have expressed some concern at the vision of government interference in this matter of education. I am glad that it's a small, not a large number of people who have held to that view, because I think it's disturbing. I would have thought that they would welcome this Legislative Assembly to be debating the question of what the goals of schooling and education would be. I think the vast majority do.

Mr. Speaker, one of the matters that has disturbed me for a number of years, and I guess I'm now in my twelfth session here in this Assembly, is that we have had so much debate, as we should have, over the financing of education. Almost every week financing of education, dollars, dollars, dollars. Sure, they're important. But isn't it as important to talk about the quality of education, the goals of schooling, the goals of education, and the nature of the curriculum content? I believe it is. I don't care what you have in terms of dollars. If we do not provide the appropriate tools to the classroom teacher, I don't think that classroom teacher can function as effectively as he or

she is capable of doing. I think the very best teachers, and many whom I have talked to over the months of this debate, feel very good about the fact that we're conducting this debate and have this resolution. They think it will result in improvement, and in a better overall quality of education within the province of Alberta.

There's one problem without goals of schooling and goals of education, particularly goals of schooling. At times there tends to be an inconsistency with some of the curriculum development. As I know, the Member for Lac La Biche-McMurray has worked very, very hard on the Curriculum Policies Board. The discussion I had with him at the very early meetings of the Curriculum Policies Board was: you know, you really can't talk about some of these specific issues, in science, in mathematics, in history, and some of the others as I read from the very interesting minutes they keep, without having some overall direction in terms of goals of schooling and goals of education. It wasn't just this Legislature that came to that conclusion. Without really a direction from the minister, they came to the same basic conclusion. I think it's important, for consistency and emphasis in curriculum content over the years, that that occurs.

I spoke to the Canadian Education Association on September 28, 1977. I said that it had, unfortunately in our view, been a tradition in legislatures throughout Canada, and in the Alberta Legislature to a degree, to abdicate our responsibility to establish public policy in this area. I'm very pleased that we're embarking on this discussion today to bring back where it should be the appropriate responsibility that rests on our shoulders and cannot be abdicated.

Next I'd like to refer to the very excellent input we have received in so many different ways. As an MLA, at a number of meetings in my constituency, in my storefront government discussions, in meetings with constituency organizations and groups, I have been, over the course of this last year as this debate has been going on, very, very pleased that in many of the meetings when I said: all right, that's very interesting, the subject of annexation, the subject of housing; how about the subject of education — we were on it for quite a while; we talked a lot about it; we've had, at least I've had, very good input on the impact of these goals of schooling and education — very definitely in those discussions a feeling came out that perhaps there had been too extensive a demand upon the schools to do things that were more properly the responsibility of the family, the community, the church, and the public at large.

I'm very pleased, Mr. Speaker, through you to the minister and to the Curriculum Policies Board, that they came down with what I think is very, very significant: the separation of the goals of schooling and the goals of education. And I want to say a bit more about that in a few minutes.

We've had a number of important submissions: the Calgary Board of Education in their March 16, 1978, submission, and in many other ways. I guess each of us in our own way, Mr. Speaker, as individuals, have had input. Sometimes we even find within our own family, having four children in various parts of our education system — that's not bad input directly for those right in the middle of the system. I've had it. They've been at the elementary, the junior, and the senior high school levels over the course of the two

years of this debate, and it's been a subject of discussion around the supper table in our house on at least two dozen occasions.

Mr. Speaker, the Curriculum Policies Board has been a very effective body. I want to join with the Minister of Education, the Leader of the Opposition, and others who have spoken in giving considerable commendation to the effort they have made. I think it's noticeable. If it hasn't been underlined, perhaps it should, that the goals of schooling and education proposed as part of this resolution are in a very, very significant degree those that were presented to the minister by the Curriculum Policies Board. To be fair, the amendments that have been made, after considerable discussion, are really not very large.

Mr. Speaker, I want to say too that I look forward to meeting with the Curriculum Policies Board. I certainly wasn't under any understanding that I had committed myself to an early meeting. But I had committed myself to a meeting, and I certainly will take the urgings of the Leader of the Opposition and conduct that meeting with them within the next number of months and certainly before the fall session.

Mr. Speaker, I'd like to make some specific remarks with regard to the goals. First of all, it has been suggested that one of the concerns might be that we would so emphasize the goals in schooling that we would be ignoring the goals of education.

On the other hand, Mr. Speaker, it strikes me it is important that there be the concentration by our school system on the goals of schooling as the primary responsibility, in that the ancillary involvement of the goals of education follow. I believe the Leader of the Opposition and the Member for Spirit River-Fairview both seemed to raise this matter, that we would simply ignore the goals of education and hope for the best. There is something to that argument. But I've found from being in public office that one of the difficulties is that when the government implies it's going to be doing something in a given area, sadly in our society today to a degree there seems to be an abdication by others responsible — responsible is I think the operative word — to then abdicate and say, oh, let the government do it.

I think it's important that we have this particular resolution in separating the goals of education and the goals of schooling. I would accept the obligation, on behalf of the government and the Legislature, that a monitoring of how effectively the goals of education are in fact being undertaken is a valid responsibility for government. I believe we do have that responsibility, and it should be an ongoing review of whether or not those goals of education are in fact being met by our society at large. That's an acceptance I would take that I would think would be reasonable.

I think we have to be careful that we don't try to communicate that these are 16 goals, and that the goals of education as well as the goals of schooling are the sort of ultimate responsibility of government, because I have a growing concern in many areas that what has happened is that government has given the impression, not just in education but in other ways, that it can do things it is not capable of doing, and that it can do things for people that are really their own responsibilities.

Perhaps more than others, I have a great deal more faith in the strength of the family within this province.

I would have to take some issue with the Member for Medicine Hat-Redcliff and the Member for Spirit River-Fairview, if I understood them rightly; perhaps I didn't. I don't necessarily accept from my experience that single-family parents *per se* are going to be incapable of undertaking the full responsibilities of parental guidance of their children simply because there's one of them. I think the hon. members would concede there are many of them in, granted, difficult circumstances; many single parents looking after and caring for a family, who do a very, very fine job in carrying on their responsibilities. That isn't to say we do not have to be conscious of the concerns raised, and be very careful that that is undertaken. That of course stems back to many of the programs we've been talking about in other ways in this Legislature.

There was one other item I wanted to raise, because I can't resist raising it. The hon. Member for Spirit River-Fairview is not here to give me the pleasure of being able to respond directly to him. He pressed on with the point of the last goal of education, that it was very important that we really put a high emphasis on the sense of purpose in life of an individual. I hope he'll keep reading and rereading that matter, and I hope somebody might bring this *Hansard* comment to his attention, because it seems to me somewhat inconsistent constantly to propose that the government do this for people, that government take responsibilities which are truly the responsibilities of the individual, and raise the expectations of the state to overwhelm and perhaps take over from the responsibilities of the individual. So I hope he would perhaps take his own comment and consider it carefully in terms of some of the views he has expressed.

Finally, where do we go from here? Mr. Speaker, I think the minister described that very well. I would agree on this particular point with the hon. Member for Spirit River-Fairview and others who have spoken. This isn't the final word. I don't think we should put it up on the wall of the Assembly in quite the same way as the Alberta Bill of Rights. But I think it's good to have it.

Mr. Speaker, through you to the minister: I think it should be something that by its very nature should stand some periodic process of review to adjust and reassess in terms of our contemporary society. I hope, as an expectation of this resolution, that over time it would result in changes. I do not think we should present this resolution to the education establishment in Alberta with the view that it's not going to result in changes. I think there will be changes. Only time will tell the degree and extent of them, but I think there will be changes in course content, and I would hope there would be changes in emphasis.

One other point. I'm sorry; I don't like debating

with a member who is not in the House, but I probably won't get another opportunity. He made some mention that we shouldn't memorize all these dates about events. We should be discussing why the events occurred. I'm still of the school that it's very important at least to know what happened before one attempts to determine why it happened. I think there has been an absence of recognition of that.

I don't want to get into the question, which we have discussed at times, of trying to evaluate the degree of knowledge of some very basic parts of our history in this province, of the "what happened" and the capacity of our young people to be aware of them; only to say, again speaking as the MLA for Calgary West, I would hope that a really determined effort would be made in our education system to improve the knowledge of our citizens of the history of this province and this country. I really hope that will happen.

As I mentioned, I believe that many teachers will welcome what we are doing here today, this resolution and its result; and that with the very effective assistance of many, including the Curriculum Policies Board, it will be looked back at as a very important day in improving the quality of education in this province. It is overdue, but we're doing it. I would like to pay particular respect to the Minister of Education, who in my judgment has been doing such an outstanding job for the people of Alberta in showing this leadership.

In closing, Mr. Speaker, I fully endorse the goals of schooling and the goals of education. I think they are going to be a milestone in the improved quality of education, in a system that is very strong indeed, but can stand some improvement and in my judgment will be improved by this resolution.

Thank you.

MR. TESOLIN: Mr. Speaker, I beg leave to adjourn the debate.

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

HON. MEMBERS: Agreed.

MR. HYNDMAN: Mr. Speaker, the probable order of business tomorrow on Orders of the Day will be firstly, in Committee of the Whole, study of Bill No. 1, The Interpretation Amendment Act, and Bill No. 39, The Mines and Minerals Amendment Act; then to second reading of bills 41, 32, 33, 20, and 38, not necessarily in that order.

[At 5:26 p.m., on motion, the House adjourned to Friday at 10 a.m.]

