

**LEGISLATIVE ASSEMBLY OF ALBERTA**

Title: **Monday, April 9, 1984 2:30 p.m.**

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

**PRAYERS**

[Mr. Speaker in the Chair]

head: **INTRODUCTION OF BILLS****Bill Pr. 1****Central Trust Company and  
Crown Trust Company Act**

MR. ALEXANDER: Mr. Speaker, I request leave to introduce a Bill, being the Central Trust Company and Crown Trust Company Act.

In January 1983, the registrar under the Loan and Trust Corporations Act of Ontario took possession and control of the assets of Crown Trust Company. Pursuant to that Act, Central Trust Company was appointed by the registrar to manage the business of Crown Trust Company. Bill Pr. 1 effects the necessary substitutions of Central Trust for Crown Trust in the province of Alberta.

[Leave granted; Bill Pr. 1 read a first time]

**Bill Pr. 1****Newman Theological College  
Amendment Act, 1984**

MR. HIEBERT: Mr. Speaker, I beg leave to introduce Bill Pr. 7, the Newman Theological College Amendment Act, 1984.

The purpose of this Bill is to change the titles of the two officers of the college, namely principal and vice-principal, to president and vice-president.

[Leave granted; Bill Pr. 7 read a first time]

**Bill Pr. 10****Edmonton Research and Development  
Park Authority Amendment Act, 1984**

MR. HIEBERT: Mr. Speaker, I beg leave to introduce Bill Pr. 10, the Edmonton Research and Development Park Authority Amendment Act, 1984.

The purpose of this Bill is to amend the representation of electors on the board of the authority; that is, one of the representatives shall be a tenant of the Research and Development Park.

[Leave granted; Bill Pr. 10 read a first time]

**Bill Pr. 11****Edmonton Convention Centre Authority  
Amendment Act, 1984**

MR. HIEBERT: Mr. Speaker, the final private Bill. I request leave to introduce Bill Pr. 11, the Edmonton Convention Centre Authority Amendment Act, 1984.

The purpose of this Bill is to extend the power of the authority to conclude leases, from one year to five years.

[Leave granted; Bill Pr. 11 read a first time]

head: **TABLING RETURNS AND REPORTS**

MR. HYNDMAN: Mr. Speaker, pursuant to section 10 of the Government Land Purchases Act, I wish to table a report of activities, together with the Auditor General's report containing the audited financial statements for the fund for the fiscal year ended March 31, 1983.

MR. KING: Mr. Speaker, I have the honour to table the second annual report of the Alberta Health Occupations Board for the calendar year 1983.

MR. MARTIN: Mr. Speaker, I wish to table for the information of all hon. members a document showing the wording of a petition of more than 23,000 Albertans delivered today to the Solicitor General, requesting reversal of the decision to terminate the employment of 1,700 employees of the Alberta Liquor Control Board.

head: **INTRODUCTION OF SPECIAL GUESTS**

MR. SPEAKER: I have the honour to introduce to the Assembly, in the Speaker's gallery, a group of eight legislative interns from our sister province of Ontario. They are being led by Dr. Frederick J. Fletcher of York University. They are here being hosted by our own legislative interns and familiarizing themselves with all the good aspects of Alberta's parliament. I ask them to stand and be recognized.

MR. ALEXANDER: Mr. Speaker, today it's my pleasure to introduce to you, and through you to members of the Assembly, 76 students from the Steinhauer elementary school, one of the finest community schools in the province of Alberta, I suggest. These grade 6 students are here today having just completed a study unit on ancient Greece, culminating in this visit to the Legislature. Hon. members are invited to make such connection as they may think appropriate.

These students are accompanied today by their group leader Mr. Lucas, teachers Mr. R. Glenesk and Mrs. V. Grekol, and bus drivers Mrs. Cameron and Mr. Thomas. I invite them to stand and receive the warm welcome of the House.

MRS. LeMESSURIER: Mr. Speaker, I am pleased to introduce to you today 38 students from McDougall junior high, studying English as a Second Language. They are accompanied by their teachers Marianne Ritchie and Mirta Maldonado. They are seated not only in the members gallery but in the public gallery. I ask them to rise, please, and receive the warm welcome of this Assembly.

MR. PURDY: Mr. Speaker, it's my pleasure to introduce to you and to hon. members 49 grade 6 students from Millgrove elementary school, located in the town of Spruce Grove. They are in the public gallery, accompanied by their teachers Doug Hamilton and Sylvia Nypiuk, parents Carolyn Worbs, Barb Pardely, and Karen Kossman, and bus driver Tom Tomusiak. I ask the group to rise and receive the warm welcome of the Assembly.

MR. HYLAND: Mr. Speaker, I'd like to introduce three gentlemen from my constituency who are with the Bow Island Corn Growers Association: Mr. Jerry Thacker, Mr. Gerry Fleming, and Mr. Bob Laidlaw. I wonder if they would rise and receive the welcome of the Assembly.

head: **ORAL QUESTION PERIOD**

**Coal Marketing**

MR. NOTLEY: Mr. Speaker, given the spirited exchange last Friday on unemployment and this government's commitment to the private sector as the engine of economic recovery, I'd like to direct a question to the hon. Minister of Energy and Natural Resources. Since the fall session of the Legislature, what specific follow-up has taken place with respect to the use of western Canadian coal by Ontario Hydro?

MR. ZAOZIRNY: Mr. Speaker, I must confess to some puzzlement at the hon. member's question in terms of encouraging jobs in the coal industry, given the fact that we were roundly chastised for saving 120 jobs in the Luscar Sterco mine. [interjections]

MR. SPEAKER: Order please. I realize that the hon. Leader of the Opposition's question might lead to some debate, but I think we got a little farther away from it than I might have anticipated.

MR. NOTLEY: Mr. Speaker, on a point of order. I would just like to make it clear — I'm sure the minister would not want to mislead the House — that insisting on proper pollution control in the coal industry does not mean that one isn't interested in creating jobs . . .

MR. SPEAKER: Order please. I really can't perceive that as being any kind of clarification. That was an embellishment.

MR. NOTLEY: Indeed it was, but it's putting the record straight.

However, I would direct to the hon. minister the question that I put first of all; there was absolutely no return on it. I want to know what this minister has specifically done, subsequent to the fall session of the Alberta Legislature, to pursue markets for western Canadian coal as far as Ontario Hydro is concerned?

MR. ZAOZIRNY: Mr. Speaker, I'm happy to respond, notwithstanding the hon. member's efforts to have it both ways. I can advise the Assembly that in the latter part of 1983, I travelled to Toronto, Ontario, and met with my Ontario counterpart, the Hon. Philip Andrewes, and officials of the Ontario Ministry of Energy. I also met with officials of Ontario Hydro, and we raised squarely with them the issue of greater utilization of Alberta coal in Ontario.

I point out, as was indicated to us at that time, that Ontario Hydro is currently receiving upwards of 25 percent of its coal from western Canada, of which the largest majority does come from the province of Alberta, including primarily the Luscar Sterco mine.

In the aftermath of that meeting, via communications between the Deputy Minister of Energy and Natural Resources for the province of Alberta and the Deputy Minister of Energy for the province of [Ontario], Mr. Duncan Allan, there has recently been established a coal task force. The Alberta government, the Ontario government, and officials of Ontario Hydro, with communications and consultation with industry, will be discussing and assessing, in a very comprehensive way, means by which there may be even greater utilization of Alberta coal in the province of Ontario than is presently occurring.

MR. NOTLEY: Mr. Speaker, a supplementary question. Could the minister outline to the Assembly the statement made October 25, that

within the next 12 months [Ontario Hydro] will be mothballing approximately one-half of the power generating facilities in Ontario that utilize coal at the present time . . . with the most recent forecast of Ontario Hydro that there will be a 40 percent increase in the use of coal by that operation and that the bulk of this increase will come from the United States?

MR. ZAOZIRNY: First of all, Mr. Speaker, the information with respect to mothballing existing coal utilizing facilities is information that was provided to us at that time by Ontario Hydro officials, as well as the government of Ontario.

The hon. member asking the question and members of the Assembly will be well familiar with the difficulties that have recently been encountered by Ontario Hydro with respect to their nuclear facilities, and those difficulties have caused them and required them to revise their forecasts. In fact, I would point out that according to reports that have been received, it is the hope of Ontario Hydro that they will be able to boost shipments from current suppliers in western Canada by upwards of 600,000 tons extra to that which they had earlier anticipated receiving. That surely is welcome news to western Canada.

MR. NOTLEY: Supplementary question to the hon. minister. What appraisal has this task force — or at least the Alberta deputy minister — given of the impact of the multiyear shut-down of the two Pickering stations, and also the view of at least some people in the coal industry that the extra 600,000 tons the minister alludes to is a very small percentage of an increase of some 4.4 million tons that Ontario Hydro will be using this year?

MR. ZAOZIRNY: Mr. Speaker, with respect to the former part of the hon. member's question, that is exactly the type of matter that will be under careful and comprehensive study. The fact of the matter is that with respect to greater utilization of western coal, there are a number of factors that have to be taken into account. One is the particular quality of the coal that is available from Alberta in terms of the present facilities in place in Ontario. There is a need for considerable expansion of blending facilities if there is to be a significantly greater utilization of western coal, and transportation and other related issues will also have to be assessed. It's a very major undertaking; it's one that we're going to pursue with vigour.

MR. NOTLEY: Not much vigour at the moment.

Could I put a supplementary question to the hon. Minister of Federal and Intergovernmental Affairs, Mr. Speaker, and ask what follow-up the government of Alberta has taken after the government of Canada sent the diplomatic note to the United States on the problem of acid rain, and whether or not, subsequent to that diplomatic note going to Washington, the Department of Federal and Intergovernmental Affairs undertook any initiative to suggest that to be credible in the world community, Canada must clean up its own act, and one way of doing that would be substituting western Canadian coal for high acid content American coal by Ontario Hydro?

MR. HORSMAN: Mr. Speaker, that issue has been dealt with in part by comments made earlier in this session by the hon. Minister of the Environment, relative to the situation with respect to acid rain generally and the conference which he attended under the auspices of the federal Minister of the Environment or in discussions with the federal Minister of the Environment.

With respect to the issue of utilization of low sulphur content western Canadian coal, the hon. Minister of Energy and Natural Resources has made those representations directly to the government of Ontario and to Ontario Hydro. The task force which has already been referred to will certainly be taking that into consideration in urging the government of Ontario, and specifically Ontario Hydro, to utilize more western Canadian low sulphur content coal.

MR. NOTLEY: Mr. Speaker, a supplementary question to either the minister or the Premier. Given the answer of the minister, which included freight rates as well as other items, what specific discussions have taken place between the government of Alberta and the government of Canada concerning a move by a producing province, Alberta, a consuming province, Ontario, as well as the government of Canada, to facilitate this kind of substitution of American coal by western Canadian coal?

MR. HORSMAN: Mr. Speaker, on the subject of freight rates, those are an important ingredient in the issue of whether or not western Canadian coal can move to eastern markets, economically speaking. The Department of Federal and Intergovernmental Affairs has not made any specific recommendations on that point. However, my colleague the Minister of Economic Development may wish to supplement my answer relative to the freight rate structure in Canada. That has been a matter of ongoing discussion with the government of Canada over a long period of time. This is a new factor, which should be taken into consideration in our future discussions.

MR. NOTLEY: A supplementary question to the Premier. Given the importance of the diplomatic note, has there been any representation on this matter by the Premier, first of all to the Prime Minister and, secondly, to the Premier of Ontario?

MR. LOUGHEED: Mr. Speaker, not specifically on that matter. We have been leaving the consultation and discussions in the way it's been answered by the ministers here in the House today.

MR. NOTLEY: Mr. Speaker, a supplementary question. Is the minister of energy in a position to give the House some indication as to when an announcement may be made, or are we to be content with a 600,000-ton share of what is a much larger market?

MR. ZAOZIRNY: Mr. Speaker, the question raised by the hon. member really underrates the significant issues that are involved in this question. The transportation aspects are significant. I should go on to say that one view expressed by the coal industry itself is some reluctance to enter into arrangements that are based upon a subsidy. They have some deep concerns about whether that's the appropriate way to enhance sales. So I suggest that the appropriate course to be followed — and it is the course that will be followed by this government — is a careful, thoughtful, comprehensive assessment, aimed at long-term improvements rather than some sort of quick-fix approach.

MR. NOTLEY: The pace of Mackenzie King.

Could I ask the hon. Minister of Economic Development whether the Department of Economic Development has undertaken any study of the potential of substituting western Canadian coal for American coal? In particular, what discussions has the minister had, if any, with not only coal companies but the United Mine Workers, who at this point in time are

launching a crusade for use of western Canadian coal by Ontario?

MR. PLANCHE: Mr. Speaker, I haven't had any direct discussions on that issue. I can't add much to what my colleague the minister of energy has said, other than that American freight rates are now deregulated, so contract rates for specific commodities to specific shippers can be made without publishing agreed charges, as is customary in Canada. So the precise relative economics of shipping from one place to another versus from western Canada to that same place, are not as clear as they used to be. The economics are not simply one freight rate versus another, with these contract rates being adhered to the way they now are.

MR. NOTLEY: Well, there are 32,000 jobs that will have to . . .

MR. SPEAKER: Order please.

MR. NOTLEY: More time, more study.

#### **Disturbances at Correctional Facilities**

MR. NOTLEY: Mr. Speaker, could I ask the second question of the hon. Solicitor General, with respect to the riot at the Calgary Remand Centre as well as the hostage-taking last week at the correctional institution in Peace River. What investigation has he launched of both incidents, and is he in a position to give a report to the House?

DR. REID: Mr. Speaker, in each case there will of course be a board of inquiry, and those have been initiated. The Peace River incident was relatively short-lived. It involved one member of the staff. As far as we have been able to determine, there was no breakdown in the function of the staff of the institution. It was in the normal course of the occupation of the correction officer concerned and, as I said, there was no breakdown in the operation.

The Calgary Remand Centre episode, which started at 2:10 yesterday morning, involved the dormitory area on the sixth floor of that facility. The inmates did considerable damage to the facility. They gained access to the corridor and to the recreation area on the same floor. They did not gain access to any other floors or elevator shafts or staircases. As I said, the damage was considerable and has been estimated at somewhere in the vicinity of \$150,000.

MR. NOTLEY: Mr. Speaker, a supplementary question. Has the minister given any personal review to the assertion of the Alberta Union of Provincial Employees bargaining unit, that part of the problem in Peace River is that the most dangerous inmates are sent to that particular institution and that there is no special handling unit for these individuals? Has there been any consideration given by the department to construction of a special handling unit in Peace River?

DR. REID: Mr. Speaker, I think the question is somewhat misleading. The maximum-security facilities are all operated by the federal government. The provincial government operates medium- and minimum-security facilities. Within those medium-security facilities — such as the Peace River institution, the Calgary Correctional Centre, and others — there is a gradation of care and restriction on the inmates, depending upon their nature and their record within the institution. The

impression that all of the most militant inmates are at Peace River is of course not correct.

MR. NOTLEY: A supplementary question. That's not the question, Mr. Minister. The question is whether or not, because there are a number of dangerous offenders there, this government is giving any consideration to the proposal of the correctional officers in that institution for the establishment of a special handling unit for these individuals.

DR. REID: Again, Mr. Speaker, the hon. member is giving the impression that the Peace River institute is full of dangerous inmates. If we have inmates who are beyond the capability of our medium-security facilities, there are arrangements for them to be transferred to federal maximum-security facilities. Rather than involve the department in construction of additional facilities at Peace River, I think it would be wiser to wait until we have the Grande Cache correction centre on stream, in about one year, and see what effect that has upon the whole system.

MR. NOTLEY: Mr. Speaker, a supplementary question for clarification. Is the minister ruling out or rejecting the assertion of correctional officers at Peace River, that a special handling unit would decrease the danger of the kind of hostage-taking incident that occurred last week?

DR. REID: Mr. Speaker, to my understanding there was no prior indication that the inmates involved were of any danger to the correction staff. What I said was that I was not prepared to start on reconstruction in the Peace River institution until we have the Grande Cache institution on stream and know what effect that will have upon the system.

MR. NOTLEY: Mr. Speaker, a supplementary question. Given the minister's answer of waiting until Grande Cache comes on stream, are there any other plans, apart from a special handling unit, to prevent a similar hostage-taking occurrence, which involved torture of the correctional officer, at Peace River?

DR. REID: To my knowledge, Mr. Speaker, the review has not thus far indicated any need for change in the procedures or the facilities. If they are indicated by the review, then we will have to look at what changes are required.

MR. NOTLEY: Mr. Speaker, a supplementary question to the minister. With respect to the riot in Calgary, what assessment has been made of that particular occurrence in light of the speed at which inmates can be moved through the remand system?

DR. REID: Mr. Speaker, the speed at which inmates proceed through the remand centre is really beyond the power of the Solicitor General, as it rests with the court system.

I should draw the attention of the House to the fact that those involved in this particular occurrence early yesterday morning included prisoners on remand and federal prisoners who had been returned to the remand centre for the hearing of appeals. In other words, a mixed group of inmates were involved in the occurrence.

MR. NOTLEY: Mr. Speaker, a supplementary.

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

MR. NOTLEY: Has there been any review as to whether or not there was overcrowding at the Calgary Remand Centre?

DR. REID: Mr. Speaker, the matter of overcrowding and the number of inmates varies in any remand centre, depending on the number of people who have been arrested and who are in custody awaiting trial, the number who have appealed, and many other features that come into play. For instance, when there are large numbers of arrests in relation to drug investigations, that type of thing will of course have quite a significant effect upon the numbers who are in the system at any given time. The perpetrators and instigators of the incident yesterday morning are now in the detention unit, and it is subsequently overcrowded as of today.

MR. NELSON: Mr. Speaker, a supplementary to the Solicitor General. I was wondering if he could tell us if there was any prior knowledge of any unrest in the area of the disturbance at the Calgary Remand Centre prior to the rioting that took place.

DR. REID: Mr. Speaker, no indications of unrest in the narrow meaning of that word. Earlier on, in the few hours immediately preceding the occurrence, there had been some requests made for information or complaints to be forwarded to the director, and the inmates were assured that that would occur. But there was no indication of any unrest immediately preceding the occurrence.

MR. NELSON: A further supplementary, Mr. Speaker. I wonder if the Solicitor General could indicate if any demands were made prior to the rioting that took place by the inmates.

DR. REID: I suppose one could say that the requests for information to be transmitted to the director could be regarded as demands, if indeed the inmate of a correction centre can make a demand.

MR. NELSON: Mr. Speaker, a further supplementary. I understand the prisoners were removed from the particular area of the rioting. I'm wondering if the Solicitor General could indicate why they were not asked to remain in the mess they created, and not have someone else come in and clean that up while they were in the quiet and enjoyment of another area that was already intact.

DR. REID: Mr. Speaker, there was use of tear gas and high-pressure hoses in the area involved, in addition to the damage done by the inmates to plumbing, glass, and other parts of the building. As I said, the inmates were removed to other units, the instigators to detention units. The area has been cleaned up now by other inmates and, indeed, part of the facilities are now in use again.

MR. NELSON: Mr. Speaker, a further supplementary. I'm wondering if the Solicitor General could indicate if there will be additional charges laid against those responsible for the malicious damage caused.

DR. REID: To my knowledge, charges have not yet been laid. But if charges are justified, they will certainly be laid.

#### **Radio Telescope Project**

MR. R. SPEAKER: Mr. Speaker, my question to the Minister of Economic Development is with regard to the Canadian long-baseline array radio telescope. I was wondering if the minister could indicate what support has been given to the city of Lethbridge with regard to their application and pursuit of this project.

MR. PLANCHE: Mr. Speaker, we've met with officials of the city of Lethbridge as well as with officials of the University of

Lethbridge. The responsibility of the Department of Economic Development is to encourage activities to come to Alberta, not to specific places. There have been representations from other universities for that activity, so we're not in the position to choose one over another.

On the issue of the project itself, we have yet to get a formal proposal that we can respond to from either the federal government or the National Research Council. It's sort of like shadowboxing, to try to identify what might be done. As I remember, the University of Lethbridge has made a proposal that involves some kind of support in a building or land or both, to encourage it to locate there. We have yet to have a proposal we can respond to.

MR. R. SPEAKER: Mr. Speaker, a supplementary question. In light of that set of circumstances, is the minister pursuing the matter with the minister in Ottawa, or is the matter just being left on hold until Ottawa initiates some steps?

MR. PLANCHE: Mr. Speaker, I can't be precise, but there certainly has been correspondence between my office and the Hon. Donald Johnston's office and the National Research Council, correspondence between the department and the National Research Council, and meetings with the National Research Council. We still are unable to get a handle on what the proposal is. There have been suggestions that it might also go to Manitoba and Ontario, and we don't seem to be able to get any substance out of those rumours either. Our judgment is that it will have some bearing on whether or not they can trade that for some Liberal seats in the west.

MR. R. SPEAKER: What you can get for a telescope nowadays.

Mr. Speaker, a supplementary question to the minister. In terms of provincial support for this kind of project, has the government any type of program in place that may accommodate funding of this type of project? I know there's indication of the possibility of \$10 million being allocated through the province. Is there a program in place that can fund this kind of project?

MR. PLANCHE: Before I answer that question, Mr. Speaker, the Premier has also written the Prime Minister on the same issue, as I recall.

In terms of funding for a project, there is not a program in place. If there were a proposal that we could respond to and measure a cost benefit from, we'd be happy to make a proposal to the Legislature. The problem is that we really haven't any idea what they have in mind. If it's a string of telescopes and there is no intelligence-added computer head office location in Alberta, then it's only of passing interest. If there is some way we could be involved in such a way that we could have that kind of activity in the province, it would be a worthwhile thing to look at. Again, we've never had a proposal.

MR. GOGO: A supplementary question to the hon. minister, Mr. Speaker. Is the minister aware that Lethbridge city has made a commitment of some \$5 million to that project if it should commence in Alberta and, further, that the University of Lethbridge has in effect agreed to donate the land on which that computer centre would rest?

MR. PLANCHE: Yes I am, Mr. Speaker, and the citizens of Lethbridge have been very aggressive and positive in the pursuit of this thing. We're totally responsive to anything we might do to assist them, and have been and will continue to be. The

problem is that we don't have a concept we can discuss, debate, or establish a cost benefit from.

MR. GOGO: A final supplementary, Mr. Speaker. Has the minister been made aware of any studies that indicate that if initiative is not taken by Alberta or indeed Canada, this project would go south of the border to the United States?

MR. PLANCHE: Yes we have, Mr. Speaker. We've had indications, rumours, and innuendo of all kinds of things, both on where that might come to rest finally and on a modified facility here. It's interesting to notice that the National Research Council has no presence in Alberta, and I think this is the only province where they're not represented at all. Surely somewhere on the list it's our turn, but we haven't been able to identify when that might happen or in what manner.

MR. GOGO: A final, final supplementary, Mr. Speaker. Would the minister consider giving top priority to a real precedent in western Canada by encouraging members of Executive Council and the government to move quickly on this?

MR. PLANCHE: Mr. Speaker, we'd move quickly if there were something to move quickly with. Any kind of negotiation with the federal government where you make an initiative not understanding what it is they're trying to do is dangerous in the extreme. On the other side of the coin, even responding to something where they seem to know what they're doing is dangerous.

DR. CARTER: A supplemental to the minister, Mr. Speaker. Has he had any feedback with respect to the information that the United States government has decided to do the long-base array through the northern tier states?

MR. PLANCHE: Not in any formal way. The suggestion is that the United States is entertaining it and that the federal government, through some department or another, is now considering some kind of smaller ancillary project that might in some way supplement the Canadian long-base array. It's still not clear. The National Research Council has some kind of mysterious priority list that changes from time to time, and it's hard to get a handle on that — also, never having seen it.

#### School Closures

MR. MARTIN: Mr. Speaker, I'd like to direct my question to the Minister of Education. Could he indicate why the Department of Education approved funding for some 75,000 additional pupil spaces since 1979, when it was already known that there were too many spaces for the number of students at that time — I believe some 180,000 too many spaces.

MR. KING: The obvious answer, Mr. Speaker, is that at the time those decisions were made, that was not known.

In 1979 the department commenced a new program of financial assistance to school boards for necessary construction. One of the very important elements of that new school building funding formula was that it allowed school boards to make the decision themselves about their school construction. The department could have adopted the position that it would tell boards what they could build, and when and where. Because this government favours local autonomy, we structured the plan so as to allow school boards to make the decisions themselves.

MR. MARTIN: Supplementary question, Mr. Speaker. I guess the answer is that the department is not on the job.

MR. SPEAKER: Order please. There may be a number of members who would like to debate whether or not the department is on the job. So if the hon. member wants to deal with that, let him give notice on the Order Paper.

MR. MARTIN: We will. You can count on it.

MR. NOTLEY: In the estimates.

MR. MARTIN: What assessment has the minister made of the impact of school closures in inner-city Edmonton and Calgary on the communities in which they are located? Specifically, has the minister ordered any community impact or socio-economic studies to be done by his department?

MR. KING: No, Mr. Speaker, we have not done any of those things, for the reason I mentioned a moment ago, which was not flippantly given. The government believes in the local responsibility of school boards, and it is the responsibility of the school boards affected to do the kind of economic or social impact studies the hon. member is referring to.

It is quite proper to argue that education in this province should be highly centralized. If the hon. member wants to make that argument, I'd be prepared to respond to him. For the moment I can only say that it is the view of this government that we should not operate a highly centralized educational system, that we should allow local school boards to make these kinds of decisions. It's on that position that we establish our policy.

MR. NOTLEY: Tell that to your colleague in Transportation.

MR. MARTIN: Supplementary question to the minister. Not the red herring of centralization; specifically, what plans does the minister have to establish a task force to deal with the serious problem of vacant school space, which is going to get worse in the future?

MR. KING: Mr. Speaker, I have no plans to establish such a task force. In my experience the citizens of Edmonton were just as intelligent on the day they elected school trustees as they were on the day they elected my colleagues and me. [interjections] I believe the trustees in Edmonton are quite capable of dealing with the challenges that face them. I believe the same thing of school trustees throughout the province.

MR. MARTIN: Supplementary question. It's all right for the minister to talk about it. But as he well knows, there are zero percent grants. My question to the minister: does the minister plan to alter the current capital funding formula governing provincial grants to local boards, so they will not be penalized for maintaining underutilized space? This is something that could be done by his department.

MR. SPEAKER: While it's true that there is some relationship between the supplementary and the questions, there will be very ample opportunity to go into that sort of detail about financial matters when the hon. minister's estimates are up for debate, as the hon. member well knows.

MR. MARTIN: Mr. Speaker, on a point of order. I think these are questions that have to be asked. There are school closures. There are decisions being made today, and people want to know the answers to these. I don't know when the estimates are going to come, so I'd like to direct my question to the minister.

MR. SPEAKER: I'm not suggesting that the questions shouldn't be asked or that they shouldn't be dealt with. I'm just saying that when we try to organize the business of the Assembly in an efficient way and we have a certain time for discussing estimates, we shouldn't use the question period for that time. Under the circumstances, the hon. minister may wish to answer it briefly. There is one aspect to it which would indicate that such a question now might be of assistance in discussing the matter when the estimates come up, but I really think that the opportunities when the estimates are discussed are adequate in themselves.

MR. KING: Mr. Speaker, to attempt to respond to the question as it is put, I should be clear that the government views the responsibility of the Minister of Education as being to ensure that a reasonable process is gone through by local school boards before they make decisions about the closure of schools.

MR. MARTIN: Centralization.

MR. KING: Provided that a process that allows the local community to have input to discuss alternatives with the board is gone through, we believe that it should lie with the board to make that decision. I do not take the position that it is my role to usurp the responsibility of local school boards because I disagree with the decisions they make or because I believe those decisions are made too hastily. Decisions are to be made by the board. They sometimes make decisions that I don't like. The fact that I don't like the decision does not justify intervention. In this case we are concerned that the community has an opportunity to know what is happening. We are concerned that the community have an opportunity to make input and to enter into reasonable discussion with the board, at the end of which time we hold that it is the responsibility of the board to make the decision.

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

MR. MARTIN: A supplementary question, Mr. Speaker. I remind the minister that I was talking about a provincial grant, which would be a form of centralization.

The minister has quite a good document, the Ways of Using Excess School Space. I believe it was done in 1982. There are a number of recommendations. Rather than going through them, is the minister planning to bring in any of the recommendations coming from this particular document?

MR. KING: We have already brought in a number of those recommendations. It is because we have brought in a number of those recommendations that responsibility lies with the board, the responsibility which I understand the hon. member to be arguing should lie with me.

MR. SPEAKER: The hon. Member for Edmonton Belmont, and then the hon. Minister of Energy and Natural Resources wishes to supplement some information previously given.

#### VIA Rail Services

MR. SZWENDER: Mr. Speaker, my question is to the Minister of Tourism and Small Business. Could the minister inform this Assembly whether any agreement or commitment was made between him and the federal Minister of Transport, over the past weekend at the Jasper symposium, on the restoration of rail service between Edmonton and Jasper?

MR. ADAIR: Mr. Speaker, I'm not sure I can provide hon. members with any firm commitment from the federal minister.

I can indicate that the symposium put on by the Jasper Chamber of Commerce was an excellent one, and I should publicly thank the Jasper Chamber for the work they did and the manner in which they handled that — very professionally indeed.

Our position as a government, Mr. Speaker, was that we felt — and we made the case very strongly — that the reinstatement of service immediately, on a daily, full-facility basis should be instituted between Vancouver and Edmonton and, for that matter, Winnipeg and the east, and that it should happen now. That basically was the gist of my remarks at the noon luncheon and the position we as the government of Alberta took.

MR. SZWENDER: Supplementary, Mr. Speaker. Would the minister indicate what the government's position is with respect to the proposed partnership sharing of costs in the operation of restored rail service?

MR. ADAIR: Mr. Speaker, that was a suggestion by the federal minister, that the municipal governments, the provincial governments, and the federal government should consider entering into a partnership. Of course, I did indicate to them that I was concerned about that, in that, one, it was a national service — as a matter of fact, it goes back to the last spike being driven in 1885, and that's 100 years ago next year. At the time, that service was considered to be one of the threads that tied this country together, and we would hope they would recognize that in the reinstitution of service on VIA Rail from coast to coast.

Relative to the comments about the partnership arrangements or the cost sharing, one of the concerns we had was that if we were going to get involved in any suggestion of cost sharing, then we must be involved in the decision-making that would take place at that particular time. I did indicate to the federal minister that I was prepared to look at that suggestion if he was prepared to forward to us the copies of any of the negotiated agreements with those provinces or municipalities to which service had been reinstated in the last 15 months.

#### **Forest Industry — Whitecourt**

MR. ZAOZIRNY: I simply want to respond to a question taken as notice on my behalf by the hon. Premier last Wednesday, with respect to the deposit by British Columbia Forest Products with regard to their forest management agreement, and advise the Assembly that pursuant to section 40 of the forest management agreement, the government has served notice of default on British Columbia Forest Products, by way of a letter from me dated March 7, 1984. The company legally has a six-month period within which to remedy the breach outlined in that letter. If the company fails to do so, at that point in time the government is legally entitled to claim forfeiture of the sum in question.

#### **ORDERS OF THE DAY**

##### **head: COMMITTEE OF SUPPLY**

[Mr. Purdy in the Chair]

MR. DEPUTY CHAIRMAN: The Committee of Supply will please come to order.

#### **Department of Advanced Education**

MR. DEPUTY CHAIRMAN: Has the minister any opening comments?

MR. JOHNSTON: Mr. Chairman, I appreciate the opportunity to once again bring forward the request for assistance for the Department of Advanced Education, in the amount of \$871,435,888 to support the universities, colleges, technical schools, and publicly administered institutions for another fiscal year.

Mr. Chairman, it's interesting that it is now just one week into my 10th year as a cabinet minister and, while the time flies, in the last year and a half it has been a very enjoyable experience to be part of Advanced Education.

First of all I want to take just a few minutes to express my thanks to my own ministerial staff in particular, Sharon Tymkow and Arlene Breitreuz, who have afforded me outstanding assistance in the past 10 years and, moreover, have provided extremely capable assistance in the past year as we moved to Advanced Education.

Advanced Education has an extremely difficult set of problems facing it right now. It is in that context that I also want to express my thanks to the department for providing me with assistance and backup and for dealing in a very professional manner with the kinds of problems that are before us. I want to express my deepest appreciation to all those in Advanced Education and the publicly administered institutions.

While I'm giving out thanks, Mr. Chairman, I think it's appropriate that we also express our thanks to those people who, on behalf of the government, accept appointments to administer and operate the boards across the province, universities and colleges in particular. They serve unselfishly, dealing with very complex matters, and to them as well I want to express appreciation and thanks on behalf of the province of Alberta.

In terms of highlights through this fiscal year, Mr. Chairman, several things come to mind. First of all, Athabasca University will open its doors in the town of Athabasca in September 1984, a decision made some time ago. Construction is now essentially completed, and over the next few months we will be accommodating the move to Athabasca by the existing staff — a very significant decision on behalf of this government, one which will bring Alberta into high-tech applications in terms of computers and teleconferencing satellite communication and education modes of the future. I think this will serve us very well as we attempt to adjust to the changing time before us: the information age, the new application of systems, and the new ways in which we deal with the problems of educating a very diverse population not necessarily in facilities themselves. So I think the decision on Athabasca University must clearly be seen to be a signpost of our ability to adopt, change, and reflect the kinds of changing circumstances before us. Moreover, the fact that it is now taking place must in itself reinforce that decision.

Let me just express a note with respect to the financial assistance to universities and colleges in a very broad way. I'm sure all hon. members will want an opportunity to express a view with respect to their own particular pet projects in universities and colleges across this province, but I will only make a couple of introductory comments in a very broad way.

First of all we know that we in the province of Alberta have gone through the budget process these last few weeks. We've had very interesting comments from various members, including the Leader of the Opposition, on whether or not we've adopted the proper fiscal policy, and other observations as to

how we could better cope with the allocation of resources which are available to us. Those are very fair comments. I'm sure I'll appreciate and receive statements about how we can better allocate resources within this department. Nonetheless, some things are fairly clear. Number one, there have been no cutbacks to universities or colleges in this province and, in terms of contributions to colleges and universities, Alberta ranks highest in any test across the provinces of Canada. Whether in assistance per student, assistance per population, or increases in overall contributions, Alberta still ranks among the number one in Canada.

Secondly, in terms of the students themselves, there isn't any question that student fees in Alberta are among the lowest in Canada. I can't say that they are specifically the lowest, but certainly they are among the lowest. The tuition fee policy we have in place, implemented by my colleague the Member for Medicine Hat, the Minister of Federal and Intergovernmental Affairs, has gone a long way to rationalizing what was a difficult and troublesome problem: how boards of governors could set tuition fees to ensure that an equitable balance was maintained between student and provincial contributions. Still I must say, and underscore, that tuition fees in Alberta are among the lowest in Canada.

Finally, there is no question that the systems themselves are well built. We have made very massive contributions on the capital side over the past few years. We have built very elaborate systems, both in response to the needs of students and in response to the kinds of jobs being generated by the private sector. Trades and technology programs are very well received. There is no question that the universities themselves are among the best in Canada. I would simply note, as a matter of interest, that the University of Alberta is now the second largest university in Canada, ranking only behind the University of Toronto in terms of student size. But as well, it has a reputation far beyond just the Canadian dimension and is well received and recognized as a leader in many fields, particularly the sciences and engineering, and of course the humanities as well.

With respect to student assistance, I'm sure a quick review of this budget will show that over the past several years, we have accommodated the student numbers without any cutbacks whatsoever. In fact we have expanded in an aggressive fashion the number of students who can participate in loan assistance, the various kinds of grants available from this province to every student who is qualified and interested in going to university or college. The amount this year is \$64 million, and we anticipate that 42,000 students will be able to participate in these student loans in some fashion. There is no question of the fact that in terms of the overall review of the way in which we assist students, the province of Alberta must again be seen to be number one.

Although the institutions themselves will receive zero percent on a year over year basis, as the hon. Treasurer pointed out in his budget, within the dollars allocated to me we have provision to adjust for volume; that is, where student numbers have increased dramatically, not only can I provide some special assistance to accommodate the volume they are receiving, of the order of 2 percent, but I can also add to that the special enrollment funding which Alberta has provided for the past two years and which will continue as term-certain money to the colleges and institutions. So on that side, Mr. Chairman, I think it is clear that the province has again adjusted to the student numbers and provided a very reasonable level of assistance in terms of how these institutions are coping.

I should say that I appreciate the joint responsibility which has been accepted by colleges and universities to cope with the student numbers. The last time I addressed the issue specifi-

cally, I believe I noted that I thought that first of all, the number increases in institutions in this province were essentially a result of the fact that a recession has taken place and jobs are harder to come by. That is the reason many students are going back to universities. I can also go on to say that it's my view that the rate of increase of student numbers should decrease this year; that is, the rate of increase should be less this year than in previous years. That of course is accommodated by the fact that the population of Alberta is down. Moreover, the number of students coming from high schools is in fact down and will continue to trend down over the next two to three year period. In that sense, I am saying that I believe the bulk of student numbers is probably here, but we still have some very interesting issues with respect to public policy which can be considered; that is, is in fact access to universities and colleges as fully open as we would like to see?

Mr. Chairman, I simply invite comments and questions from my colleagues. I hope to accommodate all those that I can within my ability to deal with them. If there's any follow-up, I have a couple of possibilities: either memos or communication later. But I will certainly attempt, at least wherever possible, to deal with the questions that are given to me.

Thank you for the opportunity of making some opening comments.

MR. NOTLEY: Mr. Chairman, before I deal with the situation at the university level, I would like to make a representation that I trust the hon. Member for Olds-Didsbury will endorse as well. For some time now, Olds College has been lobbying the department with respect to a learning resource centre at Olds College, a concept that I think offers something unique because there has been a close working relationship with the college board and the town of Olds. Having had an opportunity to be in Olds last Friday and to chat briefly with the mayor as well as the president of the college, I might just say that this matter was first brought to my attention some time ago by people in the Olds area. I would think that this is the kind of capital improvement which merits consideration in the budget estimates.

When it comes to capital projects, Mr. Chairman, during the course of the estimates, there will be a number of projects favoured by this government that my colleague and I in the Official Opposition will criticize. For example, the renovation of McDougall school is a colossal, total waste of time, unsubstantiated by the needs of the moment. But there are many capital projects that do merit proceeding. Because we will single out some that in our judgment are frivolous and wasteful, does not mean that we should not proceed with others. As we look at the way of bridging the investment gap between the private-sector economy at the moment and the necessary stimulus we need to do something about unemployment, it seems to me that we have to assess some of those projects which have been developed with a good deal of precision. To immediately undertake capital projects from square one may get you into trouble.

I do know that a number of postsecondary institutions in this province — the colleges and universities, for example — have done some considerable planning. It seems to me, Mr. Chairman, that proceeding on some of these projects at this stage would be money well spent. We would be able to get much better bids at the present time. We'd be able to put people to work in the short run but, in the long run, provide the kind of infrastructure we need at the postsecondary level to accommodate not only the present surge in enrollment but the long-term requirements of our postsecondary facilities.

Mr. Chairman, I'm not so sure we're going to see a decline in the increase in enrollment. The minister is probably right



when he says that the number of grade 12 students is down a bit. The fact is that whenever you see an economy in the rather sad state the Alberta economy is at the moment — and we'll pass that by for the moment — when you see that situation drag on from month to month and, if anything, get worse, what happens is that you not only have grade 12 students who decide they're going to take university or college training, you have people who are unemployed coming back into the postsecondary process.

Mr. Chairman, during the last few years of the former administration — of course unemployment was never as bad in those days. I'm not saying the old Social Credit government was doing a better job, but it was never quite as bad. We did have a downturn in the last few years, and I remember sitting in the gallery and watching the Leader of the Opposition jump up and down even more emphatically than we do now, concerned about 32,000 unemployed in 1969 or 1970. If we had 32,000 unemployed at the moment, we'd be jumping up and down for joy, and so would government members across the way. Nevertheless, by Alberta standards, there was something of a downturn. Yet during those years, we had very substantial capital construction in our postsecondary facilities across the province. I think we have to take a close look at those kinds of projects which make sense at the moment. The minister has received representation from time to time from the college board in Fairview on certain projects there that I think make a good deal of sense, and I'd just like to add my endorsement — it may come from a rather unusual quarter — of the proposal for the learning resource centre at Olds College.

Mr. Chairman, what are we dealing with when it comes to university enrollment? With the university figures I have before me, taking a look at the estimates the minister is presenting to the committee and also checking with the university, we see that in 1983-84 we've had an increase of 8.5 percent; in '84-85 the projected increase is 6 to 9 percent, depending on the rate of the economy, I suppose. The problem with what the minister is saying — the minister is saying there are no cuts. There may not be cuts in dollar terms; there's a 1.6 percent increase in the estimates to the University of Alberta this year. But if there is an increase in enrollment, that forces the university to make cuts in the quality of programs.

Mr. Chairman, there is a point where it seems to me we not only strip away the fat in the system but take away the lean as well. It's been very fashionable to talk about the fat at the university level. We had members in this House talk about it in 1973; we had members talk about it in 1975. Then we had the huge demonstration of 5,000 students calling for Bert Hohol, at that time the Minister of Advanced Education — not calling for him in a very flattering way, nevertheless he got more attention than most government members, a great audience. At that time, the government decided to come up with an extra \$1 million, because the grant structure they were presenting to the Legislature wasn't adequate. We had an increase of an extra million dollars to the University of Alberta in that given year.

The point I want to make, Mr. Chairman, is that over the years, because the enrollment has been going up and the rate of increase in our grants has not been keeping pace with the combination of inflation and enrollment, we now have a situation where in my judgment there is a considerable danger that we are not only going to be cutting fat at the University of Alberta and the University of Calgary, we are going to be cutting into the lean of our postsecondary education network. The two most important parts of it are our two major universities — not to denigrate all the other facilities, which are important, but the two major universities are the two facets we simply cannot allow to go downhill.

I say to you, Mr. Chairman, that I think there's some evidence there will be a problem we're going to have to pay for in the years ahead. We can talk all we like about the private sector and economic recovery. We send the Premier to California to sell natural gas — not to Ontario to sell coal but to California to sell natural gas — and we send him to Japan and China to encourage the marketing of Alberta's products. But I want to tell you that if we jeopardize the operations of the two key facets of our postsecondary education system, not to mention all the other elements facing the squeeze as well, then these trade missions will be of small value. A first-class educational system — which we have — being maintained and improved is going to be the key to economic recovery in this province over the long term. In his rather persuasive, friendly way, the minister can put the case as nicely as he does, but it doesn't alter the fact that there are real fiscal, budgetary problems being faced by postsecondary institutions in Alberta.

Mr. Chairman, I want to deal with another item. Because of these budget decisions, first of all, we have an increase in the entrance requirements, plus the newly suggested figure at the University of Alberta that will presently register on a 72 percent average and up. The fact of the matter is that through our system of scholarships, funded in large part by the heritage trust fund — and I was one of the members who supported the scholarship plan in the trust fund committee and in the Legislative Assembly — we have scholarship programs for students who are excellent, whether they are athletically excellent or excellent in academic terms. As the minister well knows, the fact of the matter is that we have a large number of competent people who don't quite meet scholarship standards. It's this reservoir of people that I think have their opportunity at least compromised at the moment as a result of this budget. The minister says that they can go to other institutions. That is sometimes true, but it's not always true. It's a rather difficult proposition for someone from a low-income family in central Calgary, for example, to pick up and go to the Grande Prairie college. It's a rather challenging thought to even undertake it. It may not be for some of us who travel extensively in the province. We come from a different kind of family milieu, where we have offspring who can go to a college or an institution wherever. Last year after finishing grade 12 my daughter went to Paris and studied there. That's very nice, but it's not something ... [interjection] Someone across the way gets a little excited; the Member for Edmonton Belmont I guess. I'm quite proud of the fact that she went to study French. I think we should all study French.

MR. MARTIN: He's still trying to learn English.

MR. NOTLEY: You know, if the member learns it, he might even be a candidate for the federal Conservative leadership someday; that is, if they want to commit total political suicide. I'll get back to the central point, Mr. Chairman. Certainly the hon. Member for Edmonton Belmont is not central to the point or part of the central point.

The issue is: what do we do to provide opportunities for those students who are now going to find themselves just on the outside because of the new quotas? The more we move into a quota system, de facto or otherwise, the less accessible the postsecondary education system is to young Albertans. The less accessible it is, the greater problem we have in terms of facing the future.

My colleague will go into the estimates in a good deal greater detail than I have, but at this stage I want to say to members of the committee that one of the areas that it seems to me has to not only keep pace but in fact keep pace with the soaring

enrollment is the Department of Advanced Education. We all know that ministers win some and lose some when they go before that ornery old priorities committee of cabinet, but by George, there are things we can cut back on so we have more slack, more flexibility in the areas that are really needed in this economy. One of the most important is the Department of Advanced Education.

MR. COOK: First of all, Mr. Chairman, if I could, I'd just like to make some general remarks that relate to the universities' operating and capital budgets. In travelling around the Pacific northwest, it's amazing to see how little construction and expansion is going on in universities in both Canada and the United States, with almost the single exception the province of Alberta.

Mr. Chairman, I was at Washington State University a little while ago. At that university, tuition fees are now in the range of \$2,000 per year U.S. for an in-state student, and that is not abnormal. It's becoming more and more difficult for students to attend universities in the United States. With the federal Republican administration cutbacks on student aid, enrollments are dropping dramatically. They have the same sorts of problems we have in terms of an economy with high unemployment, and those students are not able to do anything. They can't go to school because their parents can't afford the tuition fees or to support them, and there is no assistance there.

Alberta stands in marked contrast to the experience of universities in the United States. It's amazing for me to walk around the University of Alberta campus or the University of Calgary campus and see new construction, to see construction going on at Red Deer College and at the University of Lethbridge. I think the minister deserves congratulations for having gone through the priorities committee of cabinet and wrestled another \$66 million in capital for the province's advanced education system.

Mr. Chairman, a lot of students and parents of prospective students in my constituency are worried about the University of Alberta making noises about quotas. I wonder if I could ask the Minister of Advanced Education to outline briefly the issues, from the government's perspective, on the quota question at the University of Alberta. For example, I'd be interested in knowing what the enrollment prospects are for the university system next year.

Mr. Chairman, I've had a chance to visit a couple of department chairmen at the University of Alberta in the last little while, and it's interesting to note that even though most of our citizens are expected to hold the line on pay — many of my constituents are taking cuts in pay or losing their jobs — there is a concept called merit pay at the University of Alberta. I wonder if the minister could discuss with the Assembly the effect of increasing the pay schedules of professors when the basic operating grants are reflecting a zero percent increase in line with the general economic conditions of the province. It seems to me that if University of Alberta professors insist on getting increased salaries, then in effect they're eating their young. In effect they're cutting academic staff positions themselves — not the government but the faculty and administration are cutting — in order that the few may have increased salaries. I'd be interested in knowing the Minister of Advanced Education's response to that point of view.

Finally, Mr. Chairman, on the operating side, I'm wondering what kinds of plans are being considered to handle the case of an application of a youngster from Edmonton Glengarry, Cardston, or Lethbridge East when he or she applies to the University of Alberta or the University of Calgary. There may not be space there, but there may be space at another institution. How would

a student be referred to an institution so that he or she may be accepted someplace in the province?

I know the province of Ontario, for example, has a central registry system. A student applies to the department, not to the institution, then the department allocates the space on a priorities basis. That seems to me to be an option we should really examine. If individual institutions are going to be ornery and inconsiderate of the needs of students in their home community, then perhaps the government should become more involved in the admissions procedure. I'd like a response on that.

Mr. Chairman, I note with interest that there's a very sizable capital budget. I guess there would be two kinds of capital budgets at the University of Alberta. One is certainly the completion of the business and commerce building. Would the minister be able to outline any other capital expenditures being contemplated at the University of Alberta?

Mr. Chairman, my final questions relate to alternatives to try to handle increased enrollments on a temporary basis. If we have a temporary surge in enrollments, would the minister encourage the University of Alberta or the University of Calgary to open a downtown campus, for example? There are a lot of large buildings sitting vacant in the downtown core. Rather than building large buildings at the University of Alberta or the University of Calgary to handle what might only be a temporary enrollment increase, could we take advantage of some of that extra space downtown to handle adult or continuing education or even some departments? Could we increase the capacity of institutions here in Edmonton like Concordia College, or could we ask Grant MacEwan college to expand their university transfer program? We might even consider some capital there so they could have extra space.

The final area I'd be interested in, Mr. Chairman, is could the minister reflect on the importance of research and development in an overall economic strategy? What kinds of opportunities do we have available to try to increase the number of research projects and the quality of research being done at our universities in the province? For example, there seems to be a shortage of space available for research projects in agriculture. Is there a need to consider something like research lab space expansions?

On summary, Mr. Chairman, I think the minister has done a tremendous job in making education accessible by increasing the student loans program and the remission of student loans program, especially in a time of high student unemployment. That's very laudable. I think the increases in capital and construction in advanced ed. are laudable. I hope we can find some way to make the admission system a little more efficient so that students from wherever they are in the province have access to the very fine and high quality institutions right across the province.

Thank you, Mr. Chairman.

MR. ANDERSON: Mr. Chairman, I'd like to make a few brief comments and then ask the minister a few questions on his responsibilities. First of all, like the member who has just spoken, I might indicate that I think it's an excellent omen for the educational institutions of the province that we have not had to cut back on expenditures this year despite the pressure to do so resulting from the economic circumstance the country now finds itself in.

I also feel that perhaps the most positive thing the government has done in this period of unemployment with respect to the area of postsecondary education is with regard to student finance. I appreciate the dollars that were put into that. I believe they're essential, and I congratulate the minister on moving in that direction. I think it's always crucial that

we're sensitive to periods when students are unable to obtain dollars that they require during summer months in order to go on with their career possibilities through education. The government has done that, the minister has moved in that direction, and that's to be lauded.

As well in terms of general planning, I believe things have gone fairly well. I suppose the first of my questions to the minister would be with respect to that. I may be premature in this, but with the government's new economic strategy evolving, being further refined, could the minister indicate if there is any plan to encourage postsecondary educational institutions to tie into that strategy? If so, is he in a position today to give us any kind of specifics as to what that direction might be?

I'd also quite specifically like to most heartily thank the minister and indeed the Minister of Federal and Intergovernmental Affairs, the former minister of the department, for the \$60 million expansion of Mount Royal College. A while ago the hon. Leader of the Opposition spoke about the need for expansion during this period of time when we had resources available in the community to do that at a reasonable rate. We have the perfect example of that in my constituency in Calgary.

That \$60 million expansion will provide very necessary space for what has been a growing number of students in a number of areas at Mount Royal College and in addition will provide a boon to the economy of Calgary, in particular the construction industry, which has faced difficulties in the last couple of years. I appreciate that no end, and the college does as well. I had the privilege of representing the minister at the ground-breaking for that expansion not too long ago and will again have the privilege of being at the ground-breaking ceremony for the student affairs building this Wednesday. I look forward to that.

With respect to Mount Royal, however, I think the board there has made a very good case regarding operational dollars. While we are in a period of restraint and Mount Royal College, like every other college and university in the province, should be required to take a look at their financial situation and deal with that in the most expedient way, there's been a case made to me which would conclude that Mount Royal is funded in an operational sense to a lesser degree than are other colleges in the province, given the kinds of responsibilities they have, particularly with respect to the details that are going to be required to deal with the expansion and therefore the expansion of programs. I would like the minister to indicate if he has seen that assessment and if he feels as well that they have a good case? If so, is that going to be reflected in this budget; if not, will he seriously consider doing that for the 1985-86 calendar year?

In terms of other issues, Mr. Chairman, I would be interested, as I think all Calgary members would be, in an update on the situation at the Alberta College of Art. I have some constituents who are still asking what is happening at that level. If we're not going to move toward an independent college in the immediate future, is the minister giving some consideration to halfway points, such as a diploma at least from a college of art and a little bit more autonomy, if not total autonomy at this point in time.

Mr. Chairman, I think those are essentially the questions I have. None of them should be seen to take away from the general statement that I think we're moving in an extremely positive direction with respect to postsecondary education in the province. I think we've responded well to the economic circumstances which many students are faced with, and I do congratulate the minister on those.

Just one last point. I also note that in his own way the minister has made a small move toward trying to deal with the

unemployment situation by finally hiring an executive assistant who I notice in the gallery. I congratulate him on that selection.

MR. PAPROSKI: Mr. Chairman, I too would like to congratulate the Minister of Advanced Education for co-ordinating his department so well on behalf of students in this province and indeed the future of this province. I sincerely thank him for all his endeavours on behalf of students throughout Alberta. I am also pleased to see how the minister, through his endeavours, has kept tuition fees down in this province. Of course through the extensive grants, remissions, and loans, his department has assisted thousands of students throughout Alberta.

Mr. Chairman, I have three specific questions for the minister. The first deals with the Northern Alberta Institute of Technology. I have heard from some staff members at NAIT that potential students are being turned away, even turned away in droves. I have heard the statistic that only one of four students is being accepted into some of the programs at NAIT, for example the computer programs. I would like the minister to comment on this area if he could: if he feels the funds that have been estimated for '84-85 are sufficient. I note that \$55,615,000 has been estimated for NAIT's operating budget and over \$5.5 million for capital expenditures.

Mr. Chairman, my second question deals with the University of Alberta as well and the concerns that many Edmonton Kingsway residents have expressed to me. There has been conflicting information coming from the president of the university, from the president of the student's council, and from the president of the Grad. Student's Association of the University of Alberta as to whether sufficient funds are indeed being granted to the University of Alberta. I think clarification is required here. Like the Member for Edmonton Glengarry, I would be interested in your comments there.

Kingsway residents have called and called with concern, and they are very frustrated about the possibility of students being turned away. Indeed parents are concerned about their children being turned away from the university. In other words, I suppose the bottom line: does the minister believe the funds estimated will permit all students with the prescribed 65 percent average to be accepted at the University of Alberta? The minister and the public know my feelings about the university changing the rules of the game after the game has begun, and this has caused extreme frustration and consternation on behalf of many students.

The third question deals with a specific figure in the estimates dealing with new course development. It indicates \$1.5 million has been allocated in this area. Could the minister comment on how this money is distributed and also give some examples of what these funds are used for? I am interested in knowing, and I know my constituents have ideas for new courses. I am just wondering if that fund is sufficient for a changing Alberta and a changing Canada.

Thank you, Mr. Chairman.

MR. MUSGROVE: Mr. Chairman, I certainly am appreciative of the budget in general. It's good to see student loans being increased and, in particular, some addition to our capital costs.

Mr. Chairman, I would like to ask a couple of questions about further ed. in my constituency, but first I would like to make a few comments about our facilities. In Bow Valley we have the Brooks campus of the Medicine Hat junior college. It is an arm of Medicine Hat College, and it was officially opened on September 28, 1979. It is housed in the old hospital building, which was renovated. It belongs to the town of Brooks. It is rented to the Brooks college, and the interest on the capital debt is picked up partly by the town and partly by

the county. It draws students from a population of approximately 20,000.

After the college went through renovations and the initial program, in the fall of 1980 it had the equivalent of 40 full-time students. In the fall of 1983, it had the equivalent of 140 full-time students. That was up 350 percent in three years. It is expected that by the end of the 1980s they will have 250 full-time students, up another 250 percent from the present time. In the present building they are now at capacity for classroom space only. They have no room for a lab or any shop facilities. A welder for a farm welding course is housed in a trailer that is moved on-site when the course is offered. They do not have a lunchroom for the students.

They are now offering university transfers, college preparation, secretarial courses, and business administration. They also offer short courses in electronics for people that work in the oil patch. They have a program for functionally illiterate adults. They offer welding, computer, business, and agricultural courses. They have an arrangement to have some transfer courses with Olds College next year. For instance, they are looking at the first-year agricultural science course so they can take the first year in Brooks. They also offer some summer courses in high school deficiencies.

Some time after the Brooks college was opened, it became apparent that there was a lot of interest and need for a building. Harry Viener, the former mayor of Medicine Hat, donated 80 acres of land for a college site. It was appraised in 1981 at a value of \$1.15 million. It was annexed to the town. There is now some question in some people's minds as to whether that was overappraised. It is bordered on the south by the provincial horticulture station, on the west by the town of Brooks, and on the north by Highway No. 1, and a person would wonder whether it was in fact overappraised. Of course land values have dropped some since 1981, and this would have an effect on that property.

Mr. Chairman, we have been hopeful that in the future we will get a building started to house the Brooks campus. Because of the expanding number of students and the extra courses that are being asked for and considered, I wonder if there is any money in the budget for construction on Brooks campus this year. I see that Medicine Hat College has a capital increase of 9.1 percent, and there is an operating increase of 5.6 percent. If Brooks is not being considered in this budget, I would ask if we could find out where it is on the priority list for construction in the future.

MR. WEISS: Mr. Chairman, I would just like to make a few remarks and ask the minister to address three questions as well. I should indicate that as the representative for Lac La Biche-Fort McMurray, I am very fortunate to have some of the finest postsecondary facilities in all of northern Alberta, particularly Keyano College and the new facility under construction in Lac La Biche, the Alberta vocational centre. As well, a new student's residence is under construction, and we are very pleased.

Without making it a request at this particular time, I would like to encourage the minister and make him more aware of the need, though, to expand to outlying regions — in particular the area of Fort Chipewyan — those facilities with regard to the programs that they are administering. That particular community is isolated, as the minister is well aware. The need for training members of that community is very essential. Of course if we are to think of an employment future in the way of skilled personnel and the like, we must try to do something to address those issues. It is very difficult for those people to try to come out from the community. There is no road, no access other than air and water in the summer of course. That is time and

costly. Those people are just not able to adapt to coming and spending six or eight weeks in a southern community. So I'd like to encourage the expansion of the Keyano facilities into that particular area.

I'd like the minister to address three questions, Mr. Chairman. One pertains to the endowment fund. I notice there is some \$8 million being set aside in the budget for that particular expenditure. I would like to ask the minister to see if he can't speed up the process whereby some of the rural communities could create extra funding and extra projects under that program, specifically for the reason that there are no losers in that program. They're all winners, especially if we can solicit and gain support from members of the community in both business and private sectors whereby the funds are matched on a 100 percent basis. If those funds are coming within the community, specifically when we talk about the period of adjustment right now when construction costs will be less and the employment opportunities are there for many, I would certainly suggest that we try to accelerate some of the programs that are on hold.

The second item, Mr. Chairman, is with regard to Vote 3.0.4 in the element details whereby the item refers to remission of loans of some \$17 million, up 240 percent from the previous year. I'm concerned, and I'm sure other members of the Assembly are, with that particular item. We'd like the minister to clarify the \$17 million. Are we saying that on one hand we encourage students to come in and seek loans, grants, and assistance and, on the other hand, we don't say anything about repayment? I think citizens of all types and from all walks of life, especially the younger age bracket, should be encouraged to accept the responsibilities and challenges that lie before them and, if there are funds that have to be paid back, they would endeavour to do so.

The third item, Mr. Chairman, pertains to the student bursary program. As the minister is aware, there is some \$600,000 set aside in this program through the Northern Alberta Development Council. We're very grateful for that funding and to be able to work with the minister's department in administering the funds, but I would appreciate the minister specifically addressing the allocation of those funds. As the minister is aware, we have requested some split in the area of the funding. We would like to have a portion of those funds available to try to attract and develop special need areas in the north, particularly in the area of medical practitioners and dental persons. Where some of the rural communities are unable to bring these people in, we'd like to try to use a portion of those funds to come up with programs whereby we can help and assist rural and remote communities where these everyday ... I should put it this way, Mr. Chairman. These items are taken for granted in most communities, but in some of the remote areas, they're a luxury, and we certainly do need that assistance.

If the minister would address those three specific areas with regard to the endowment fund, remission of loans, the elements of 3.0.4 in the votes procedures, and the student bursary selection. I would be most appreciative of the response.

Thank you., Mr. Chairman.

MRS. CRIPPS: Mr. Chairman, I just want to spend a few minutes discussing this very important department. I believe the current economic times make it imperative that all businesses and institutions reassess their operations with a priority goal being efficiency and maximizing. In this case, it's the educational opportunities made available by the institution.

I've recently heard some comments that would suggest the government has reduced funding to the universities, and that's causing some concerns in enrollment. The fact is that that's simply not true. For instance, I notice the operating funding is

up by 4.7 percent. Maybe the onus should be on the university and the senate to ensure that they re-evaluate the operation of their facility and ensure effectiveness.

A concern I've had raised with me a number of times, by both students and faculty, is that the wages of professors are determined by the number of research articles and papers they publish. I recognize that research is a very, very important component of any university, Mr. Chairman, but surely the training of our most brilliant young people has to be a crucial responsibility of the university. Certainly it should be just as necessary to increase the salaries of those people who are effective and proficient at teaching as it is the people who publish papers. In the future, the young people who are trained are as important — if not more so — as a research paper. I think it's really important that that aspect of salaries and wages of the university teachers and professors be evaluated.

A number of constituents have raised the issue of the students' ability to understand the language of instruction. In fact I've had a couple of students come to me who have actually quit university because they couldn't understand the majority of their instruction because of dialects or inability to speak the English language effectively. Surely, Mr. Chairman, the first credential of an instructor at the university should be the ability to speak the language of instruction, not just adequately but fluently and understandably. And I underline "understandably".

An area the Member for Edmonton Belmont raised — not Edmonton Belmont; I photocopied it here — on March 21, was how can we alleviate the concerns of the students on enrollment restrictions that are presently being put in place? Mr. Chairman, I guess that aspect concerns me more than any other in the university. I really believe we have a tremendous facility that is being wasted a good deal of the time. I think it's important that we maximize the utilization of that university by making the most efficient use of the students' time, the educators' time, and the excellent facilities we have. Right now there are students taking one or two courses a day, and other days they take three or four courses. Quite frankly, it's a waste of my taxpayers' money, the students' money, and the parents' money. It's an absolute waste of time.

I've come to the conclusion that the technical schools make far better use of a student's time and the public's taxes than do the universities. [interjections] That's true. The NAIT students I've been familiar with work from eight in the morning till five at night, and they do homework afterwards. A number of university students I've talked to recently have a week in the fall and a week in the spring for reading. They finished courses in the middle of December and didn't go back until about January 8 or 9, and still had their places of residence rented because you have to keep them. Quite frankly, I think we really have to evaluate the utilization of our university campuses. I think they should be in constant use from early morning until late at night. We could accommodate far more students than we are with today's programming and timetabling.

I'd like to give the minister a bouquet for continued support of the consortium principle. We have one in Drayton Valley, and I believe it's very important to offer as many educational opportunities as possible in all corners of this vast province.

Mr. Speaker, another major concern regarding young people is unemployment. I realize this isn't the responsibility of the Minister of Advanced Education, but it is very difficult for someone with no experience to obtain a job. Quite frankly, I worry that unemployment may become a way of life in some cases. I commend the Minister of Education for the student loans, but feel that STEP is equally important to university

students and would be an offset for the student loans. Certainly the moneys earned by students during the summer in some of the excellent student employment programs we have would be funds that would not be borrowed from the Students Finance Board in the winter. I talked to some university students about this aspect, and they felt that it was extremely important for students to participate in work experience projects in the summer and not rely totally on student loans for their funding.

Thank you.

MR. GOGO: Mr. Chairman and members of the committee, I couldn't help but observe that the Leader of the Official Opposition felt the Advanced Education priorities were wrong and that something else should give in order that they may have more. He didn't specify whether it should be roads in Spirit River-Fairview; he didn't specify anything. He simply said that more funds should be given. That may be, but I draw members' attention to the fact that it's \$871 million for the ten colleges, the universities, NAIT, and SAIT. Although I'm not aware of what other jurisdictions are doing, I would think that Alberta is probably amongst the highest in the country.

[Mr. Appleby in the Chair]

Secondly, the Leader of the Opposition made reference to student loans. I'd simply draw the member's attention to the fact that Bill 1, introduced by the Premier, is an Advanced Education and Manpower Bill increasing student loans to \$150 million. Surely that is a commitment by the government with regard to making advanced education accessible for Albertans.

It has been said in the past, Mr. Chairman, that what's good for the U of A is good for Alberta. I suppose if one were to look at the front bench of the government, one could see that to a very great degree members of cabinet are members of the alumni of the U of A, but I don't think that's really been true when you look at the growth of the other universities in the province. Certainly the commitment of the government in '79 with regard to Athabasca U was a positive one, albeit there are many members of that faculty who still resist moving; so be it. But I vividly recall the previous Minister of Advanced Education, the Member for Medicine Hat, making a very clear and strong case that the preference of Albertans was that that is where that institution should be.

Mr. Chairman, I don't think sufficient mention has been made of the Heritage Savings Trust Fund scholarships. Speaking as the Member for Lethbridge West and, along with the hon. minister, for Lethbridge, I think of the number of scholarships that have gone to the citizens of our community. Without the Heritage Savings Trust Fund, it simply wouldn't have been possible for many of these young people to pursue. I think we should be blowing our horn more about the Heritage Savings Trust Fund scholarship program.

Mr. Chairman, I want to comment — and maybe when the minister responds he will point this out. My understanding was that about 90 cents of each dollar in the advanced educational system was provided by the taxpayers of Alberta, albeit with some funding assistance by the central government. To my knowledge, about 10 cents on the dollar is assumed by the students; I think the goal is 12. Surely in this day and age that is not asking too much. I would like the minister to respond as to what the exact figure is, and indeed whether that is adequate in his view.

On a more parochial note, Mr. Chairman, the University of Lethbridge is in the riding I represent. Indeed we're very grateful for the attitude the government has displayed in a very substantive way with the increased enrollment of students at

that institution. Recently the minister announced assistance, with funding from the endowment fund, to enable the University of Lethbridge to acquire an aquatic centre. That is obviously welcomed by ever so many people in southern Alberta, not just the city of Lethbridge.

Mr. Chairman, I ask the minister if he would respond as to where the student union building request is. The student union body at Lethbridge has for several years requested some assistance in establishing the student union facility.

We're indebted to the department and to the minister for ensuring that the bachelor's program with regard to social work, held for so many years at the University of Calgary, is now being conducted at the U of L. When one considers that some 20 to 25 students had to leave home to go to Calgary to take that program, it is in no small way of great value to them. In addition, we've seen graduate programs start at the U of L. We have the school of business management, and I think the graduates from the program are going to be voices we continue to hear as they progress through life.

Mr. Chairman, there is a certain delicacy with regard to the college program and, being the Member for Lethbridge East, the minister is not in a position to blow his own horn for what he's done for Lethbridge Community College. It's the oldest college in the province, notwithstanding the Olds Agricultural College — which, by the way, has the second smallest budget of all the colleges, and I hope members address that question sometime today. Being the oldest college, I think Lethbridge Community College has shown remarkable growth. One only has to look at page 3 of the elements book to see the very substantive \$8.5 million capital assistance to Lethbridge Community College this year. I think it's responding to the needs of all Alberta, not just the college at Lethbridge.

Mr. Chairman, I have several questions I want to put to the minister that he could hopefully respond to at the end of this discussion. The first one: we hear so much talk of the need for a police academy or a police college in the province of Alberta, instead of being scattered through a couple of the colleges. It seems to me that as Alberta has grown and continues to grow, albeit not as rapidly, perhaps there is a need for a police academy. Could that be considered and, if it could be considered, what better place than the place where they turn out excellent police constables now; that is, Lethbridge Community College?

Second question, Mr. Chairman. We hear so much discussion about runaway costs of the hospital and medical care system. I think members of the Assembly would find it interesting if the minister would comment on the schools of medicine, of which we have two in the province, and the school of dentistry. I for one would be very interested in what a four-year course in medicine costs. I've heard it costs \$300,000 to \$400,000. If that's factual, perhaps there would be merit in our developing some kind of program through the College of Physicians and Surgeons to ensure that adequate medical treatment is distributed throughout Alberta on the basis of a forgiveness of the cost at the rate, we'll say, of \$100,000 to \$200,000 a year.

Mr. Chairman, the Member for Edmonton Glengarry and other members have raised with regard to student enrollment. I'd be interested in knowing if our universities, although they're autonomous and self-regulating, subject to the Universities Act, have a procedure whereby if a youngster from Foremost, for example, goes to the U of A and three months later drops out — why did he or she drop out? Is it because of the size of the classes? Is it because of the change in life-style? I'd be interested in knowing if the universities have an exit procedure. It seems to me that if a youngster was sincere enough to pay money and enroll, and then drops out several months later, one

should know the reason. Although I don't have the evidence, I would think that the number who drop out of the U of A alone in any given year would more than fill the University of Lethbridge. So I would like to know if the minister is aware of any exit procedure for students who give up at our institutions.

Finally, Mr. Chairman, reference was made today in question period with regard to the Canadian long-baseline array, which would be a first in the world. I think it's critical that Alberta capture this. Based on the technical evidence, the ideal place to have it would be on the campus at the U of L. I would think that half a billion or a billion dollars to Calgary for the Olympics should normally satisfy most people. [interjections] But apparently it's not going to. I do think that this is one time, Mr. Chairman, when might is not right. I would think a little common sense, understanding, and mutual concern for the policy of government in diversification and decentralization should hold a little water.

MR. THOMPSON: Right on.

MR. GOGO: I certainly encourage . . .

DR. CARTER: Mr. Chairman, we'd like to have it at Medicine Hat, so we could put it on the Cypress Hills.

MR. KOWALSKI: Keep going, John.

MR. GOGO: Next to Lethbridge I would endorse the site of Medicine Hat, and the hon. Member for Medicine Hat has publicly endorsed Lethbridge. It just shows how clear, honest, fair-minded, and forthright he is in his views.

Mr. Chairman, I simply want to conclude on this note. I have now served two and a half terms in this Assembly, and I think we've been extremely fortunate to have ministers of the Crown who have dedicated a great part of their time to seeing Advanced Education and Manpower in this province live up to the standards set by the previous minister. I for one strongly endorse the budget for \$871 million put before the House today.

Thank you.

MR. STILES: Mr. Chairman, I have been waiting some time to have the opportunity to make these remarks. I hope I won't unduly bore members of the committee with some matters that perhaps have been mentioned before in a previous debate, but I think they're important enough that they need to be mentioned again.

My particular concern is with agricultural education. I appreciate that the minister's department covers a much wider scope. But unfortunately my particular concern is with that, and I'm going to restrict my remarks to that area.

Before I mention the concerns I have with agricultural education, I think I should mention a few things about agriculture in this province. Although we perhaps pay lip service to agriculture and acknowledge that agriculture is one of the primary industries in this province, that together with the oil and gas industry it forms the backbone of our economy. I believe that too often we say that and then forget about agriculture and go on to other things that may seem a little more dramatic.

Agriculture no longer employs a large proportion of our population in primary production. That's a factor of the degree to which primary producers have substantially increased their productivity over the years, to the point where relatively very few people are employed on the farm. However, that doesn't mean to say that agriculture doesn't have a substantial impact on employment in the province. I think it's important to simply

go through some of the aspects of agriculture and how they impact on our economy.

In the 100 years that agricultural development has been going on in Alberta, 21 million acres of raw land have been converted into productive farmland. We've developed over 1 million of that into the irrigated farmland of the province. It was agriculture and the development of our farming areas, of course, that began the development of transportation, by way of railways to begin with to bring settlers in, and to transport our products. Our road and highway system to a large extent owes its development to the simultaneous development of agriculture in the province.

Agriculture is consumption, and in that area I believe many people are uninformed as to the importance of agriculture to our economy. Interest payments alone of \$500 million a year in the 1980s; in 1981 Alberta farms consumed \$250 million of commercial fertilizers, \$250 million worth of fuel to power the machinery used in primary production, and another \$250 million in repairing and maintaining their equipment. In terms of capital expenditure on equipment, there's over \$4 billion worth of equipment on Alberta farms. Production of course is an area we don't need to say too much about: \$1.75 billion worth of livestock produced in 1981; field crop production in excess of \$2 billion; processed food, in excess of \$3 billion; interestingly, in terms of employment in primary production, 12,000 employees, not including family members, for wages of \$125 million. These figures are significant in our economy. I'm sure the Provincial Treasurer is aware of them, but unfortunately many people are not.

One of the incredible features of agriculture in this province is that for every \$1 million of purchases, approximately 100 jobs are created and involved. For each farmer involved in primary production, nine employees are involved in handling and processing that production.

I should mention in addition that agriculture is a renewable resource. But while it may be a renewable resource, it is not an endless resource. We went through the 1930s, and most of us are aware of the soil erosion and problems that developed during that period of drought in this province. Many of us have become very much aware that if we don't look after the land and don't look after this industry, it will not be renewable forever.

I don't want to go on flogging the agricultural side of this. I'm sure there are many others who want to get into this debate. I would now like to look at where we go in the future. Agriculture in this province has the potential to expand to at least double the land area that is now under production. We have researchers developing new techniques, new strains, improving our production and our productivity. Incidentally, I should mention another interesting statistic. In the years in which farmers have been involved in producing in Alberta, they have increased their productivity 12 times the original productivity of an individual farmer. That's still going on. It's the result of research; it's the result of the innovators, the creative people who come up with the new ideas for machinery, for handling various aspects of agricultural production. That's going on all the time. We're coming up with fuel substitutes. The research that's going on at the university level is transferred from the researcher to the hands of the student through the educational process.

In terms of agricultural education, we have the University of Alberta and the agricultural colleges. The department of agriculture at the University of Alberta is producing the training of degreed professionals, researchers. The colleges are responsible for training — and it's the hands-on method of training — the actual participants in the agricultural industry, both the

primary producers and those in the myriad of processing and handling industries that interface with primary producers.

There's a third element to agricultural education, and that is carried on by the Department of Agriculture through its extension program. That's another matter that I'd like to come back to in a moment.

If we're going to move into the future, with the technological changes that are taking place, education is going to be key not only to the training of the young people that we want to bring into agriculture but also to the way in which we handle and deal with the production coming from our farms.

Agricultural education in Alberta has been in a period of calm for a number of years, in particular the college that is located in the constituency I represent, Olds College. I'd like to extend my appreciation to both the hon. Leader of the Opposition for his assistance in mentioning the difficulties experienced recently by Olds College and to the hon. Member for Lethbridge West, who also had some kind remarks about the college.

In the past three years — from 1980-81, when its enrollment was approximately 515 students, to the present year, when it's over 750 students — Olds College has experienced a 50 percent increase in enrollment. I should mention that that enrollment figure does not accurately illustrate the number of people who are looking to colleges like Olds College for an education. In 1983-84, there were 1,207 applications. Admittedly, 244 of these applicants changed their minds or attended a different college. Five hundred and fifteen students were accepted out of that 1,207; 448 were turned away. In other words, for every two students looking to enroll at Olds College, only one could be accepted. Incidentally, that's the first year enrollment; a lot of the programs at Olds College are two years, as they are at many of our colleges. Naturally, with a two-year cycle, we're only looking at roughly two-thirds of the students enrolling at any one time. The enrollment for the coming year, which will be closing in September 1984, is already at 1,048 applications, and the college anticipates being able to accommodate approximately 550. We're still a long way from the cut-off point for these registrations in September. That's an indication of the sort of demand we're talking about at our colleges, in particular at Olds College.

Before I go any further with respect to Olds College, while we're at it I should mention some of the history of our agricultural colleges. We started out in the early 1900s with five agricultural colleges in the province of Alberta. Admittedly, there were a lot more people involved in primary production on a per capita basis at that time than there are today. As I said, the transfer of employment from primary production to processing and handling has been significant. In fact we have more people involved today than we did in the early 1900s. Of the five agricultural schools that were established in the early years of this century in this province, two of the three remaining colleges have now expanded or blended their agricultural mandate with a regional trades and technology mandate and, accordingly, are not exclusively an agricultural college any longer but have moved into the realm of combining community college with the agricultural college aspects. Only one of those original five agricultural colleges remains having a focus on providing agricultural education, and that is Olds College.

Olds College's facilities have not had any upgrading in the last 10 years — with the exception of one year, which I'll come to in a moment — in terms of new facilities to accommodate the expanded enrollment. Until three years ago, that wasn't unreasonable. There had been expansion in the '60s, and the college enjoys some fine facilities in terms of the front end of

the college. When you drive by Olds College, you might be fooled by the appearance of the relatively modern buildings at the front of the campus into believing that this is a very modern, up-to-date campus with plenty of facilities and accommodation for all the students who go there. I say you would be fooled, because that is exactly the case; you would not be seeing the reality.

Olds College, although it's had an increase of over 50 percent in enrollment, in the last 10 years has had no increase in classroom space, no increase in laboratory space, no increase in library space, no increase in residence space, and no increase in its student activity area. In a period when other colleges, and particularly our trades and technology colleges, were receiving substantial capital dollars, Olds College was somehow ignored. It is regrettable.

I'd like to emphasize that with some figures. Over a six year period up to the present time, when the average investment at other colleges across the province, including the other two colleges having if not a total focus at least a partial focus in agriculture, were receiving somewhere in the area of \$26 million on average, Olds College received \$6 million in total. The problem Olds College experienced was that while the trades and technologies were being emphasized in the '70s, for some reason agriculture was not.

[Mr. Purdy in the Chair]

The exception to that, the matter I wanted to mention from last year, was the \$2 million received by Olds College for farmstead upgrading. The farmstead upgrading that was carried out was included in a development program Olds College had drafted for an overall development of the college. Admittedly, the farmstead buildings that were the concern of that upgrading certainly had priority in terms of the farmstead and its needs. The \$2 million was spent to provide the college farm with new livestock facilities in the area of swine and sheep, to do some preliminary work upgrading their utilities, and to do some site work. Certainly it was very much appreciated by the college, but it did not address the item that was the college's primary focus and its highest priority. That was the learning resource centre, which has been the number one priority for the college for the last 12 years. Here we're talking about something that goes back to an agreement that was developed by the town of Olds and the college 12 years ago to combine their libraries. It's still the top priority at Olds College.

I would like you to consider a college, catering to 750 students, in which the library is housed in a converted dairy barn and has been there for a number of years. The library has space for approximately 24,000 volumes of the 48,000 volumes they would like to make available to their students. It has space for approximately 60 students in terms of study area, when they should be providing space for over 200 students. It has no space for any incorporation of modern technology in terms of communication equipment. And this is a situation that has been going on for five years or more.

It had been hoped that the dollars for the farmstead upgrading were preliminary to recognition of the needs of this particular college that is intended to be the primary focus of agricultural education in this province. It was hoped that that \$2 million of a year ago was the beginning of the recognition of the needs of this college in the future, and that at last we were starting to address those needs. Yet in the estimates this year, unfortunately we see that Olds College is not to be included in any capital development program. Notwithstanding the need and high priority of this particular facility at the college, there is

no capital funding provided for even a beginning on the learning resource centre.

That brings me to the last aspect I want to cover today, and that is to ask the minister where we are going with agricultural education in this province. I'd like to ask the minister if any programs have yet been developed for integrating planning for agricultural education with the other departments that I think should be consulted, certainly Agriculture and Manpower. Surely we have to address, since the reality of agricultural education, in particular when you expand agricultural education to the processing and handling aspects of the industry — certainly there has to be some integration within the government as to how we are going to deliver that education. Are we going to concentrate on an agricultural college? Are we going to spread the delivery of the program around to other colleges not related to agriculture? Are we going to have some integration between the colleges and the universities? What plans are there, or has any thought been given to agricultural colleges providing the preliminary, basic education for students who would then go on to the University of Alberta department of agriculture to complete a degree in agriculture? I'm sure that's something that has been discussed before, but I'd like to know what is happening with it now.

What is the relationship between the private and the public sector? As an example, there's a seed and grain program that has been developed at Olds College. The program would immediately involve 100 new students. The grain industry has been asking for this kind of program for several years. There is a substantial need in the grain industry for a training base for people who are going into seed cleaning plants and other aspects of the grain industry; yet we don't have it. It would accommodate 100 students a year, or at least there are 100 students a year who would be taking that type of program, but we haven't anywhere to deliver it. Are we going to rely on the private sector to provide that training, or do we want to see our colleges provide that basic training so students and young people can move into employment with some training and not have to start out sweeping floors in the old way individuals were trained in a trade 50 years ago?

I was on a tour of the college on Saturday, and I was very interested to note that there are a number of courses being offered at Olds College that directly relate to industry. I think that's a question we have to answer: to what extent do we have a responsibility to provide the training for people moving into the agricultural infrastructure in the province? One of the areas I visited was the livestock processing course area, where they're teaching people the basics of the packing plant industry and meat processing, sausage making. Is that something we should be doing in an institution like Olds College, or should we be relying on industry to provide the education?

In summary, Mr. Chairman, I believe agricultural education has been overlooked. We naturally would like to ask why. But beyond that, I believe we'd like to know when we are going to address the problems that are so critical, particularly to the major college in our province delivering that type of education but also to agriculture in general.

There's another question that is begged here, and that is the question of bringing the new technology to the thousands of farmers active in the industry in primary production. To what extent are we going to depend on our agricultural colleges to provide that function? The Department of Agriculture has an extension service, and it is presently serving large numbers of farmers. But what kind of function could our agricultural colleges perform in that area also? To what extent are we going to involve industry in developing the kind of educational program we want to offer? Are there any plans within the Depart-



ment of Advanced Education, for example, to set up discussions, an exchange of communications with regard to the degree to which we want the agricultural colleges or the University of Alberta to provide the training and the degree to which we want the industry to be involved in that process?

For the future, I think we have to address those concerns. Mr. Chairman, I think we have to address those concerns now if we're going to continue to lead the world in production, in productivity, and in the quality of the agricultural product we produce in this province.

MR. MARTIN: Mr. Chairman, you will forgive me if I'm not quite as laudatory. I know the minister will forgive me if I'm not quite as laudatory in terms of what's happening in Advanced Education.

Mr. Chairman, a couple of things obviously have happened. Over the last three or four years, when we put the things together, I think we've had a general deterioration. When I ask the minister in question period, the answer is compared to other provinces. I might add that other provinces have had Conservative governments that have been doing much the same thing, so that still does not impress me much.

One of the things we're having, and it comes back to the unemployment problem too, if we accept that in the city of Edmonton — I'm going to come to the U of A — there is a 15.1 percent unemployment rate, then we know and the minister well knows that the unemployment rate is much higher among the group that would ordinarily be going into some of the Advanced Education institutions. We don't know for sure what it is, but I would guess that at least one out of five individuals is unemployed at this particular time.

So what we find in terms of the high unemployment rate, many young people — and the minister knows that this started three or four years ago when people tended to start to go back to school because they weren't getting jobs. I mentioned to him last estimates that we could even see it at the high school level. More and more people about the age of 18 were attempting to get back into high school, because obviously there were no jobs. Before, they would go out and get jobs at \$12 or \$15. Those were no longer there. So they were beginning to see the crunch about three years ago. I believe we've now seen it maximized at all the institutions.

Now, Mr. Chairman . . . [interjection] The minister agrees. That's good. I hope he agrees with me all the way through.

It seems to me that with this happening, we have to look at what is happening in Advanced Education. The fact is that I have some figures here, and I'd like to trade them with the minister because when I hear the minister talking he says to us there is no problem. If I recall, he says, well, if people can't get in the U of A, they can go to the U of L or the University of Calgary. Besides the cost of that, the minister well knows that that's not very practical. If there are a lot of students from Edmonton going to Calgary or Lethbridge, he knows full well that they wouldn't be able to take them all.

But let's take a look, if I may, before getting into the U of A say — I worry about this in terms of the social fabric of what we're doing. For example, one of the things we find in that great Conservative mecca right now of Margaret Thatcher — and the minister is well aware of the problems that particular country is facing: recent marches and violence that's been involved there, the mass movement of punk rockers and students and young people that have just given up. I'm not suggesting we're into this in Alberta yet, but whether the government likes to hear it or not, if we continue mindless cutbacks where people can't go to school and can't be employed, we're going to create a fair amount of friction among

young people. And it's starting to happen. I'm not saying that there are easy answers here for the minister. There aren't easy answers. But I think we should recognize that rather than say to people that everything's great and wonderful here in Alberta, and we spend this and that, we should take a serious look at the problem.

I'd like to go through just four institutions. Being an Edmonton MLA, I'll spend most of the time on the University of Alberta, but we do have some figures from the University of Calgary, NAIT, and AVC. If we're wrong from the figures we're getting, I'm sure that the minister, when he stands up, will tell us where we're wrong. What I understand happened at the University of Alberta this last year is that enrollments increased some 9 percent overall. The full-time population at the U of A has increased, I believe, by some 5,000 in the last five years, bringing the full-time enrollment to 23,300 and the equivalent full-time population to 25,000. I believe the University of Alberta is now the second-largest university in Canada. We'll come to the quotas, and I know the minister wants to talk about the quotas. Even if the quotas do come in — I believe the decision will be made next Friday — their estimation is still that there'll be a 6 percent enrollment increase. I know the minister disputes those figures, but they say 1,300 qualified first-year students will be turned away.

We know that for the next year. 33 permanent academic and 50 nonacademic positions will be cut, and a hiring freeze is now in place. Currently at least seven academic positions are frozen and hence unfilled; 100 support staff were laid off last year. Even with all of the above, my understanding is that the U of A is currently running an annual deficit of some \$2 million.

Mr. Chairman, when we go through — I'll ask some general questions; I'll come to specific ones when we go through the votes. In 1975, I believe, the Department of Advanced Education suggested 21,000 to 24,000 as the range of how many students are at the U of A. I guess that range is no longer there. I would ask the minister the question: is there now a change in Advanced Ed's range? What's the ultimate number that he believes the U of A can take under the present budget? Do we want that university to be 30,000, as is the case in some of the American ones? Where are we at there?

What I would like to do, and I refer — I know the minister has probably seen this. What we have is the planning document of priorities, part of the U of A. I am sure he has seen it. What they do — I won't talk about the general numbers — is go through it department by department. Maybe he knows more than they do, but this is what they are saying, and I quote just briefly to begin with. It says that they have been trying to grapple with this over the last four or five years, since 1980 to '81. They say that such devices as increasing section sizes, reducing the offerings of high school equivalent courses, extending laboratory hours into the evening, expanding the number of computer terminals, hiring additional sessional lecturers where budgets permit, reassigning resources, and shifting priorities have all been tried and, no matter how undesirable they may be, have so far undoubtedly helped the university to cope. I think the point they're trying to make is that since 1980 to '81, they have been trying to do a number of the things that the minister probably says they should be doing. And they are still having problems. I think that's what they're talking about.

When we go through first year English — and we hear a lot of criticism. According to this document, from 1982-83 to 1983-84 the English 210 class is going to increase by some 22 percent. Average section size and classrooms of English at the University of Alberta have grown from 30.6 persons to 36.8 persons. In response to pressures on enrollments, the Depart-

merit of English has hired 55 sessional instructors, which represents only 40 percent of the full-time employment necessary to handle the increase in enrollment. Mr. Chairman, I am quoting their figures. If they are wrong, then the minister obviously knows more than the people who are doing the planning there. But I think Albertans want to know where they're wrong.

When we go through and look at the science area, it is my understanding that they have experienced a growth in weekly student hours from 91,290 to 125,823. Class sizes range from 100 to 400. If you have 400 in a class, I don't see how a teacher is going to have time to spend any individual time with those students. They're not. It's just mass education. Computer Science: we hear a lot of talk about the high technology field. Let's look at what's happening there, Mr. Chairman. Registrations in Computing 214 and 261 increased from 703 to 980 in that year, a 39.4 percent increase. Registrations in senior computing science classes swelled by 15 percent. There is overcrowding in laboratories. Lecture halls are designed to accommodate 115 to 120 students; now 140 students are in them. Students are sitting on stairs. Even up to two years ago, I was told by students that students were up until 3 a.m. to get on terminals to finish assignments. One of the advantages to a computer course is the hands-on part of it. If you are going to be there at 3 a.m. and then get up at 8 a.m. for classes, that's not exactly quality education:

The Faculty of Education has had to reduce its full-time staff by four positions. The library: I understand that the circulation of library books has increased 40 percent since December 1981, when the problem started. The need for more student study space: in a recent study space utilization report, there are only 4,442 official study spaces on campus to accommodate some 23,000 students. Small wonder, Mr. Chairman, that they are looking at the quota system, if these figures are right. They have come to the conclusion that the only thing they can do — because obviously they don't control the purse strings. I recognize again that the minister has a problem because of the way this government is running the economy — you can blame the Treasurer for that — that they have more people trying to get into the U of A. It's not an easy problem.

The point I make is: what are we going to do with all these young people who will be qualified, who would ordinarily have been qualified in the past, and there are no jobs and they're certainly not going to be able to get into the U of A? When they went through and looked at what they can do, the only thing they're recommending — and this is one of the questions, unless the minister knows that the board of governors is going to turn them down — is that they are going to have to go to a quota system. As the minister well knows, that's their analysis in this priorities commitment. Small wonder, looking at those figures. What other alternative would they have, Mr. Chairman?

The other point that I'd make — the minister said: it's easy; things are better at the U of C; they are handling things much better. He probably knows more about the U of L, and maybe they're doing a fantastic job. We can immediately send 20,000 people to enroll in the University of Lethbridge. But when I look at figures that we were able to pick up for the University of Calgary, I see their enrollment in 1983-84 is some 14,436 students. Their anticipated enrollment increase next year will be 6 percent, because it will be held to that by a quota system on all faculties except General Studies — something the minister didn't tell us the other day.

When we look at General Studies, though, it's rather an interesting setup. Application for certain groups will be made by certain deadlines. But in September, students will sign up for courses on a first come, first served basis. This free-for-all

may mean that some students get enrolled as students but cannot take the courses they want or need to complete the program. So it's sort of Russian roulette. You can register at the U of C; that's right. They can take as many as they want. Whether or not you get into classes is a different matter. The minister knows that. He knows that that's been raised as a concern.

If we look at the University of Calgary to see if they are much better off, that they have been budgeting, let's see what's happened within their budget, Mr. Chairman. This is what we're told. Cuts needed to stay within budget: 100 staff to be cut, some academic, some support; 184,000 decrease for teaching assistants, a 6.7 percent cut, loss of 21 positions; extension courses cut by 37 percent; 134,000 cut in the library operating budget, book budget frozen at 2.1 million; 384,000 cut in buildings and grounds maintenance; cleaning of offices once in two weeks, formerly it was twice a week; 280,000 from the media centre; infirmary service reduced — no pharmacy service and no night service. Sure, they are living within their budget. Do you call that quality education though?

MR. JOHNSTON: Nothing to do with education at all. Ray.

MR. MARTIN: Nothing to do with education, the minister says. No pharmacy service, we have dirty offices, extension courses cut, 100 staff cut: nothing to do with education, the minister says. I would like to know his definition of "education".

Let's look at NAIT. I agree with some members that NAIT and SAIT have done a good job. They are there for a purpose: job training. But it is an entirely different role than the university, and the Member for Drayton Valley should know this. Let's look at NAIT. I will use NAIT for the example because it is in Edmonton. In 1982-83 they had 6,500 applications to get into NAIT; they accepted approximately 3,000. In 1983-84 they had 9,000 applications, and they accepted 3,000. Where are these students going to go? The ones that are on the university quota are not going to go to NAIT. I am told SAIT is the same, because they have quotas on all of them, NAIT and SAIT, as the minister well knows. They tell me that applications at NAIT for 1984-85 are running 5 percent above last year. We are told by the minister that these were supposed to have gone down because of the number of students applying. It's just not the fact, if the minister wants to check at these institutions.

The other one is A.V.C. There are often job training aspects to A.V.C., as the minister is well aware, but a lot of it is upgrading. Of course with the economy the way it is — and this is perhaps positive — young people are realizing that they have to upgrade their skills. I am told that enrollment is 2,500 to 3,000 students in total, of the ones that they say qualify — and they don't take everybody, as the minister is well aware. The waiting list is six months to one year. Counsellors are saying: forget it for the time being; you're going to have to wait at least six months, but closer to a year. When we talk about re-education, this is precisely one of the places where we would want to do this, upgrade people to help in the economy.

My point about all this, Mr. Chairman, is simply this. Recognizing the minister has a tough portfolio in these tough times, to me it just doesn't follow. Unless the minister is saying that the people who gave me this information are wrong and deceptive and are doing this for some ulterior motive, which I'm sure the minister would not say, then the figures are just not joggling with what the minister is saying. We have a serious problem, and we're going to have a serious social problem if a lot of young people cannot get into an institution and they don't have a job. What else are they going to do?

We're going to end up paying a lot more, Mr. Chairman. We can pay it in social services and welfare, in jails, in all sorts of social breakdown. But we're going to have to realize that in a recession, there are certain areas you don't cut. I know the minister will argue, and correctly so, that it isn't actually a cut. But they're not keeping up with enrollment. That's the point they're trying to make. I know that last year the minister came in and helped the U of A, and good for the minister. But it's a ongoing problem we're going to have to deal with in a much more serious way.

I have another general question. I believe of the 34,166 students registered in grade 12 in Alberta this year — we're not talking about the ones who have been out for a while.

MR. JOHNSTON: How many?

MR. MARTIN: Over 34,000. We agree on those figures? How many of those who qualify will be denied access to our post-secondary institutions because we do not have the capacity to offer them a quality education? I'm talking about the ones who want to go, who would ordinarily be qualified. What's the minister's best estimate of the numbers who will not get into some sort of advanced education who want to get there, recognizing that it's a ballpark figure, because there is no way to know. But I think that's a very important question. If his figures are different from the U of A, I'd like to know why, because they had over 5,400 students last year. They expect an increase, and I know the minister said — let me check that; the minister says no. Fifty-three hundred first-year students in 1983-84. Their projection is another 9 percent. If it's not going to be 9 percent, why does the minister say this? A lot of people want to know this, Mr. Chairman.

I will conclude there, because I know there are other people who want to get into the debate. But when we go through vote by vote, I'll have specific questions. It would be too much to ask the minister to remember all that. I will deal with them at that time.

Thank you, Mr. Chairman.

MR. ALEXANDER: Mr. Chairman, just a few comments and questions. I guess I'm in a favoured position in that Edmonton Whitemud doesn't have universities or colleges located within it which are competing for funds with others, the establishment of new facilities, or whatever, which should bring some relief for the hon. minister. On the other hand, it may be a bit regrettable since he maintains his Edmonton residence in Edmonton Whitemud, which might mean that if we did have one, we could conceivably combine to improve the facilities if they were there.

We do have, however, a large number of University of Alberta academic faculty, staff, administrators, and students. I would like to raise on their behalf fundamentally one question, which I'm sure the minister is familiar with and, to some extent, has already discussed. That has to do with the current catchword "underfunding" and the problems that arise from that.

These are really very brief points. As I mentioned the other day in debate, we have been circulated with postcards. I find the wording of these little postcards, which obviously have been printed by someone with a vested interest and distributed to a large number of students, who in turn have mailed them to their MLAs, asking us why we are "underfunding" their future — it's difficult to deal with perceptions once they're created in this kind of framework. When one sells the word "underfunding", it's easy to say, easy to pick up on, and it seems to take on a life of its own regardless of any kind of statistical fact which may serve to controvert it.

I would ask the minister if he could once more, on behalf of all those students and faculty and administrative members in Edmonton Whitemud who are engaged in this dialogue with their own government as to the matter of underfunding, address that just to sort of paint the picture as clearly as possible as to the factual base with which we both ought to be dealing. In this regard, I wonder if the minister could deal briefly and tell us whether he's had any discussions with people at the university faculties, the General Faculties Council, the senate, or wherever the discussion ought to take place, about the whole matter of budgeting and what is enough, when is enough enough. Is there ever such a thing as sufficiently funding a university?

It seems clear to me that the discussion on the economy in general has had a great deal to do, particularly in the last couple of years, with the element of productivity. I have read most of the literature that's come across my desk from the universities, and I have not seen anyone seriously deal with the matter of productivity. I quoted earlier in this House a line from the Minister of Education, which I thought was very apropos for this time in our economic cycle. He said that there comes a time, such as now, when we simply cannot depend on forever funding programs, to look for new sources of funds; there comes a time when for the answers we need, we must look within ourselves. I like that line, and I commend the minister for saying things like that in public to the right people.

I wonder if the Minister of Advanced Education would convey to us, on behalf of those people who are looking only to funding, to address the matter as to the appropriateness of suggesting back to them that there's an element here that the rest of the economy has had to come to grips with, and its name is productivity. There are those of us who went to university 25- and 30-odd years ago who seemed to survive in large classrooms with relatively small staffs, which I'm sure by today's standards would appear to be grotesquely underfunded. We managed to get by all that, and as a matter of fact, quite a number of us even managed to get here. I won't ask the minister to speculate on whether there are any implications for that or not.

That's all I really wanted to say: the element of tighter management of the resources that we have — more bang for the buck, to put it one way; the matter of addressing this whole area of productivity, finding new ways to cope, as though there wasn't a bottomless pit into which we could dig for funds. With those few comments, those questions which seem to be bouncing around among all levels of people who live in Edmonton Whitemud associated with the University of Alberta, perhaps some of those things might be addressed by the minister.

MR. HORSMAN: Mr. Chairman, I move that the Committee of Supply rise and report.

[Motion carried]

[Mr. Speaker in the Chair]

MR. PURDY: Mr. Speaker, the Committee of Supply has had under consideration certain resolutions, reports progress thereon, and requests leave to sit again.

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

HON. MEMBERS: Agreed.

MR. HORSMAN: It is proposed that the estimates of Advanced Education under consideration during the course of this afternoon continue this evening and, if completed, followed by the Department of Agriculture.

Mr. Speaker, I move that when members reassemble this evening, they do so in Committee of Supply.

MR. SPEAKER: Is it agreed?

HON. MEMBERS: Agreed.

MR. SPEAKER: Is it agreed that we call it 5:30?

HON. MEMBERS: Agreed.

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

[The Committee of Supply met at 8 p.m.]

#### head: COMMITTEE OF SUPPLY

[Mr. Purdy in the Chair]

MR. DEPUTY CHAIRMAN: Would the Committee of Supply please come to order.

#### Department of Advanced Education (continued)

MR. SZWENDER: Mr. Chairman, I would like to add a few comments to those already made to the Minister of Advanced Education. Contrary to some comments made, I think the minister has been doing an excellent job. I'd like to commend him for being able to manage so well in these tough economic times, with the pressures that have been put on him.

Mr. Chairman, through you to the minister, I also think that a special word of appreciation should be extended to the fine staff the minister has working for him downstairs. He's been saving the government all kinds of money and hasn't hired himself an executive assistant. The two ladies down there, Arlene and Sharon, have done just a tremendous job in holding the fort under some tough conditions.

It's unfortunate that the Leader of the Opposition has not yet returned from supper, because I was going to make some comments. He made some very impassioned pleas earlier to the minister on the need for more funding, et cetera, in the area of the universities. Once again, I think he's trying to make an impassioned plea for votes in the ridings of Edmonton Strathcona and Edmonton Parkallen, but those ridings have certainly disappointed him in the past. Hopefully they will continue to do the same in the future.

Many of the comments I wanted to make with respect to university funding have been made by other speakers, Mr. Chairman. I want to make a few comments about community colleges, particularly Grant MacEwan Community College located in Edmonton. As the minister is well aware, there are three main campuses. In Mill Woods and Jasper Place there are fairly modern facilities. An older one operates out of a renovated former Dominion store, and that's the Cromdale campus located in the beautiful riding of Edmonton Norwood. I think the minister is well aware of the population pressures the Cromdale campus is under, the rather antiquated facilities,

and the very important need to move the facilities in as near a future as possible.

The minister has outlined \$125,000 for research and planning in Vote 1.0.4 of the estimates, so my first question to the minister is whether that money was allocated to planning any future centralization and relocation of the Grant MacEwan Community College, possibly in the constituency of Edmonton Belmont, if I may be so forward. If not, maybe the minister can indicate where that specific sum of money has been allocated.

My second question to the minister is with respect to comments made by my colleague from Edmonton Norwood. Being a somewhat new politician, I wasn't quite sure how to evaluate the statements made by the member. Maybe the minister could help me out, Mr. Chairman. That's to do with tuition fees. Prior to the last election, I attended a forum held at the Cromdale campus. The Member for Edmonton Norwood stated that it was the policy of his party that there should be free tuition for all postsecondary institute students. If I'm incorrect, maybe the member could correct that. I was just wondering if the minister could evaluate the kind of financial impact such a proposal would have on his department, on the province, and on the level of education. Is it even reasonable to consider that, given these economic times? Or maybe it is a desired future goal of this government to make postsecondary education that much more accessible to all students. I somehow find difficulty in the rationalization that you can get something for nothing.

MR. MARTIN: You seem to be doing a good job in the House.

MR. SZWENDER: Maybe the minister could make some comments on that. Maybe we could all sleep a little bit better tonight if we knew the actual truth as to that proposal.

My final comment, and actually question, to the minister is . . . It's sometimes a little difficult to break the votes down to determine exactly where the money is directed. I'm referring more to votes 2 and 3; under Vote 2, it's 2.1.3. — I'm just making reference to these because I'm not sure whether this is the correct area to look — and under Vote 3, 3.0.2. I'm interested in how much financial assistance is given to native Indian students. Would that come under the minister's department, or would that come under the Minister responsible for Native Affairs? I'm just curious as to the amount of assistance given by this government to the education of natives in the province.

With those few words, I will relinquish the floor to the next speaker, Mr. Chairman.

MR. DEPUTY CHAIRMAN: The hon. Member for Red Deer.

MR. McPHERSON: Thank you, Mr. Chairman. I guess I was engrossed in some thoughts.

With respect to this important department, Mr. Chairman, my comments this evening would be with respect to some general observations under the Department of Advanced Education, and then a couple of comments with respect to Red Deer College and perhaps a couple of questions to the minister.

Mr. Chairman, I notice that the overall budget for the Department of Advanced Education amounts to \$871,435,888. I was interested to note the minister's opening remarks, which stated that under any objective measurement, the government of Alberta provides the highest contribution for advanced education in Canada; in terms of tuition, amongst the lowest in all of Canada; in terms of the capital budget and the physical plant of advanced educational institutions across this province, certainly unparalleled across Canada. It sometimes makes one wonder whether or not increased and advanced funding for the

various departments does in fact provide better service to our constituents. I well recall, early in the spring, the minister attending the opening of the trades and technology wing at Red Deer College and pointing out the fact that the physical plant for educational facilities in this province exceeds \$3 billion, which, if my memory is correct — the minister can correct me — is by far the largest anywhere in Canada in terms of per capita.

It strikes me, Mr. Chairman, that when we look at the total budget, in excess of \$871 million, serving a population in Alberta of some 2.3 million, a quick calculation will make one realize that the per capita cost in this province amounts to in excess of \$378 per man, woman, and child. I'm not too enamoured of per capita costs, because I don't think they reflect a true picture. If we consider that in the province of Alberta there are some 875,000 or so taxpayers, we start to realize that the per capita cost per taxpayer in this province amounts to about \$1,000. I think that's a considerable commitment by this government to the area of advanced education.

With respect to the capital plant in Red Deer at Red Deer College, which is unquestionably one of the finer institutions in the province, we have found a considerable commitment in relation to capital renovations and capital construction over the past few years. Last year we opened a major expansion in the residential component at Red Deer College. As I indicated, this past spring Red Deer College opened the new trades and technology wing, which now places Red Deer as the third largest technical institution in the province of Alberta. We are currently under construction with the fine arts centre in Red Deer, which is a \$14.5 million capital project, and without any question the Red Deer junior college will serve central Albertans very well as an important educational and cultural centre.

Mr. Chairman, I want to touch for a moment on the students' finance area of the budget. I'm looking at the element details. It's with considerable note that I see that in terms of assistance for students' financing, according to the element details we have an increase of some 178.3 percent under fellowships and scholarships. That surely must be a clear indicator of the commitment of the minister's department with respect to assistance for students in this province, who are undoubtedly going back to school in greater numbers.

I also had a question which has been asked by the Member for Lac La Biche-McMurray with respect to the \$17 million in remissions of loans, and I'll look forward to the minister's comments in that regard.

Mr. Chairman, I'd also like to take a brief moment to commend the board of governors, the administration, and the faculty at Red Deer College for what I consider to be an outstanding job over the past few years of handling the affairs of the fine institution of Red Deer College. I recall sitting on that board myself a few years ago and having to struggle with enrollment increases of some 18 percent one year and a 20 percent increase another year. The Board has always been able to handle those difficult challenges very well and maintain a balanced budget.

Mr. Chairman, I have three specific questions I want to pose to the minister. Perhaps he may not be in a position to answer a couple of them right away but, as he suggested in his opening remarks, I look forward to a memo or some indication of what we may expect with these areas at Red Deer College. The first one is a concern that has been outstanding for some time, and that is the possibility of the acquisition of some 104 acres of land just south of the present Red Deer College area. This land is deemed very important by Red Deer College in terms of its ability to grow in the future. In addition to that, the land happens to be an environmentally sensitive area, and

it has been a priority of Red Deer College to try to have the land acquired by the government for future growth and expansion. So comments from the minister in that regard would be appreciated.

The other area that has been put forth to me by people involved with Red Deer College is the possibility of developing a presence for Red Deer College in downtown Red Deer specifically for the purpose of providing continuing education and preparatory programs. My understanding is that they have some space downtown at the moment, and pressures are apparently mounting. I wonder if the minister might be able to address the possibility of applications that I understand are forthcoming for a downtown presence for Red Deer College.

The third area I would pose to the minister is the area of program expansion. I relate more to funding that may be available or the mechanism for funding, if there is any, for expansion of existing programs, not for new programs but indeed for existing programs, which I'm sure is not unique to Red Deer College. It's probably a circumstance that's developing in many of the colleges and universities. I'm wondering if the minister can elaborate on the funding mechanisms for increases in existing programs.

Mr. Chairman, those are the three specific comments I wanted to make. I'd like to offer another congratulatory comment to Red Deer College in their recent efforts in establishing a charitable foundation. It strikes me as being very important that we develop as much community participation in our fine educational system, not only in Red Deer but throughout Alberta. I would like to commend the new members of the Red Deer College foundation for their important efforts in seeking and soliciting funds in the private sector to assist the operations of Red Deer College.

Mr. Chairman, with those few remarks, I commend the budget to all members and thank the Minister of Advanced Education for the fine budget he has put forward today.

MR. R. SPEAKER: Mr. Chairman, just three comments. First of all, with regard to the present situation in our universities, I'm sure our concern at this time has to be the students themselves. The number I talked to are really not sure where they stand. Those with good academic marks know they're going to get into university. Those who are marginal are not sure. There are a number close to that 70 percent range. They're saying, if 1,500 of us can't get into the University of Alberta, where does that leave us?

That's part of the difficult position they're in; the other part, as we all recognize, is job opportunities. They're saying, if I can't go to university, where is the job for me? That isn't available. The third difficult thing that comes to mind is, what is my future? That's the question I think we as legislators have to address for those young people who are out there, with lots of energy, with some very positive contributions to give this province. We have to be the leaders and hopefully give them some kind of hope.

I have to say at the present time, though, that some of the information coming out — correct or not — is certainly discouraging for many young people. They think of the fall term coming up; they hear the University of Alberta talking about averages near the 70 to 72 percent rate. They hear that 1,500 may not get in, and I understand that on Friday of this week that decision is going to be reviewed. Hopefully that information is corrected. They hear there is a zero percent increase in budgeting, and they say, I guess the university people can't handle us. Conditions and the environment for those young people are very, very difficult. I think that places a great onus on us as legislators.

I understand that the University of Calgary is under great pressure again this year, the increase being about 1.3 percent over the previous year. That causes concern as well. The University of Lethbridge has certain limitations in picking up the slack.

That's part of the picture. We hear that Alberta colleges are operating near capacity at the present time. I understand the technical and vocational centres are full and have very little leeway. All of that kind of a story makes a difficult picture for the young person that has just graduated from high school hoping to go on and do something with his life.

I think one of the tasks or assignments of the minister is certainly to try to dispel those fears. If that takes more funds from the Legislature, then we should lay that out up front here in the Legislature and deal with it here at this time. The message that I am getting and that the people are getting from the government is that there are no more funds, there is no more flexibility, and we are dealing with the situation. There's a great conflict in that message that's going out to our young people at the present time. I think it's very, very unfair.

The second item I raise to the minister is with regard to priorities, and we've raised them on this side of the House already. When messages come out to the people that — for example, the Calgary Centre for the Performing Arts has received between \$40 million and \$50 million for capital projects from somewhere in government. This year they're promised another \$8 million with a contingency fund of some \$3 million. Maybe that's a good thing, a nice thing to have in the province. But think what that \$8 million or the \$3 million could do to help young people further their education, to be able to live through this difficult time. I think that — I'm not sure whether the minister is on the priorities committee or not — an item such as that should be stopped. Those performing arts centres can hold the line, but the young people that have to get ahead in life need the funds at this time to proceed. I know some of the Calgary MLAs love to go to these kinds of things. They get well paid from this Legislature, like every one of us, and can afford to go to the cultural centre. I think our students can't do that.

We look at the renovation of the old McDougall school in Calgary — we call it [Government House] South — \$11 million. We could pick up another \$11 million there to add to that \$26 million which is in the budget to make sure that we could take up the slack and not spend any more dollars. We could allow these young minds to do something positive. If we went down the line of programs across government, I'm sure we could pick up a number of millions of dollars in the very same way and put it into the most important priority of government today, and that's education and advanced education — the most important priority.

The second priority is certainly health care. If we can keep our people healthy through this downturn, they'll look after themselves. They'll survive; they'll make sure they're ready for a job when the jobs are there. They'll start to innovate. I've heard of a number of interesting innovations that our people in this province have come up with to earn a living because they're under pressure. We all know that the best innovations and inventions come when the times are difficult. That will happen.

But I don't believe the government is really sincere in saying, look there are some of these odds and ends in government that should be stopped at this time. We look at the Department of Culture. I've got lots of respect for many cultural activities, but there are some things that maybe could stop. There's a significant increase in that department this time. Maybe we can pick up \$6 million, \$7 million, \$8 million, \$10 million there and tunnel it into Advanced Education.

I ask the minister whether that kind of thing happened when this budget was being prepared? From all observations it hasn't. A lot of these secondary- and tertiary-type programs continue in this government. I don't think it's fair to the young people we have such an obligation to.

The third area that I would like to raise with the minister and have the minister respond to is with regard to matching grants to universities from the private sector. My understanding is that the \$25 million donated by the private sector for the 75th anniversary at the University of Alberta has not been matched, or something to that effect. Is that accurate or not? Has the policy changed with regard to that, or has that been looked after at the present time?

Mr. Chairman, those are just a few things I want to raise. There are certainly others. But our biggest concern is that we do everything possible in this spring Legislature to make sure the young people have confidence through the summer that they can get into further training, if that's what they want. That is even more important than the job opportunities we may create through the summer. A good program is in place through which funding is provided for these young people to go on to school. I compliment the government for that. I have no complaints there. The capability is there for young people to do it. Let's see if we can provide the space for them.

When I raise this very thing in public, a lot of people say that you can put them through the university system, but when you get them out the other end, they have no job. That might be true, but let's look at what is best. I think a good, healthy mind that's educated will, when the time comes, adapt to whatever the challenges are. If we move into a greater area of working with high technology, information systems, et cetera — whatever the new system is — these young people will adapt. But if we allow a circumstance where at the end of high school they are not allowed to cultivate the mind further, then they quit disciplining their minds. Then we create a lot of dependent people in terms of our society. That in turn creates dependency on welfare rolls and other kinds of jobs. I think we lose a lot of potential, and that would be a sad situation.

Mr. Chairman, I am sure the minister agrees with my remarks and doesn't have any disagreement. But I felt I would like to add them to the record.

MR. NELSON: Mr. Chairman, I would like to make a couple of comments and lay a few questions on the minister's lap. First of all, it seems interesting to sit here and listen to much of the discussion. Some of the interesting comments from this side of the House are probably more of a pure factual manner than some of the comments that have been made by some members on the other side. It's interesting how far apart the comments are. I guess some people like to live in a world of 'negivity' and a world of problems instead of in our world of opportunity. That might be a new word, but it's sure a dandy.

Mr. Chairman, I have some concerns that maybe the minister can deal with for us. First of all, regarding the entrance rules for some of our colleges and universities, I know this has been mentioned a few times this afternoon and this evening. It seems to me that when we're suggesting and hoping our young people will receive every opportunity and benefit of our society for a complete education, possibly our universities — and in particular the one in Edmonton, the University of Alberta — due to the various concerns they may have, are suggesting certain levels have to be attained before people are allowed to attend these schools. I think we need to deal with this in a manner that everybody is entitled to get an education. I know I would certainly be annoyed and upset if my child could not attend university for some reason, when he in fact had made every

effort to do so, and of course his marks were such that under normal circumstances he was able to.

[Mr. Appleby in the Chair]

I want to make a comment regarding the performing arts centres in Alberta, in particular the large one in Calgary. It's interesting to note that some people tend to be a little negative as far as the activities of developing arts centres, cultural groups, maybe even hockey arenas. But each of these activities have some cultural benefit to our young people. In dealing with the performing arts centre in Calgary, people can develop cultural skills, and I'm sure those cultural skills when developed by our young people can be exposed and expressed in such a manner that it will be to their benefit and also to the benefit of society. Until some people recognize that, they can live in their tunnel vision for the rest of their lives, and of course the rest of us will go on happily ever after.

Mr. Chairman, a couple of questions to the minister. I'd like to know when we might have some information on how we're going to deal with the Alberta College of Art and their autonomy application and when we might expect some action in that area. It seems to me that in reading the estimates — and I might be corrected if I am in error — there's financial assistance to students identified as \$64 million. It seems to me there might be \$8.9 million there to operate the program and, if that is the case, I would like to know why. If it is not the case, maybe the minister could explain how that is broken down. In looking at it initially, it seems to me that we're spending nearly \$9 million to operate a program which may not need to have that much operational activity.

Additionally, I would like to talk about Mount Royal College. It's indicated to me by the people there that this is another overcrowded facility. Possibly the minister could identify whether there might be an opportunity for a further expansion of programs into another facility or an additional facility to Mount Royal; for example, into northeast Calgary, where there is an extremely large city living up there.

There seems to be an increase of 1.7 percent in departmental financial services, and this is support services. Maybe we could identify this increase and why that might be, and also the increase of 16 people both in man-years and permanent full-time positions, considering that I understood we were decreasing numbers of people. Also on our manpower costs, could the minister indicate what this increase is due to, whether it's increased salaries in the system, the increased number of personnel, or how that works. I understand there are some contractual obligations to professors and what have you at universities, and we might be able to expand on that.

I think that's about what I had to express this evening, Mr. Chairman. I'd like to thank you and hope the minister can assist me with those comments.

MR. MUSGREAVE: Mr. Chairman, I will be very brief. One thing I found about the minister today is that he blushes far more than I realized he could. So I won't add to it.

I would like to make a few comments about the Member for Little Bow, who suggested that we look at the Centre for the Performing Arts in Calgary and that perhaps we could take some of the money away from that and put it into education. I would like paraphrase Hilda Neatby: so little for the mind, so much for the body. If you took the money we spent on the coliseum in Calgary, over \$100 million, or our aquatic centre of several million dollars — we have three wave-making sports centres that cost upwards of \$20 million each and numerous hockey rinks and curling rinks throughout the city. I would

suggest that if you add all that up, you could probably build about four performing arts centres in the city of Calgary.

I'd like to mention a few things specifically, though. First of all, I want to say I support the Member for Calgary Currie with regard to the separate entity for the College of Art in our city. I think this is a desirable thing, and I hope the minister could move on it. I don't support the idea of their having a new building and, if it's going to cost money to set up a separate entity, I suggest the minister take it out of SAIT. I don't feel that any of us should be urging him to do certain things without suggesting where he's going to get the money.

I would like to defend the university people a little. I'm rather disturbed at the harsh remarks the Member for Drayton Valley made with regard to the quality of students in universities. I would point out that there are approximately 40,000 to 50,000 of them, and obviously there are going to be some slackers in that group. But most of the university students I know are hardworking, and they're a tremendous asset to our community. We talk about resources so frequently here, and this is the best resource we have: the brains of our young people.

I'm concerned, though, and I reflect what the Member for Edmonton Whitemud said. The concern I have is the productivity of the universities. I'm particularly concerned about the quality of research and the amount of teaching time some of our professors are putting in. I think this is an area where all of us should be pointing out to the universities that we do not have an inexhaustible supply of money.

One other thing I would like to mention is that there is a concern in SAIT, and I know the minister is aware of it. There's very little work in the city of Calgary, particularly in the construction trades, so there's no opportunity for an apprentice to get work. There are cutbacks in many classes, and yet there are new areas of education to be concerned about, particularly in the fields of new technologies. I would like the minister to advise us how he sees — are we going to be able to retrain instructors so they can take part in the new stream of things, are they going to have to be terminated, or what's going to happen?

Finally, I'd like to comment to both members from Lethbridge, and that's to do with the very long-base array. As chairman of the science policy committee of cabinet, I must confess I have a file about seven or eight inches thick on the very long-base array. There are three universities in Canada who think it should be in their locale. One is York University in Toronto, one is the University of Lethbridge, and the other is the University of Calgary. As the hon. Minister of Economic Development said today, I think it behooves all of us to first of all make sure we understand what the federal government wants to do. After we resolve that problem, we can then decide where it should be in the province of Alberta. But I as the Member for Calgary McKnight would suggest to the two hon. members from Lethbridge that there is going to be serious debate on the location of this particular institute when it does become a fact.

Thank you, Mr. Chairman.

MRS. FYFE: Mr. Chairman, I just have a few comments and questions I'd like to address to the Minister of Advanced Education. As the minister is well aware, quite a number of students are concerned about the possible change in policy at the University of Alberta. I'm wondering what communication has gone out to students within the Edmonton area regarding the figures the minister has shared with the Assembly. I wonder if the minister could be more specific regarding the source of information relating to demographic projections. He mentioned that this is a short-term situation. I think it might be helpful if we

had a little broader understanding of where these projections have come from, so the students who are also concerned about this can analyze this information and not just simply try to understand what government is saying versus what the university is saying.

I think the students that are currently in grade 12 have been doubly hit this year by the fact that they are the first students in a number of years that have been faced with departmental exams and suddenly the ball game changes in the middle of the year. So they have had the anxiety of evaluation in their last year of high school and, secondly, the uncertainty as to whether those below 72 percent may qualify for entrance. Students in previous years knew what the rules were at the beginning of the year and could adjust their work habits or their input accordingly. Students more than halfway through the year have completed one set of departmental exams and have already completed that section of their work for the year, then are suddenly confronted with a change in policy for entrance. I think there's a great deal of anxiety that I hope the university would think very seriously about. I think many people would not be opposed to raising standards of entrance at university. But in my opinion, the fair way is to announce that for the following year, not to do it in the midst of an academic year.

When the minister refers to the figures of students, I would ask him to comment whether these figures include transfers and mature students that are coming back to universities because of the unemployment circumstances within our province. I know other members have mentioned this, so I will be listening for his response in this particular area.

In a general sense, universities have autonomy for the programs and faculties within their institutions. The suggestion has been made by a number of people within our country that we're training too many physicians, for example, and that two medical schools across the country should be closed. One school that was suggested at a conference on health care economics last year in Saskatoon is the school of medicine in Calgary. I wonder if the minister has had, or has any intentions of having, discussions with the university about the possibility of such a closure, which would allow funds to be diverted to other colleges where they may be more readily available or needed than in training more physicians for which there may not be enough patients to divide up?

I'd like to ask the minister a question regarding the technical institutes. I wonder what reviews are going on regarding existing technical courses, courses that we're presently offering in a changing society and a changing work force. Are the established programs we're teaching still appropriate? We know that we're moving into an age of information. What review is going on at the technical institutes to adjust for the changes within the work force? I would like to know if the effectiveness of the programs that we have at our current technical institutes has been included in any study or review.

The last area I'd like to touch on, Mr. Chairman, is the question of adult literacy. There has been a federal study, and I know if he hasn't done so already, the minister has been planning to establish a committee to study the needs of the adult illiterate and the facilities we have. I notice that within the budget, the amounts appropriated for these categories have increased dramatically. I would appreciate a response as to the status of the committee to review this question of adult literacy.

Thank you, Mr. Chairman.

MRS. KOPER: Mr. Chairman and fellow committee members, I would like to recognize the minister's concern, awareness, and action on problems of increased enrollment in all postsecondary institutions, particularly the University of Calgary. It's

been a perpetual problem, a difficulty in planning and budgeting for many, many years, and your move in recognizing this is most appreciated. I'd also like to take this opportunity to commend the leadership and staff of the university in Calgary for their increased concern with the career patterns of the students in their care. I wonder if this is prevalent in other institutions. Prior to limiting the spaces at the University of Calgary, they looked at patterns of student attendance; in other words, people that register and don't show, people that drop courses part way through, and patterns of career attenders. I wonder if any initiatives have been taken in this regard in other institutions across the province.

I would also like to commend the minister for encouraging the capital construction program at the University of Calgary to continue, particularly the start of Scurfield Hall and the plans for new residential accommodation in the near future. I think that's a positive factor leading to employment and, of course, to a need in our university as it is very, very young.

I'd like to ask the minister a question about another focus that is most positive too; that is Vote 3, financial assistance to students. I'm particularly interested in the 178 percent increase in fellowships and scholarships, and the figure of \$30,874,792. Does it include the funds from the Heritage Savings Trust Fund and the scholarships of the Alexander Rutherford type, or is this scholarship fund over and above the funds that are from the heritage savings scholarship fund?

I would also like to point out a bit about the research capabilities at the University of Calgary. In 1982 they attracted \$16 million that were not from our government sources; I believe it's about \$26 million now. The research they are doing in the field of medicine and computer technology is outstanding. With all due respect to the minister and the hon. Member for Lethbridge West and various other colleagues from the south of the province, I believe our new postgraduate course in surveying at the University of Calgary, using techniques in astrophysics, is unique in all of Canada and makes Calgary the very obvious and ideal centre for the long-base array. With that in mind, I hope we look at that.

One further question to the minister. In the Speech from the Throne, a secretariat, which the existing Women's Bureau will become a part of, was created. That will create a focal point for identifying and assessing government policies, programs, and legislation that impact on women. The Women's Bureau was formerly a responsibility of your department, and I wonder where the figures appear in the budget.

Thank you, Mr. Chairman and colleagues.

MR. LYSONS: Mr. Chairman, I too would like to direct a few questions to the Minister of Advanced Education and say a few words to thank him for past favours. I know I'm always critical of people who have their hands out, but I've got my hand out looking for some more.

Mr. Chairman, the minister is well aware of the history of Lakeland College and the vital role it's playing in the communities of eastern Alberta. It starts its sphere of influence about 30 miles east of Edmonton and goes to the Saskatchewan boundary and beyond. It takes in an area within a radius of approximately 75 miles of the town of Vermilion. Its very existence depends on co-operation and the useful role it plays.

The town of Vermilion is very aware of the financial and economic benefit the college plays. They have contributed \$200,000, and with interest it's \$200,000-plus, for athletic facilities. I would like the minister to tell us if and when matching funds will be made available from the Heritage Savings Trust Fund. This money was granted to the college on the basis



that it would be matched and that it had no strings attached as to what it would be used for, other than recreation.

Another thing that's been of more than casual interest to me is the development of the farm. Mr. Minister, as everyone who has lived in the area is aware, the old Vermilion school of agriculture was a landmark and a great example for farmers in the area and for farmers all over Alberta and Saskatchewan. You can generally tell where a college or experimental farm is because the farmers immediately surrounding the facility are usually of better quality, simply because they've had the opportunity to get firsthand information and to talk to the instructors and technicians at those facilities.

So when the necessary time and request comes in, I would ask that the minister give serious consideration to funding the farm for more land. It doesn't necessarily have to be in the immediate vicinity of the college but certainly within 10 or 15 miles, I hope. If you're going to have to get into a half-ton to go down the road a half mile, you might just as well go 10 or 15 miles; it's very little different. So I would like the minister to take a look at more land; probably 1,000 to 1,500 acres is what they need. As well, I would like the minister to perhaps give us some indication of when the college board of governors might expect capital money for renovations of the old college building and to enclose the library. When they may receive this funding seems to be of great concern to them.

[Mr. Purdy in the Chair]

I can assure you, Mr. Minister, that I and the other MLAs involved in the area are very aware of the things the college can do and, because of its being of a regional nature, it's very important that we have all the people involved in the decision-making process. Firstly, we need assurance that there will be funding available.

Thank you very much, Mr. Chairman.

DR. ELLIOTT: Mr. Chairman, I think it's absolutely important and vital that the Member for Grande Prairie speak at this particular moment, in view of the fact that, notwithstanding the comments from the Member for Red Deer, we have the most beautiful college in the province. Not only is it a beautiful college, it also turns out beautiful students.

I would like to comment, Mr. Chairman, on the role of that college in Grande Prairie. It too is experiencing expanding enrollment, but the staff, management, and support staff of the college are doing an absolutely excellent job of coping with the facilities that are available to them.

In the area of programs being offered, I find the wide range of programs most fascinating, from the job readiness training area right through to university transfer programs, and they are serving the community very well. I particularly want to thank the department and the minister for the program on nursing training which is coming along so very, very well and is proving to be so valuable to the community.

I also want to draw the attention of the minister to the progress being made in the area of the new facility that was provided to accommodate the electrical training program from Fairview College. This is rather a unique arrangement, Mr. Chairman, where the facility of one college accommodates a program from another college. This year we are also using our new residence which is working very well with that facility.

Mr. Chairman, I have three questions I'd like to have the minister consider. Because of the location of Grande Prairie relative to the other major population centres of the province, the college is performing a function which is not just a college. It is a community centre, a focal point, and a training centre

for a large number of students with various backgrounds. It serves that need which would normally be found in much larger centres. Therefore I'd like to ask the minister what he might consider the future role of the college with respect to expanding the university transfer capability of the college, not only in subject areas but perhaps expanding beyond the second year university program.

The second question I'd like to ask is in the area of the visual and performing arts. Previous comments notwithstanding, Mr. Chairman, there again the role of educational institutions in providing training and an opportunity for people to express themselves in the area of visual and performing arts is something that we cannot overlook. It seems to me we spend a lot of time talking about spending a lot of money on things like jails, hospitals, homes for battered women, and on and on. I would like to suggest that if we were to direct more of these funds into some of those areas at our colleges which I call the visual and performing arts programs, we would be putting some good money into some good preventive social problem areas.

Last Friday evening, Mr. Chairman, I was a guest of the college at their annual function prepared and presented by the staff and students of the visual and performing arts program. It was entitled Prism II; last year was Prism I. Next year will be Prism III, and you are all invited. It was an absolutely delightful program showing what kind of talent there is on staff and in the students enrolled in the program.

My third and final question, Mr. Chairman, deals with the comment I made about the facility built at Grande Prairie to accommodate a program from Fairview. I would like to have the minister comment on how he and his department see the success of this type of program and on possible future expansion in that particular area.

Thank you, Mr. Chairman.

MR. DEPUTY CHAIRMAN: Would the minister like to respond to the various participants?

MR. JOHNSTON: Mr. Chairman, that was certainly a thorough review of all the elements of Advanced Education. Let me say first of all that I certainly welcome the observations, comments, suggestions, and criticisms. Frankly, I think that is one of the more healthy ways in which we as a government or as a Legislature can form and change some of the traditional ways in which we deal with the allocation of resources and the management of the programs to serve the student population which — I think all of us concur in the comments which have been made here today — is in fact the very important future of this province. There is no doubt that all of us really share that objective, and that must be the number one objective with which we must deal here today.

Mr. Chairman, I simply say that I appreciate all those comments. I hope I have been able to take adequate notes so I can make some responses. What I intend to do in a very particular way is to set out and deal with two or three of the issues which I think require a more particular review concentration analysis. I hope that in those cases where that has been raised by a variety of members, the members themselves would permit me to perhaps delete that question if I can deal with it in a general way. Should I miss, I am sure that all hon. members, with the normal veracity which they use in these matters, will be on their feet asking more specifically about the questions.

First of all, Mr. Chairman, it seems that there is some doubt or at least some question that the province does not assign a high enough priority to advanced education in this province. I think that's a legitimate question. In terms of the allocation of

resources within a budget such as the one our colleague Lou Hyndman brought down, there are obviously going to be compare and contrast kinds of discussions. To me that is a bit of sophistry in terms of the debating process. I would use the same approach myself. Nonetheless it really doesn't serve the advancement of the debate itself.

In terms of allocation of resources, I think it clearly requires a considerable amount of debate. It is from processes such as the one we see here today that in fact those priorities can be enumerated, changed, massaged, reinforced, or in fact deleted entirely. But I will not get into the quick comparison of whether or not we should be building seed cleaning plants in Enchant, very nice facilities in Calgary or Lethbridge, or other kinds of capital projects, to the extent that we ignore the responsibilities, obligations, or priorities in other regions of the province. No doubt in the overall occasion, that must come at the bottom line. But I think it is unfair, to say the least, to make these unusual, obtruse comparisons, one project with another.

Nonetheless we have stated in this budget and in the throne speech when this government was first returned, that we do in fact assign the very highest priority to advanced education in this province. As the hon. member from Vauxhall noted, in fact that is shared in his views with health, and I think that generally has been the responsibility and the response of this government. We have done that in a variety of ways. The questions of course are: how much have you done, is it adequate in the context of the problems we are facing today, and should it be changed in the future? Those are very relevant concerns and questions.

When you consider the allocation of priorities, there is no question that you must do that in a variety of ways. Of course the MLA is the first way in which the priority-setting process in Advanced Education takes place. Once the MLA has made a representation to us, we attempt to follow it up wherever possible. Of course that must tie in with the priorities which have been established by the institutions themselves. We ask the boards of governors to assign a number one priority for their capital projects, and that goes onto a list.

I believe the current exhaustive list of capital project requests in this province for advanced education institutions would number some 150, which would total something in the order of well over an additional \$1 billion. So in the context of what the Member for Red Deer mentioned, we now have something over \$3 billion invested in facilities or infrastructure. If we were to move within one year, the total requests would probably take the total amount of capital dollars which have now been suggested for a variety of options by the Provincial Treasurer. I think it's frankly inappropriate and somewhat shortsighted for us to make those kinds of capital commitments when in fact we're in the process of examining some of the concerns which other members have mentioned. I would simply take a note to talk about those concerns, because it is in that context that we must examine capital and operating investments, and quite legitimately so.

There is no doubt that we are going through this change in the kind of economy, the kinds of job opportunities, and the kind of future which we're going to have in this province. That debate is among us now in our own government caucus, among certain members of our cabinet team. We are attempting to initiate and to describe several scenarios which would depict possible options, which would then describe the way with which the government reacts with the allocation of resources. That is quite an important process which we're into now, one which the Premier mentioned in his state of the province speech last November and one which is carrying through in a variety of ways. Those ways include the economic strategy — that is,

building on the strengths which Alberta has, examining other options and other futures which we can pursue — and coupling with that the thrust which we're doing on science, research, and technology.

But throughout that whole discussion is the consideration of how our province will be in 10 years, the kinds of job structures which are important to Alberta, the kinds of job opportunities our young will have available to them, perhaps the income levels, and perhaps the need for education. The whole emphasis, the interlocking or the overarching problem, the overarching solution, must clearly come from this kind of debate right here on the future of advanced education, the kinds of delivery skills which are necessary, and the kinds of curriculum which these institutions will have to develop.

Coupled with the discussions we are having with respect to economic strategy, research and development, capital allocations, income allocations, and research and technology, is a process which we embarked on five or six months ago in the Department of Advanced Education; that is, to put together a group which will examine a variety of problems, a variety of options, to carry us through this next period and to have some notion as to where we should be going within the Department of Education in terms of future strategic planning.

Interestingly enough, that has prompted other institutions to do somewhat the same; that is to say, other universities and colleges have now shifted their direction. They are no longer working on a year-to-year basis in terms of accommodation of the problems in these institutions — students, financing, capital requirements — but they are now scoping the future. They are trying to pan certain options as to how their institutions can respond in the future to a set of assumptions, to a set of scenarios, and to a set of problems, and to target how this institution can respond within the overall profile of the delivery of programs within universities and colleges. Clearly that must be a very healthy response.

First of all, I cannot give you any guarantees or any certainties about the future. I have my own notions as to how it will develop and evolve and emerge. Nonetheless I think we will be in a much different situation, and that different situation must be reflected to some extent in the budget here today. For example, we are finding now that trades and technology numbers are dropping off fairly substantially, and students are no longer rushing to become carpenters or apprentice pipe fitters, welders, et cetera. In the next year these numbers across the system should be down in the order of 3,500 students and, in the ensuing year, in the order of 6,500 students, meaning the students realize they are in that unemployment grouping, either by profession or by age group, and in fact the job opportunities are becoming more scarce. That's a natural response, and I think most parents and students are now scanning the environment, trying to search for certain options which are open to them, attempting to direct their educational opportunities in those areas.

I can describe some of them; many of you here can describe the options which will open up in the next years. Among them would be the so-called high tech job opportunities and, of course, we're all attempting to define those, to direct resources, and to generate job opportunities in that area. That's a very broad response, attempting only to portray some of the problems, to show that in fact we are responding very specifically by an intellectual process dealing with futures, scenarios, and projections which others are giving us, putting in our own sorts of models, and trying to cope in a series of departments to the changing times before us. One of the more dynamic areas where in fact these kinds of considerations must rest is in advanced education, again for the reasons I recited.

Let me now go to one of the fundamental phenomena which emerges when we get into this transitional period, characterized as I said last time in my budget discussion, by the recession, in part by this uncertainty which pervades and, certainly just as important, by the desire for students to better themselves, to become more, as the hon. member indicated, intellectually strong, to become more positive contributors to our society, and to have a better and fruitful future. Of course all of us want that ourselves one way or another, and that is the same kind of desire which students are now showing.

It's in that context that I have made some observations about the number of students coming into the system. In response to a variety of questions, I will attempt to briefly deal with that particular perplexing problem. First of all, let me deal with the number of students I think are coming from the high school system itself. My best bet is that those Alberta matriculants who are coming from high school directly into university and who are qualified — and I'll leave that unspecified at this time, but certainly interested in going to university — would amount to between 4,700 to 4,800 students. That's a fairly consistent number. Although it has been down to 4,500 to 4,600 students in 1982, and up to 4,800 in 1983, our projection is that it is holding at about 4,800. I think that's an overly pessimistic number in the sense that I don't think that many students are going to come directly from high school, but it is one of the planning numbers we're using. That's a consolidation of a least squares technique or some kind of simple projection using the number of students who normally come out of high school and normally go to university. Of course, we have long, over our shoulder, 20/20 hindsight on this point, and I would admit that we can be out.

The second pool of students, which is extremely flexible, dynamic, and more unpredictable, is of course that large pool of students who in fact have never been to university but have qualified at one time or another, graduated from grade 12 with matriculation, minimum criteria. It would include my mother who is 80 years old and some student who has been out of school for the last year or year and a half. That's the pool of students floating around, and it is from that latter pool that many of the first-year students have traditionally come from in the past three years. So that is a very uncertain statistic. But in looking at the numbers between the University of Calgary and the University of Alberta, we see that there may well be additional students coming from that pool: in the case of the University of Calgary, approximately 700 students; in the case of the University of Alberta, approximately 1,000 students. Of course that pool of students would bring the total to around 8,000 students.

You must also add transfer students to that pool of first-year students; that is, transfer students coming from colleges which offer a university transfer program, from colleges on a normal kind of transfer arrangement to ensure that the flow of students takes place. Roughly speaking, in 1983 that total first-year enrollment was around 10,500 students. The year before it was 9,937 students. My guess is that it should be in the order of 10,000 students this year.

If the University of Alberta, which has been the focus here in the last few days, were to take what I consider to be its load — and that is similar to last year, about 6,000 students. If the University of Alberta even took 5,600 students from that pool, we would be able to accommodate all the students. But certainly if the University of Alberta were to take 4,800 students, it could take all the students graduating from Alberta high schools and willing to go university. Of course we have to examine the other side, and it's a fair comment the Member for Edmonton Norwood made, what is the side of the University of Alberta.

Using the most standard — I was going to say heuristics, but the Member for Edmonton Glenora is not here. Using the measurements or rules of thumbs which are commonly applied in testing the size of institutions, given the relative averages across the institutional base, we would find that the size of the University of Alberta would run in the order of 24,900 students. I think their own planning documents suggest that the size of the University of Alberta should max at about 25,000 students. If the University of Alberta wanted to take, say, 5,600 students, its population, given the existing numbers now in the system and 5,600 new students this year from a variety of the pool of students, would go to around 24,200 full-time equivalents, below the maximum number, which I think is important.

I'm saying, Mr. Chairman, that if students from high schools get the first priority to go to universities, have reasonable qualifications, and are interested, they should be able to go to a university in Alberta. Moreover, if you took only the high school students, statistically speaking they could all go to the University of Alberta. There's enough room for all the high school students. Our best bet is that those students going to university could in fact be accommodated by the University of Alberta.

We then get into the test as to student percentages. That's the other aspect of this criteria or this evaluation process we're now looking at. The University of Alberta has given a first view. It hasn't specifically said that it will take only students whose averages are 72 percent or above. But it has said that in terms of the first screening, we will start at the 72 percent level; if more students can be accommodated below the 72 percent level, then we'll drop the student numbers down, and eventually we'll fill up to whatever number it is we judge to be reasonable. Other universities have been doing this historically for the past five or six years, and I really haven't heard too many comments about that approach. It simply means that those students with a better academic record get into universities first, and the university fills up its first-year allotment by allowing other students into the system.

It seems to me that there's another pool of students as well; that is, the students who have attempted to go university in first-year courses and have failed. It's my view that those students should not have an equal opportunity to go to university with a student coming from high school. I think the first-shot university students should have the first attempt, and then we should draw from within the pool, that is the number of late starters. Those who have never attended university should perhaps have a second chance at it and mature students as well. Then thirdly, if we can't fill the seats, we should allow those students who have had an opportunity before and failed to be the final students to be approached. If we use that policy, and that's the policy which some universities are now using, I am fairly confident we could accommodate again all the students who wanted to go to university in the first year.

I think that's the criteria we have to apply, and certainly in terms of the continuance policy which some universities are using, that must be one of the real challenges we have apply. That is to say, certainly there must be some priority for high school students, first-attempters, over those who have gone to university before and failed. Frankly, that seems to me to be a reasonable approach. If that approach was used, I think we'd adequately be able to compensate for the number of students who are flowing to universities these days.

We then have to deal with this problem of the number of students themselves. Frankly, those people who are ringing the alarm bells and causing this amount of concern, particularly those members of the administration of some institutions and, I must say, some of the members of the opposition, are in fact

simply compounding our problem. If you were a student, and you heard the Member for Edmonton Norwood saying you can't get into a university, what would you do? You'd quickly apply to four or five different institutions. What's the outcome going to be? You're going to have an immediate numbers increase, and the whole system is going to look like it's out of whack. That only magnifies what in fact has taken place before. We find that many students will apply to different faculties, different universities and colleges before they finally settle on one they want to take. In statistical terms, that skews the distribution. That is to say, there are more students showing up than we expect, and those students who actually show up at institutions are far below the number who are in fact in the system, as the first round or the first test of raw data gives us. Moreover, in the case of NAIT in particular we also did some testing because some members mentioned the question of NAIT and the fact that a lot of students went into the system and apparently 30 or 40 percent were rejected. The same thing has happened there. In testing the NAIT situation, we found that a lot of students did in fact enter NAIT but didn't enter it in the faculty to which they originally applied. They show up as two things: as an entrance and as a rejection. But in fact they're going to NAIT in another faculty. So you see that the statistics are very confusing.

Simply to allay some of the problems, this year we're going to implement a co-ordination of the numbers, co-ordination of the applications. In response to the kinds of pressures we've had, we will institute a monitoring system to attempt to see just what is happening to the student numbers at all colleges and universities. We hope we don't have to go quite as far as they have in Ontario, where they actually control the registrations through a central facility. I don't think we have to go quite that far, but it is one of the options we have to pursue.

Should it appear that for some reason these are not the same names showing up over and over again in a variety of institutions, then of course we would have to make some adjustments. I can give you the commitment that I will be making some recommendations to my colleagues sometime in August or September should it appear that the numbers are extremely high, that for some reason there's an extreme overload, or that for some reason we made a mistake with respect to that extra pool of students who have never attended university, who for some reason or other want to go back. But my best bet is that in fact the rate of expansion of student numbers at universities and colleges is going to decrease this year. That is statistically backed up by a variety of data, including such things as the total population, the number of school-age children coming through the system, and the number of returnees who have gone from this extra pool back to school in the last four years, causing the bubble we're experiencing right now. Again, it's my view that we've gone through the maximum period. As the hon. Member for Edmonton Norwood said, we have now maximized the student numbers. I agree with him, and I think it's going to be a downturn from now on. If it isn't, we're prepared to react; we're going to monitor it very carefully in the near term.

I won't get into debate about the quality of education. I do acknowledge, though, that this year there will be some interesting adjustments with respect to departmental exams, and that will be an extra factor we'll have to consider. I agree that it has been an extra burden laid on some of the grade 12 students. I guess they may feel that as a result of the departmentals their exam marks may be down. But frankly I don't know if that will be the case. I'm sure the Minister of Education — the minister of message — will also be able to change those statistics to trace the normal curve some people talk about. I don't

know much about it, but they say there's some way they can plot it. I know that my hon. colleague will give me the assurance that there won't be any unusual shift in the standard deviation, plus or minus, around the mean. Nonetheless we'll watch it very carefully. I do acknowledge that observation.

Because there has been a variety of comments and questions about student finance operations in this province, I want to deal secondly with the question of the Students Finance Board: first of all, as I said in my initial statements, a very vast expansion in the amount of money going to students, simply to allow them to have an opportunity not to use finances as a reason, on the accessibility tests, for not going to a college or university. We will maintain the same policy we used in previous years. In that context, however, two elements must be considered. Number one, if the student prepares a budget it must reflect the economic time we're facing. In particular, rents have to show that they've decreased, and that budget calculation will be reflected. However, we will not strengthen it in any other way. We'll be just as flexible as possible. We will acknowledge the fact that students have difficulty getting jobs this summer, and I think we'll be as generous as any province in Canada in providing that special assistance.

Secondly, we will not change the criteria with respect to the so-called single parents who caused us some problems. They will have to be full-time students. However, that simply means they will have to take three full-time courses to qualify, as do all other students. So that will be applied on a similar basis. There will not be any difficulty with that issue, and I wanted to put that question to rest as well.

Let me go on and talk about the remission process. Even I don't understand fully how it operates, but I will attempt to give you some explanation as to what the system tries to reflect in terms of policy considerations.

First of all, at the end of the, say, four-year period, a remission is provided to a student who has gone through the course, based on the amount of money he takes in the first year and assuming he's made some reasonable progress through the system. When the student goes to consolidate his loan, the province of Alberta remits approximately 50 percent of the first year's loans. Then if the province of Alberta still has some potential for that, it will remit part of the federal government loans. What does that mean? It simply means that the government takes the money, pays it to the bank, and reduces the loan. The student then knows what his loan is. That is consolidated at a rate of interest which has been set by a formula based on a five-year moving average of bonds by the banking association. The rate is set, and the student then continues to make the payments. Over the six-month consolidation period, that interest is paid by the province and by the federal government. In some cases, if the student should be unemployed, the federal government pays on the federal loan for an extra 12-month period.

So the student has a lot of advantages. First of all, that's the loan side but, secondly, there's a vast amount of money in my budget, some \$30 million, for special assistance programs. It doesn't include the loans at all. These are special grants for equal opportunity to ensure that should a student have to go to a university outside his so-called close environment, he is assisted specifically, not on a loan basis but on a special grant basis: an equal opportunity loan. If a student has to leave Edmonton and luckily go to Lethbridge, he would receive some additional financing for that extra cost. I should note that should he have to go from Lethbridge to Edmonton, the same thing prevails.

Moreover, there are other kinds of student assistance and loans, including the loan with respect to the Northern Alberta

Development Council bursary my colleague from Fort McMurray mentioned. That is to say, if you want to go to university from Fort McMurray, we give you some money: approximately \$3,500 in support for single students for an academic year of study. The agreement is that you go back to that area to work. That amount of money, some \$600,000, is included in the \$34 million given to students. This is above the amount of money they loan. These are special assistance grants. The loans, some \$100 million, are on top of that. That gets into the other elements of that vote: the interest we pay and the remission costs of \$17 million which we pay. That's the adjustment of the loans once the student graduates.

Again, there isn't any question in my mind — and I have tested this time and time again — that Alberta has the most lucrative student loan program in Canada; absolutely no question in my mind at all. We'll maintain that again by this major commitment we've made as a very high priority of this government: expansion to \$64 million from something like \$15 million or \$16 million some two or three years ago. In my mind, that is accountability, and that's the kind of response we're making in the case of students in this province. I wanted to have that clear. I think all of us can be confident that that kind of an obligation, that kind of responsibility is ours. We're doing it, and there's not much that can be said about it in terms of criticism.

MR. MARTIN: Say it again; they were sleeping.

MR. JOHNSTON: Let me go on to simply elaborate on a brief point I made — that is, the importance I place on the research and development side, the intellectual transfer side — and tie that once again to the notion of research and development as part of the changing environment which our government, our economy, our whole system is seeing. I must state that I think the major contribution can be made by universities in a variety of ways, particularly on the research side, in transferring that research into development, in terms of a variety of areas which are both useful in ensuring skilled manpower opportunities here in the province, in export potentials, and in particular in establishing a better place to live in terms of the medical research foundation. These kinds of collective expenditures and collective objectives by our governments are now being tied together. The reason I re-emphasize it is because of course we like to see the responses to the paper my colleague the Minister of Economic Development just put forward showing research in the province, dealing with the question of research and technology. I am very confident that the universities will be one of the forefront changes as we move through this period. I do appreciate it. I know there's a lot of money, and some people argue that the \$80 million or so which is spent in this province at the university level is far too much, and that should we redirect that money to teaching, we wouldn't have any problems. But I believe that one of the important criteria of any university is the research sector, and I want to see that continue. Moreover, if we want to assign a very high priority to research, I think we must allow the professor in particular that opportunity both in terms of systems research — that is, systems opportunities — and in terms of dollars. Frankly, in terms of evaluation, one of the so-called heavy criteria put on a professor who is doing research deals of course with the point the Member for Drayton Valley mentioned: the publishing of papers. On that basis, I should simply note that there are other evaluations which take place within the university. Those evaluations focus specifically on teaching.

Mr. Chairman, if you'll allow me some flexibility and perhaps not as much continuity in terms of dealing with the issues,

let me move through simply by flipping through the statistics before us. First of all, I want to note that I have said to my colleagues before, when I bring these budgets forward, when this budget is put in place, we have to make some assumptions about broad dollar amounts. That shows up in the so-called service element of these universities and colleges. That's why, I'm sure, when the hon. Leader of the Opposition suggested that the University of Alberta was getting 1.6 percent expansion year over year, he would not know that that figure actually is 4.5 percent. The reason there is another 2.9 percent expansion is in fact that we have put additional money for student enrollment numbers into that grant, additional money for new programs and, of course, additional money for volume of students, which is the 2 percent money which I referred to, and which is also added into that. So once you allocate this so-called service element the total expansion of the University of Alberta budget in particular is not 1.6, as reflected in these documents, but is in fact 4.5.

That of course is a continuing problem which we have because of the lag between the preparation of these documents and the day that I in fact make this presentation to you here. As well, part of the problem is compounded because of the change in year-ends between the universities and colleges, and our own year-end. Nonetheless, the year over year advance to the University of Alberta will be 4.5 percent. As I recall, in terms of reviewing the CPI in Edmonton and Calgary, that's just about at the average between the two of them, so in fact we are recognizing the inflation rate.

On top of that, there are capital dollars. I note that the hon. Member for Edmonton Glengarry raises the particular question I wanted to refer to; that is, are there any particular capital dollars for the University of Alberta? The Edmonton caucus, under the chairmanship of Mr. Hiebert, made continuing representations to me that we should in fact do something with the earth sciences building. I can advise you that there are capital dollars in my budget this year for new renovations to the earth sciences building. That of course is a response to the administration and particularly to my colleagues, who raised it with me.

The Member for Edmonton Glengarry also mentioned that he wanted some notion about the role of professors, the rate of professors' pay, and what has happened in the current settlements — a very important question. As you well know, the wages paid in these budgets probably constitute 75 to 80 percent of the operating budget of these institutions. So it is a very easy conclusion to see that if there is a very substantial increase in these wages, ergo there must also be a very substantial increase in the budgets themselves. In the case of the University of Alberta — and I agree with the member; it is now the second largest university in Canada — payments to professors are at least the second, if not the third highest in Canada as well. The reason for that is that they're very well qualified and contribute much to the institution but, as well, they have been there for some time. Therefore, in terms of the progression, they're being paid at the high end of the distribution. It's my view that in the case of the University of Alberta, wages would accommodate about 75 percent of total expenditures.

What has happened in terms of settlements? Historically we have seen that these settlements have ranged in the order of five, 10, and perhaps even higher. The University of Alberta in particular has something called the final offer settlement. In that final offer settlement, an arbitration process takes place where two offers are put on the table. An arbitrator decides which one is the better, and that is in fact the conclusion. That has not happened in this past year at the University of Alberta. I want to commend the academics in particular for the respon-

sible position they have taken. The last information I have, in discussion with the chairman, indicates to me that in fact the settlements across the board at the University of Alberta are zero percent this year. That means there will be no expansion of wages paid to academics, with the minor exception of some additional benefits which were added on and the merit pay scale. But across the board, for perhaps the first time in Alberta's history, there will be a zero percent increase for academics. That of course will assist the budget this year at the University of Alberta, freeing resources to be used in other areas to cope with the student numbers. So again, in response to the member, a responsible attitude by both negotiating teams at the University of Alberta and in fact some assistance to the university in terms of its overall budget preparation and completion of this current year's budget, will allow us to move through the year with a variety of more money to spend in other areas.

I've already noted the problem of dealing with the number of students who apply to more than one institution, more than one faculty, and I don't believe I need to deal with that any further. I agree that a student now coming out of high school does have a variety of choices open to him. I've already mentioned that he can go to university, and I've indicated my best guess as to the number of students coming from high school into university. A student can also go to the private colleges, which in this province are funded partly by the government, mostly by private contributions. Of course they have been of major assistance to us in assuming part of the responsibility for the large student numbers. They can go to the private colleges where in fact university transfer programs are available. So a student has a variety of options open to him, and that shouldn't be dismissed. That gives him quite a vigorous set of options should he decide not to go to the University of Alberta or to the universities of Calgary or Lethbridge.

I would simply note as well that Athabasca University, which will be relocated this fall, will add enormously to the options for studying at home, which in fact is the new mode of education I would like to see pursued. Frankly, I think Alberta is on the forefront of developing the way in which this will educate our children in the future. I would simply say that I am glad this facility is underway. I look forward to the opportunities for further development and export of that high tech potential.

The Member for Calgary Currie dealt with a couple of areas. His first area was the role of the universities, the economic strategy. I think I have touched on that to some extent, and how it will operate. He goes on to talk about two particular problems in the case of Calgary: that is, Mount Royal and the Alberta College of Art. Others have also touched on Mount Royal and the Alberta College of Art. I will try to deal with those two issues right now.

Mount Royal does have a continuing deficit. It's a deficit of about \$500,000, and I have indicated that I would attempt to find some way to pay off that deficit this year. Frankly, it doesn't interrupt their budgeting process all that much. It simply means they have to carry this so-called deficit forward, and it doesn't look very good to the board of governors and the financial planners. We must remember that the size of Mount Royal College is expanding very rapidly, from around the 2,000 level up to the 5,000 level. When this very substantial capital investment of \$60 million which we're making at Mount Royal brings on stream a new facility, then of course we will have to move very quickly to those new student numbers. It's our view that we should give some special assistance to Mount Royal College to allow it to smooth through the period of existing structure to the new structure, so that students don't show up all at once and have all kinds of accommodation problems facing them. I

think it's better for us to smooth it through, and that's the process we're attempting.

We're attempting to meet this deficit. I've had discussions very recently with both the chairman of the board and the president, and I hope I'll be able to respond in some way with dollars to allow them to make this very important transition from scale one to scale two, which is now under construction.

In the case of the Alberta College of Art, again I have indicated in this House in response to the hon. Member for Calgary Buffalo, that in fact I have a course of action in mind. I indicated previously that I tilt toward autonomy. There are a variety of options available to us under the autonomy option; that would be autonomy in their existing position, autonomy in a new building, or some other variety of autonomy. Nonetheless, I'll be meeting this Friday with the students from the Alberta College of Art to review with them a variety of options, so I have their views, notions, and ideas as to how we can move. That will take place this Friday in Calgary. I'm hopeful that I'll have some kind of announcement late this spring or early this summer as to how we will deal with the Alberta College of Art. Anyone who has some novel and creative ideas as to solutions, I would certainly appreciate them. It's not a very easy decision before us in the context of a restraint period.

My good friend Mr. Paproski mentioned two areas. He talked about the question of the University of Alberta. I think I've dealt with that in part. I appreciate his views. I've also dealt in part with the question of the Northern Alberta Institute of Technology and the problems we've had with guessing as to the number who have applied and the number who actually show up. I think NAIT has responded in a tremendous way. As I've indicated, there will be a fairly substantial decrease in students in the trades and technology programs at NAIT, particularly the apprenticeship programs. As well, the Westerra Institute has opened and is now in the first year of operation in Stony Plain. I know it will be of major benefit to all those who are pursuing trades and technology options in this province.

In the case of new course development, a specific question asked by the Member for Edmonton Kingsway, I can advise that new program development includes two major items. One is \$1.1 million for inmate education, and approximately \$300,000 or \$400,000 for nursing and teaching of the handicapped. It's an unusual place for us to put that, but that's where we first made the expenditure. We've continued with that program, and it is still in the new program development area. It should be moved in a more specific way to another area, and I will undertake to do that this year.

I note that it does deal in part with the question of how we are dealing with native education. I regret to say that I find, in consultation with the Solicitor General, the majority of those in his institutions are in fact native Canadians. Nonetheless with his co-operation and through the delivery of his program we are responding to provide some kind of training, preparation for life skills, for those inmates through this inmate education program. We've been very successful; I hope we can continue with it. In fact we are responding in one way to the requirement to provide education to native Canadians.

The Member for Bow Valley mentioned Brooks college, dear to his heart, dear to ours I'm sure. We believe there is a modest facility there, and I think generally the member was making it clear to me that he wanted to pursue that as one of the objectives. I concur with his view. We're waiting to see what kind of economic activity takes place there. As he properly noted, the past mayor of Medicine Hat, Mr. Viener, did in fact give us land to build on. I'm not too concerned about the valuation; I've determined in my mind what is a fair and equi-

table value for it. Once we decide that we will build that college in Brooks, we will match those dollars, and there'll be an immediate injection of dollars to the Medicine Hat College for the Brooks facility. I think it's a touch off yet; I would not anticipate that we would make that decision for at least a year, if not a year and a half. But I appreciate the petition on behalf of the member, and I'm sure others in that area have shared the view, as do all of us from southern Alberta.

I think I have dealt in part with two of the questions of the Member for Lac La Biche-McMurray: remission and the bursary program. Just a footnote on the bursary program: I am working with the minister of small business development attempting to redirect and massage to some extent the way in which it operates. But I look for the input of the Member for Lac La Biche-McMurray as to how that can be done, and I'm sure he will make some recommendations.

About the endowment fund, an area which has crept into some of the discussion, first of all, we believe that the endowment fund is an important vehicle for us to engender contributions to institutions in this province by the private sector. At this point, because the government is now paying about 88 percent of the cost of universities and colleges across this province, I think it should be expected that the private sector should respond in some way to assist us, particularly in the capital projects. I agree that through the 3AU, the Social Credit Party, the previous party of the Independents, did in fact initiate what we believe today is an extremely important way to trigger that kind of matching investment. In fact just today I spent the last of the 3AU money at the University of Lethbridge, which had accumulated some money there by the by. Nonetheless the endowment fund has been very successful, in fact so successful that I ran out of money this past year. I am now looking forward to being able to spend some money this year out of the \$8 million which has been allocated. I am attempting wherever possible to get as much money into the system to match the dollars which have been provided.

I should note as well that the University of Alberta has not raised \$75 million in the context of its 75th anniversary. We're looking for the actual amount. A lot of it has been pledged, but I will still make the case to my colleagues that we should find money to match that, should they in fact raise those dollars.

I'm in the process of re-examining the way in which this endowment fund should operate. It's my view that we should eliminate two of the programs, in particular land. I know the Member for Bow Valley is pleased that he got his Brooks college in there already, because I think we should eliminate land. It is a very massive transfer and causes us some problems. Perhaps we should look at eliminating such things as computer systems as well. I am in the process of examining that. We are putting more money into it this year to allow us to match some of the money which is outstanding, and I'm writing some letters very soon with respect to expenditures of about a million dollars which are before us. It's a very important program; we'll continue with it. It sparks contributions by the private sector, and all institutions have been more than successful in finding ways to form fund-raising organizations, charitable organizations, which in fact provide match money.

Let me also deal with the question from the Member for Drayton Valley, who talked about professors. I indicated that, at least in my view, research is an important part of a professor's job and in fact has made major contributions to the intellectual knowledge and economic development of our province. I would have to say that I'd like to see that continue. In terms of the poor English, I have to say that I remember taking some courses where I had problems in listening to the professor the first couple of weeks. But he had problems with me overall, so I

guess it balanced out. Nonetheless, it is a particular concern. I think most chairmen of most institutions do evaluate the professors and, frankly, we are moving more and more to more articulate, well-prepared people teaching in the universities and colleges in this area.

I do agree that we could make better use of the facilities. I think it's quite an important response that institutions could make. If they wanted to, they could certainly double the kinds and numbers of people they take if they expanded the system itself in terms of hours of operation. I remember when I went to university, I didn't like to go before 10 o'clock in the morning, and it certainly was convenient for me to be finished by 2:30 or 3 in the afternoon. That's very common. Even guys in Education used to do that and, as we recall, they were the most devoted people there were. But we always tried to put ourselves in the 10 to 3 area, and it was a common response by all people. My first year of university here I had to go to a stats lab on Saturday morning. That's unheard of. My daughter who's in university would not tolerate that at all. But that's one of the things we could do. As a matter of fact, I have two daughters in Europe right now, and they go to high school on Saturday mornings. It's just understood that you go to school on Saturday mornings.

I think there are a lot of things we could do to expand the use of the system, and one of them is to expand the hours. I know the immediate concern will be, what'll we do with the additional cost of instructors? If we could see some major way in which institutions were coping by adjusting their system, by adjusting their scale of operations and time of operations. I think we'd probably make some adjustments ourselves in terms of financing. But we want to review that possibility. At this point I agree that there have been some adjustments, but I think there could be more adjustments made in terms of how education could be delivered in these big systems.

I agree that the consortia are one of the ways in which we're escaping major capital investments, but they do provide credit courses across this province. I should note that in aggregate, there are over 385,000 students in the advanced education system in this province in a variety of courses, including consortia, and further education and continuing education programs. So of course advanced education touches a variety of people, a large number of people, and we believe that this kind of outreach program, which the Member for Grande Prairie talked about, is a significant element of any college and institution in a community. Certainly that provides part of the core and intellectual excitement and cultural challenge which all of us need in our lives and, in the case of Grande Prairie and in the case of Lethbridge, a very important ingredient to that dynamic transition.

While my colleague from Lethbridge West raised issues which are dear to both of us, let me say that I'm very pleased first of all that I was able to use part of the Max Bell Foundation, part of the 3AU fund, some surplus money which I had from my budget, some additional capital dollars, to acknowledge in part the importance of athletics at the University of Lethbridge by agreeing to a capital project, an aquatic centre, much below the total project which was first requested. In fact, the initial project included the students' union request, but of course that has been cut out, and we have now gone with a very modest proposal, reducing from \$35 million to about \$5 million to provide them with a rounded-out facility to acknowledge the importance of athletics and in particular to make it a community facility. Very importantly, the city of Lethbridge is part of the funding consortia putting money into this project, so it is a community focus. It serves west Lethbridge in particular and moreover serves the student population.

At the same time, we're very pleased that Lethbridge Community College will finally be able to tie together its facility. It was a trailer development; it's been ad hoc development for some time, and we're now in the process of putting together its core facility. That will allow it to be a well-developed system.

In the case of the funding ratio, I think I've already indicated that roughly speaking funding of universities and colleges in this province runs in the order of 89 to 90 percent government and about 10 percent from other sources, including tuition. Tuition fees really don't amount to all that much in the relative scale of operations, but they are significant because they require individual commitment in terms of both finances and time for a student to go through the system. I think that is very important as a test for accessibility.

Police academy: I agree that the Lethbridge Community College is doing a fine job. I would not anticipate a new facility, in the case of student enrollments.

I dealt with the Canadian long-baseline array, an important element. My colleague the Minister of Economic Development dealt with it in question period today. I'm a strong proponent of the CLBA. I hate to disagree with some who suggest it should be elsewhere than Lethbridge, but naturally that debate will continue in the future. I also think it will provide an intellectual focus and a lot of research, and will be a tourist facility with a major number of spin-offs in terms of high tech for that area. As I have indicated, we have given a lot of thought to it, and we are in fact of the view that the federal government is playing politics with this issue.

Let me now talk about the major comments made by my colleague from Olds-Didsbury in the area of the Olds school of agriculture. I certainly appreciated the thorough research and the very deep understanding the member has for the issue of Olds College. I know it has been a continuing problem over the past year. I respond by saying that we did, in part, provide some special funding to allow the regeneration of some of the facilities, and I think that \$2 million or so was well spent and well used. I would simply say, Mr. Chairman, that if there was a survey of capital projects across the province — the 150-some projects I talked about — it would be my bet that Olds College would come out number one.

I appreciate the views of the Leader of the Opposition, but in particular I appreciate the continuing comments which have been made to me by MLAs, particularly the MLA for the area. I simply say that if it would be helpful, I would be able to make available some \$200,000 this year to allow Olds College to do some planning. If that would be helpful, that would allow us to make that transition from the old notion of the scale of operation and to be sure that we could readily move with that money there, should my colleagues agree to tendering early in the next budget year. So depending on the advice I receive from MLAs in that area, if that's helpful I'd be able to respond on that notion.

The member talked about the importance of agriculture, referred to the importance of agricultural research, one of my own pet areas, where in fact I believe Alberta is in the forefront in the biotechnical area. But I believe that we have to be very careful. We can't expect some of these institutions to carry on some of the sophisticated, scientific, biotech things that are being done. I think these have to be done in very elaborate labs, very important and expensive facilities, and I don't know if we want to duplicate those entirely. But I believe there's a process of practical science and perhaps applied science in the kinds of research others are doing. I think that area will be carved out by the Olds school in the future.

I know many of you here are graduates of that area, including my colleague Allan Warrack, who I remember was one of the distinguished alumni who continued to remind us of that. I think we've always had Olds in a very important role in developing agricultural education in this province. I would, however, never deny the importance of Lakeland, Fairview, or Lethbridge Community College in part of that responsibility. Let's hope that next year we will be able to have some better news. I appreciate the very thorough analysis, the very important arguments, and the clear set of guidelines for that kind of decision presented by the member today.

The Member for Edmonton Norwood dealt with some important issues. I think I've dealt in part with some of the assumptions with respect to student numbers. I guess we could always build a case that you're going to have to clean the offices only two or three times a month. I don't think those are the big issues. The big issue is whether or not we're going to be able to accommodate within the system those students coming from high school, in particular, and the other pool of students. First of all, it's my view again that we can accommodate those students. I believe the University of Alberta will grow to approximately 25,000 but will not reach that this year. I believe that if the University of Alberta maintained the same entrance requirements as it did in previous years, it would grow to roughly the 24,200 to 24,500 level. So I think there is some gap. I agree that class sizes are becoming large. I agree that one must consider whether or not the quality of education is as it was four or five years ago, but I'm not too sure it is at that very negative point.

I can go on to say, however, as I said in my introductory comments, that by most measurements, speaking very modestly, the province of Alberta has established a very high priority for universities, will continue with it this year, particularly with the capital facilities which are now under way, particularly with the special funding which goes to universities for enrollment at the margin and, moreover, for the continuing large, base budget commitment this province has made. As I indicated before, in terms of most measurements Alberta is certainly number one and, in terms of the continuing expansion of dollars to educational facilities in this province, Alberta ranks number one amongst all other provinces. So I guess it's a legitimate debate.

I have some view that there is a problem with respect to computing science. I acknowledge that everyone wants to have some hands-on experience and, with some limited resources, I'm attempting to respond in that area. I'm not altogether sure, though, that everyone needs to have computing science in the first year. It may well be that you can become at least literate in the computing area by taking it in the third or fourth year. So it's not important that you take it in the first year to allow you to become computer literate.

For those in the computing science area, a little different problem: I understand they will be taking some increase in students this year, and in part will be buying microcomputers to allow the student to have the same kind of experience in terms of computer programming, hands-on experience, and decision-making or algorithm work the computers do. I think that in fact is one way the university can adjust. However, many members have made the view known to me that we should assign a very high priority to computing science. I agree; I believe we're in the age of computers. The age of information is upon us and, in fact, will change the way we deal with a variety of problems in our lives, so I'd like to see that priority established. As a result I'm looking at ways in which we can reflect more hardware and perhaps more software and more instructional time in the computing area.



The Member for Edmonton Whitemud asked very intriguing questions dealing with the level of funding for universities. What is enough? What happens normally is that universities give us their very best approximation as to what they need, their wish as to what would happen. They make that presentation to us every year. They describe very elaborate dollar amounts and very sophisticated changes, profess all the arguments you've made here: the importance that we move when costs are down, the importance of education contributions to the Alberta economy, and on it goes. But as soon as we make our own decision as to how the budget should be fulfilled in terms of what we have here, the difference between their best wish, their best desire, and what in fact we give them is described as underfunding.

That's not really fair, because in every case, as I have said before, we have expanded our assistance to universities. In the case of the University of Alberta, it's a 4.5 expansion this year, certainly at least equal to the assistance given other institutions in other provinces. Again, we're not cutting back; we're not closing institutions. Wherever possible we're attempting to adjust and to respect the needs of the institutions as they deal and cope with large student numbers. But it's a very important question. At what point do we stop funding; what point is enough in terms of money flowing to advanced education facilities?

I agree that it's difficult to measure productivity. We've had a brief review as to how that may be done in terms of adjusting the system. I think to some extent the professors themselves have adjusted their own productivity by assuming larger workloads and larger class sizes and in fact working longer hours. So I think the economic reality of the institutions is now coming home to them. I've indicated that one of the measurements of that economic reality is the recent settlement at the University of Alberta where the base budget expansion reflects a zero increase in negotiations for labour this current year.

Let me then move on to Edmonton Belmont. I'm sorry to be so long, but you were also. [interjections] The specific reference by the Member for Edmonton Belmont was to \$125,000. That money in grants is special money which allows us to contract outside consultants for our planning secretariat. It is not directly related to any particular institution, but it assists us in doing such things as contracting for the participation study, doing special demographic information work, et cetera. It's a very small amount of contract which our planning secretariat has at its discretion.

Tuition fees free, a very important question. When the hon. member raised that, I went back to my old economic theories and did some quick calculations as to the amount of money which now flows to institutions in the province. Assuming it's roughly a 90 to 10 split and assuming we're paying something in the order of I think it's \$600 million, the quick calculation of the present value of zero tuition fees would probably mean that we'd have to make an extra capital payment of a present value of about \$400 million to \$500 million. That's the kind of dimension the removal of tuition fees would cause this government to bear. Although 10 percent doesn't seem like much, if you take it over a 15-year period and bring it back at the present value, say at 10 percent, it does in fact come to a large amount of money. If we had to spend that money, we certainly would not be able to build other capital projects and probably would not be able to fund institutions the same way we have.

The comparison of tuition fees across Canada — again, I don't want to sound repetitive, but in fact it is a matter of record that universities in Alberta are among the lowest in Canada. The most recent study done, reported in the Vancouver paper

when tuition fees did go up there, showed Alberta to be one of the two lowest provinces in Canada. Of course with the adjustments which are now taking place under our tuition fee policy, that in fact must maintain, and I don't think there's a major transfer to the students in terms of tuition fees responsibilities. However, I think it is important, certainly from a society's point of view, that an individual should bear some of the costs of going to university.

I dealt briefly with native education under the inmate budget. For example, we do have the Sundance consortia, being funded in part by my colleague the Minister responsible for Native Affairs, and the Old Sun college, which are particularly directed toward native education in the advanced area.

The Member for Red Deer mentioned several important comments. I certainly recognize the first priority of the Red Deer College, that is the land acquisition program. I am sympathetic to that view, and I am hopeful that in the near term we can find some way to acquire that land. I would say that it's an important part of the long-term planning for the college. I would not want to see that area boxed by lack of land or by overurban encroachment. I am one who supports the notion that that land should be acquired, and I appreciate the comments which the member made to encourage me to get on with that responsibility.

The Member for Little Bow — we both agree with respect to the attitude expressed. I talked briefly about the matching grants. I talked about the spending priorities, and I also talked about what's going to happen in the future. Again, I can't give you any forecast as to job needs, job demands, but it is a continuing problem which we are attempting to deal with.

The Member for Calgary McCall also drew to my attention the question of entrance requirements and dealt with the Alberta College of Art. I mentioned a bit about the financial assistance to students. I would say, Mr. Chairman, with respect to the expansion in the administration of the students' assistance area, that is accounted for by the very substantial expansion in the number of students who are being handled. Of course we have to expand the part-time staff. We've expanded the part-time staff by 41 people to accommodate the numbers increase from about 12,000 to 42,000 this year. In the case of the 16 man-year expansion, that is for the Lac La Biche facility. That of course is a very major project which is being built in part by Public Works.

On that note I should simply show that although my capital budget is some \$138 million, an additional \$12 million is being spent in the Public Works portfolio, and I think an additional \$2 million is being spent for the University of Calgary through the Olympic votes, which are included in Recreation and Parks. So overall we're spending quite a bit with respect to Advanced Education facilities, and it's not all in this budget.

Nonetheless we did expand because the public works department is building a new Lac La Biche vocational centre, as the Member for Lac La Biche-McMurray noted. We have to staff that; we have to put in place the people to run it. Those 16 people [account] in part for that manpower expansion. Certainly 41 people on a part-time basis will allow us to accommodate on a very rapid turnaround basis the 42,000 students who will be applying for assistance from the Students Finance Board this coming year.

Calgary McKnight—very important comments with respect to both evaluation of professors and in particular to expand on his deep and lasting commitment to the area of technology and research. As chairman of the Research Council, he is of course leading the province in part through that frontier. I agree generally with the CLBA as a broad premise. I think we may have

some difference at the margin as to location, as I have commented before.

Member for St. Albert — I think I have dealt in part with the kinds of job opportunities which tech schools will generate. I think that change is now taking place. I and my colleague the Minister of Manpower are reviewing with the apprenticeship program, the way in which we can facilitate apprenticeships in this province. It seems to be somewhat strange that you have to have a job to complete your technical training. It seems to me that we could do something else to speed up the in-house learning, and that when the job opportunities open up you could complete the apprenticeship program. I don't think there's much difference there. I've had some meetings with the apprenticeship boards, and I think we're moving generally in that direction.

My colleague the Member for Vermilion-Viking — I wanted to simply note that I appreciated the opportunity of visiting Vermilion-Viking with the member. He brought to me his view as to the importance of Vermilion-Viking in that area. I think that, among the MLAs in that area, he deserves a lot of credit for the kinds of capital commitments which this province has made in that area, for the construction which has taken place, and for the successes which in fact have been attracted to that facility. Certainly my visit with him over the past few days did a lot to acquaint me with both the problems and the kinds of economics which that area is facing.

I must say that I was impressed with the presentation of the joint use athletic facility, the swimming pool, with the Lakeland College. It's now before my colleagues in the department for evaluation, and I'm sure that this kind of project is one which is worthy of joint funding. I would be able to make some commitment at the earliest possible date once I have some target as to what the capital cost is. There seems to be some variance between that which is suggested by the proponents of the project and the Lakeland College board itself, but someplace along the line we'll smooth that out and find ways to assist.

I should note that very major expansion is now under way, some \$11 million being spent on an important vocational centre. And of course we've just completed the student residence in the Vermilion-Viking area.

The budget also reflects \$200,000 for planning in the Lloydminster area. That is a signal both to the Lloydminster area of our interest in developing another campus in that area and as well to the province of Saskatchewan, should it be possible, for a joint facility, a joint venture with the province of Saskatchewan. We do have some money to deal with the planning opportunities there.

In the case of the college library itself, unfortunately that did not fit within our budget this year. Others have expressed disappointments themselves. I think we'll just have to live with the fact that major capital investment has been made at the Vermilion-Viking site and it is now ongoing. I hope that in the next budget the renovation to the existing old residence to provide library facilities would be a priority.

I did appreciate the opportunity to view the farm and, as the member has previously indicated, land in any agricultural college must be one of the important ingredients to providing proper instruction. I would hope that at some point resource is available that we could make that commitment.

In the case of the Member for Grande Prairie, I think I have touched on most of the issues. I was very impressed on my visit to Grande Prairie just recently to open, among others, the new residence, that the joint management of the facility with Fairview College has worked out very successfully, I do appreciate the co-operation which both institutions have provided to ensuring that it does work, but moreover I know that the hon.

member, when he was a member of that board, did in fact contribute much to having that located there. It's one of the examples where in fact two institutions and two boards of governors, separately funded, can work out an arrangement combining resources and intellectual talent to facilitate students.

I would like to see more expansion of the university transfer programs at the college. I am unsure myself; I can't give you any specific conclusion as to whether or not we would like to see it in three or four years. That's one of the possibilities which is before us.

I should note that the private colleges, once the accreditation board is in place, will in fact be granting degrees. I know the members for Camrose and Lacombe and others are very interested in this area. We're moving forward in terms of establishing both university transfer and university degree-granting status to these institutions. As well I should note we're also examining ways in which we can change the financing [inaudible] to these institutions. I hope something can come of that. Nonetheless the delivery of degrees at the college level is not really in scope right now. It's not one of the possibilities, but it would not be denied as something to investigate perhaps a year or so down the road.

I agree that the outreach or the importance of the cultural attributes of any college in a community such as Grande Prairie is extremely important. I agree that on my trip, my visit to Grande Prairie, the performing arts centre was one of the important attributes in that community.

Mr. Chairman, I've done some of the tests that you have assigned to me. I would simply now sit down for a second and look forward to further questions and comments.

MR. MARTIN: I won't take long, but I think just a couple of comments are worth noting to the minister. First of all, I didn't know that we in the Official Opposition had such a big influence with the people of Alberta, but I thank you. We'll be very careful what we say now, because we're causing people not to go to university, to go to different universities, and all the rest of it.

I think the hon. minister well knows that there are some concerns, and it is a legitimate matter of debate. And in our role as Official Opposition we wouldn't be doing our job if we didn't bring up things that affect our area.

I am pleased to see that the minister said in his later remarks that there will be ongoing monitoring of the system. I gather that there will be to see if there are a lot of students applying at two or three institutions or in two or three different departments. The only thing I would say in terms of the U of A — it's a broad area and an important area. If I can just go back, there is no use in our quibbling about the numbers at this particular time, because it is a guess. The minister is well aware of the numbers that the University of Alberta is giving, as I am well aware of the numbers that he has given out to us.

The only thing I would suggest to him is that they are saying in this paper — and I am sure the minister has seen it — that there have been ongoing problems, and they have been struggling since '81 to do some of the things the minister is talking about in terms of readjusting. If all the students that the minister says were going to come [came], they would still be facing pressures even if they maintained the inflation rate. I think the minister is well aware of that. We are going to have to seriously look at the problem. Maybe it means a whole different outlook. But I worry about students this year. It was mentioned by one of the members that there has been a double whammy. But I can remember that all of us went through university at 60 percent. I don't know how many would still be around if it

was at 72. But it was already raised once, from 60 to 65. If there is a quota — and I gather that they can do this and that it is not up to the minister to make this decision. It is this Friday, I believe, that the decision will be made? I am wondering if the minister has had some discussion with the board of governors, so that he might enlighten the House on how that might go on Friday.

The only thing I would quibble about in the numbers — because it's too early — if we look at the unemployment rate in the Edmonton area, it is the highest in the province. The latest is 15.1 percent. I think that is going to put pressure on our institutions in the Edmonton area. About the second pool that the minister is talking about — he talked about the grade 12s and the different pool of people that at some point decide to go back to university. I think that's a pool where there is going to be some pressure. Talking to some construction workers — we all know that this is an area which has faced economic difficulties. I am not saying that I have figures here, but I have talked to two or three that are now at least planning to try to get back to university. I think you're going to see some sorts of pressures there.

Obviously when the minister made his estimates, he did not know what the unemployment rate would be. But if in his monitoring — and this is the other part of the monitoring — in August or whenever it is, the minister sees there is a significant increase and that the universities' figures are perhaps closer to being right, would there at that point be a time that the minister would do something about it in financial terms? Monitoring is not good enough at that point. That would be the other question.

The other question I would have flowing from there — just one more, Mr. Chairman — would be what implications does this have for adult education? I have talked about construction workers. Certainly we have a high priority going out to grade 12s. I can accept that people who have failed once go on a little less priority than those people. I think we all agree, though, that we want all the people that are qualified to go, if they want a decent education. I think that's what our goal is. I hope both the minister's and mine are the same there.

What about adult education? It has been one of the very successful programs at the university level, where people at some point decide that they want to go back to university. If my recollection is correct, students that are adults usually do better. In the past I think they have had something like a 5 percent higher range. Would this have an impact in terms of what's happening at the university, that we would sort of cut out, if you like, people that might be thinking of going back as adults?

So with those three questions and general comments — as I say, there's not much point quibbling about numbers. I am pleased that the minister is going to monitor. If, by monitoring that means that if there is a serious problem there might be more funds, then I accept this at this point.

DR. BUCK: Mr. Chairman, I just want to make one or two brief comments to the minister, and they will be brief. The area that concerns me when we were looking at quotas, be they real or if they just appear to be quotas, is the area of the student who, after the first semester in the second or third year of taking grade 12, suddenly comes to life and decides that maybe they had better do something about getting their act together and getting on into some of the educational programs available to us in the province.

I know that I would not want to be on the selection committee in a faculty, say, in dentistry, medicine, law, or some of the ones where certainly limited numbers of students can be taken.

I just wouldn't like to have that kind of job. But I would like to ask the minister if in any of the talks he's had with professional educators, there is a special area or special consideration given to these students who have been fooling around and really doing nothing in grades 10, 11, and 12, and all of a sudden decide, hey, it's time to get my act together. Do the selection committees look at some of these students as special students, even though they are not adult students or mature students, as we call them, at this point? They're still 18- and 19-year-old youngsters who have gotten a fire under their tail and decided they want to do something with their lives and go on to [post-secondary] education. I would just like to make a pitch to the institutions, through the minister, that we take a long, hard look at these students. If we pick them strictly on academic marks, there is no way they are going to make it.

From the years that I spent in the hallowed halls, I know that I had more difficulty getting out of high school than I ever did going through university. I guess part of that was lack of native intelligence. I suppose somebody would say that. But I went to a high school that had maybe 20 or 25 students and then on to a high school where they had a higher academic level, and some of my colleagues had forgotten things that were really new to me. Now that we are looking at limiting the entrance of students, I think we have to look very closely at some of the students that are late bloomers, as they say in sports, and have turned it on and won't get in. This is one of the concerns that I have when we are looking at an artificial barrier or just looking at marks.

Some comments were made that now, in a time of high unemployment, some of these students would like to go back to school and upgrade themselves, and they are going to have great difficulty. I would like the minister's comments on this and if there have been any discussions in the higher learning circles.

MR. STILES: Mr. Chairman, I will be brief. The hour is late, and I am sure we want to get on. I should say first that I appreciate his comments in response to my earlier remarks, and certainly I appreciate the comments he made respecting Olds College and its needs, and in particular the learning resource centre that they need so badly. However, I had hoped that my comments would not have been taken in quite so narrow a way that I was dealing only with the needs of Olds College. Frankly I am concerned about the needs of agricultural education. In fact there were some questions I asked that I don't believe the minister responded to, and that was with respect to planning in the overall field of agricultural education, in terms of having some kind of integration of planning for agricultural education between the Department of Advanced Education, the Department of Agriculture, and the Department of Manpower, as this area of advanced education does interface with those other departments.

Also, I believe we have to address the matter of rationalizing the delivery of agricultural education. In today's world I don't think we should be advocating three or four agricultural schools across the province, all offering duplicate programs. I wonder if the department has any planning going on in that regard. Thirdly, the other question I would hope to have an answer to is the matter of technology transfer to the people who are already out there. There are many, many thousands of people who are in the agricultural industry, both the primary producers and the processing industries, who are out there in the field and not potential students in terms of the graduates from high schools. As the Minister of Agriculture has so correctly pointed out, we will not recognize agriculture in the next 10 years. It will have changed so much with the new technology that is

coming every day. The question of course is how are we going to transfer that technology? Is it going to be done through the agricultural colleges, and is there any planning going on for that process?

MR. JOHNSTON: Mr. Chairman, let me indicate in response to the Member for Edmonton Norwood that if you analyze the monthly unemployment statistics now before us, I think you'll find that two groups show up as being typically unemployed: the younger person under 24 years of age, generally female; as well we find that the trade groups, in particular carpenters, pipefitters, et cetera, in a sector-by-sector analysis show high levels of unemployment. We must remember that there is an overlay of those two groups. If you're classified both by being under 24 and by being tradesmen, you tend to be double counted in the sense that our institutions may have to respond to you in a variety of ways in a longer term period. That is to say, if you're already a tradesman, you may want to come back, as the member properly noted, for an upgrading of your education. I think more and more of those people who are unemployed with the trades are doing that right now.

I don't know if I can give any indication as to what would be the best or most favoured vocation, because frankly I haven't got the solution to that right now. Moreover, I don't know if in fact we can train people to be fully adaptive in society. But I must go on to say that I believe retraining is going to be one of the important elements of advanced educational institutions in the next decade in this country and in Alberta particularly. We're going to go through a series of life cycles of job to job, training to training, and I think one of the priorities of our institutions must be that they are adaptive and responsive to that need. That will take place in a variety of ways. I think the tech schools will be at the forefront of that change, because I think they're the ones that are more dynamic, can shift resources more rapidly, can accommodate more quickly, and can perform needed skill training as we move to a higher skilled resource base.

I also think continuing education will play an important role, and of course continuing education is also noted in discussions by the Member for Clover Bar and the Member for Edmonton Norwood. Nonetheless, continuing education is essentially self-funded, so we don't really have to allocate too many dollars there except to put in place facilities and objectives, and to share in some way in the funding. But continuing ed. programs are essentially self-funded. The use of facilities is expanding, in night schools, on Saturdays, and to accommodate this kind of need for education, this lifelong learning process which is referred to, and I think continuing education is playing an extremely important role.

In the case of Lethbridge Community College, I know the work done there by Dale Heyland and his group is remarkable. He's always adapting and developing new programs to provide encouragement to retrain and simple excitement as part of a perspective on life. I think that will be one of the ways in which we'll have to respond. There's no question that, in terms of any economic strategy, retraining must be an important and integral part of that strategy, because our manpower skills and labour requirements will change, and of course we'll have to continue to adapt to that.

I would agree that we are continuing to monitor and will initiate a monitoring process to screen out duplicate applications or to measure where in fact numbers are showing up at certain institutions in disproportionate or unpredicted amounts. We would then have a set of options in place, or in mind at least, that I could recommend to my colleagues to allow us to adapt to those phenomena, those statistics which are showing up.

Among them would be additional funding, of course, which is the most simple solution.

The Member for Clover Bar mentions — just before you go, Walt — the importance of professional development. First of all, quotas in professional schools are not new. In any of this discussion here today, we have not considered quotas, because they're almost accepted. Yet when we talk about quotas in some of those broader based schools, such as arts and perhaps education, you tend to become a bit concerned, and I share that concern. But in the case of the faculties of medicine, dentistry, and law, quotas have been a typical regime. Of course in terms of evaluation of the entrants, marks are not the only criterion. Marks are important, but the interview, the aptitude of the individual, and the survey of the sponsors or the people who write letters of recommendation, must be factored in. It isn't essentially all marks, as you well know. There is a broader base, and I think that's the point the member is making, and I tend to concur with him on that point.

Again, though, our professional schools are generating a large number of students. As somebody mentioned, maybe we should consider cancelling the University of Calgary school of medicine. I don't think we need to go that far, but I don't think the quotas have to be expanded, because in the case of medical doctors in particular, my information shows that in fact we're generating more medical doctors than this province needs. That may be a bit of a casual statistic, and I would have to be careful in reinforcing that. But we're generating more lawyers and doctors, and perhaps we need to be shifting some resources into other areas to ensure that other professional faculties or other arts and science faculties have an equal opportunity to deal with the real student numbers. My own view is that you should go to undergraduate school, take a broad base of four years of arts, and then focus in later as to what you want do professionally.

The question the Member for Olds-Didsbury raises — I'm sorry I didn't deal with the question of co-ordination. Of course there is co-ordination between at least three departments: Manpower, in terms of the job planning; in terms of Agriculture because of the agriculture inputs; and of course my own department. If you say that we should rationalize the schools in the province entirely, maybe part of the process would eliminate Olds College. That may be one of the risks you're willing take, but I don't think we would attempt to eliminate any college at this point. We'd like to build on the strengths that are there and would try to provide the resources to ensure that each one can be different and each one can serve a region better than the other, and that would provide the variety. I think that's the principle on which we've operated.

In terms of technology transfers, again that will take place in a variety of ways. I think the learning modes of the future may well be substantially different, as you have noted, and we could probably do such things as providing very comprehensive impact programs through computer-assisted learning or computer-managed learning and ensure that technology is transferred in that fashion. I think Olds College would be one of those which would have to provide it in those six-week comprehensive courses which are provided for farmers and have in fact been very successful, I think we'll have to try to compress that more and more, so an individual is able to time his own free period with his work period and then update himself in terms of the technology before us.

Because the technology is changing so rapidly — I know they're taking the satellite out of space today and repairing it; that's a new transition, a new frontier we're on one more time. The same kind of technology is taking place in the farming area. I could go on to talk about farming, technology, and

expansion of crops, but I'll leave that to those who are more expert in the area. I would simply say I would never deny the importance of Olds College, and I hope we can find some resources in the future to ensure that it meets its goals, its objectives in serving the agricultural community in Alberta.

Agreed to:

1.0.1 — Minister's Office	\$250,337
1.0.2 — Minister's Committees	\$[261,226]
1.0.3 — General Administration	\$6,778,380
1.0.4 — Planning and Research	\$125,000
Total Vote 1 — Departmental Support Services	\$7,414,943

2.1 — Program Support	\$38,195,961
2.2 — Provincially Administrated Institutions	\$30,283,984
2.3 — Private Colleges	\$3,420,000
2.4 — Technical Institutes — Operating	\$116,738,300
2.5 — Public Colleges — Operating	\$115,665,000
2.6 — Universities — Operating	\$368,150,700
2.7 — Technical Institutes — Capital	\$19,367,229
2.8 — Public Colleges — Capital	\$41,315,771
2.9 — Universities — Capital	\$66,884,000
Total Vote 2 — Assistance to Higher and Further Educational Institutions	\$800,020,945

Total Vote 3 — Financial Assistance to Students	\$64,000,000
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Department Total	\$871,435,888
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MR. JOHNSTON: Mr. Chairman, I move that the votes of Alberta Advanced Education, in the amount of \$871,435,888 for the year ending March 31, 1985, be reported.

[Motion carried]

MR. KING: Mr. Chairman, tomorrow being Tuesday, the House will sit in the afternoon for the consideration of private members' business. The House will sit tomorrow evening in Committee of the Supply and will next consider the Department of Agriculture.

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

[Motion carried]

[Mr. Speaker in the Chair]

MR. PURDY: Mr. Speaker, the Committee of Supply has had under consideration the following resolution, reports as follows, and requests leave to sit again:

Resolved that for the fiscal year ending March 31, 1985, sums not exceeding the following be granted to Her Majesty for the Department of Advanced Education for the purposes indicated: \$7,414,943 for departmental support services. \$800,020,945 for assistance to higher and further educational institutions, \$64,000,000 for financial assistance to students.

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

HON. MEMBERS: Agreed.

[At 10:30 p.m., on motion, the House adjourned to Tuesday at 2:30 p.m.]

